Elementary teachers are being asked to engage in ambitious mathematics teaching in order to reform children’s mathematics learning. Adding to this challenge, bilingual teachers have the additional task of addressing language learning. What kinds of the in-the-moment decisions do bilingual teachers make while teaching mathematics in bilingual classrooms? In this talk, I will share the results of a study which focused on documenting bilingual teacher noticing, the ways in which teachers identify, reason about, and make decisions in the situations that occur when engaging bilingual students in problem solving. Specifically, I used the construct of professional noticing of children’s mathematical thinking (Jacobs, Lamb & Philipp, 2010) to investigate what three bilingual teachers notice as they participate in a teacher study group to analyze and reflect on their experiences in weekly problem solving small groups. In addition to the three connected skills of attending, interpreting and deciding how to respond, this study revealed additional concerns around language learning that impacted the bilingual teachers’ decision making process. Implications on continued understanding of teacher noticing, effective mathematics professional development and developing understanding of mathematics teaching to emergent bilingual students will be discussed.

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