A "Look Into" Ms. Jackson's and Mr. Bloomfield's High School Math Classroom

This Look Into contains student use of AI. Always follow and use district-approved AI tools and regulations.

As students enter the classroom, they access their devices to review the schedules they've created for their learning goals. They check feedback from Ms. Jackson and Mr. Bloomfield, note any newly added *small-group mini-lessons*, adjust their plans, and begin working. Some gather materials from the *resource area*, while others move into different learning spaces: individual work areas, collaborative tables, and discussion zones.

Two weeks earlier, Ms. Jackson introduced the PBL *March Madness Selection: Calculation or Conjecture?* Students analyze the NCAA tournament selection process using historical data. Each group selected learning experiences from an *activity list* housed in their learning platform. As they work, some students use an AI-supported data tool to help organize large datasets, generate visualizations, or test patterns they notice, while still being responsible for interpreting and validating the results.

At the back table, Ms. Jackson facilitates a scheduled *small-group mini-lesson*. Using a whiteboard and a dynamic graphing tool, she models multiple ways to represent data. Students ask questions and generate additional examples they can compare and critique.

Mr. Bloomfield meets with Nina, Tom, and Jasmé as they analyze data from a recent article. They use graphing tools alongside an AI-powered tutor to check their reasoning about empirical probability and distribution. Mr. Bloomfield listens closely, asking probing questions and recording notes on his *facilitation grid*. He notices Tom is still developing his understanding of expected outcomes and directs him to a probability simulation. He also encourages Jasmé to add her name to the *expert board* for distribution so she can support peers.

Across the room, Marie and George collaborate on a reflection post responding to the question: *"What challenges did you face in collecting a sufficient sample size, and how did you address them?"* They reference a digital rubric and review peer responses.

Twenty minutes into the period, students all stop what they are doing and turn toward the front of the room, where Ms. Jackson is ready to offer a *benchmark lesson* on "The Power of Scatter Plots." In 12 minutes, she shares examples of scatter plots and their purpose, and discusses linearity, scope, and strength. This makes students aware of an important tool they will use in their PBL. Students then return to their schedules and engage in various activities.

Harry, Rob, Gina, and Sandra explore a random number simulation to deepen their understanding of probability. Sandra accesses the content using accessibility tools that allow her to adjust text size and contrast to meet her needs. Then, they use an AI tool to generate additional

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trial scenarios and compare outcomes. Nearby, Shonda and Jonathan work through practice problems. After checking their work together, they record and explain their solutions using a shared digital tool. Their explanations include both correct reasoning and common misconceptions, which Ms. Jackson later reviews and shares with the class.

Mr. Bloomfield reviews student feedback on the previous night's assignment. For students who found the work challenging, he offers multiple pathways: a short instructional video, a step-by-step how-to guide, peer support, or an AI-guided walkthrough that prompts students with questions rather than giving answers. Students choose the option that best supports their progress.

With five minutes left, students reflect on their progress in their *Efficacy Notebooks*, connect what they learned today to the PBL challenge, adjust their plans for the next day, and complete an exit ticket. The questions ask them to surface misconceptions, identify patterns in their data, and explain their reasoning. Responses provide real-time insight, allowing Ms. Jackson and Mr. Bloomfield to refine upcoming learning experiences.

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