

Project Proposal- Article Submission

Title- Building Brave Math Thinkers

I chose to do both options because while I want the experience of leading my first Professional Development, it is also an honor to get the opportunity to possibly get publishing in a journal. This is a topic I feel strongly about and feel that it will be useful to many educators.

My article will explore what research says about math anxiety and how educators can build a thinking classroom that fosters creativity and perseverance in problem-solving. It will emphasize strategies from Building Thinking Classrooms in Mathematics by Peter Liljedahl, connecting these practices to the development of a positive mindset in mathematics.

The article will argue that math learning should move beyond a focus on correct answers and instead prioritize the thinking process. By highlighting strategies such as vertical non-permanent surfaces, randomized groupings, and rich problem-solving tasks, I will show how these structures promote creative thinking, productive struggle, and student ownership of learning.

Drawing on both research and my own classroom experiences—as well as professional learning sessions I have attended with Peter Liljedahl—I will illustrate how these approaches can reduce math anxiety and help students see themselves as capable mathematical thinkers.

This article will primarily focus on math, but many of the strategies can also be applied to foster a positive mindset in other subject areas. It is important to use these strategies consistently throughout the day so students understand that these skills transfer across the curriculum. By reinforcing them in multiple contexts, students will begin to see that a positive mindset is not limited to one subject but is a tool they can use throughout their entire day.

I know there is extensive research on the brain and how a positive mindset contributes to a strong learning environment. However, much of the research I have read does not clearly explain how teachers can begin implementing these ideas in their classrooms.

The goal of this article is to provide practical, manageable first steps educators can take to shift their math instruction—and any other subject area—toward a more positive, growth-focused learning environment. These strategies can benefit teachers at any grade level, as long as they are willing

to commit to the process and remain consistent, especially when challenges arise.