

**CHAPTER 13: “Favorable Conditions” for All Math Students**

In this final, short chapter, I wanted to give you a chance to synthesize and extend all that has come before. I shared the work of one of my heroes, Dr. Clarence Stephens, and I gave you one last classroom example to reflect on. I hope readers will feel reflective at this point in their work together.

**Discussion Questions**

**Page 352** Discuss the mission statement from Clarence Stephens’s SUNY Potsdam math department. How does this statement compare with the mission of your institution?

**Page 353** Have an honest discussion about the systems and supports you wish you had. Are there doable, concrete proposals you can make to your administration? Be specific about what you need to create favorable conditions for you, your colleagues, and your students.

**Pages 353–356** Discuss the example from Ann Gaffney’s classroom. Where are you now? What is standing out to you? What new questions do you have?

**Page 356** This is a great spot to do some journaling, reflecting, and discussing. If you’ve made it this far as a group, how has the experience been? What have been the overarching themes of your work together? What ideas are you lingering over still? Going forward, what specific goals will you be working on? I’d be so grateful if you share your thoughts with me at [tjzager.com](http://tjzager.com) (Chapter 13). I can’t wait to hear what this learning has meant to you.

**Additional Resources**

At [stenhouse.com/becomingmathteacher](http://stenhouse.com/becomingmathteacher) and at [tjzager.com](http://tjzager.com), you’ll find further reading about Clarence Stephens and the Potsdam Miracle. Enjoy.

