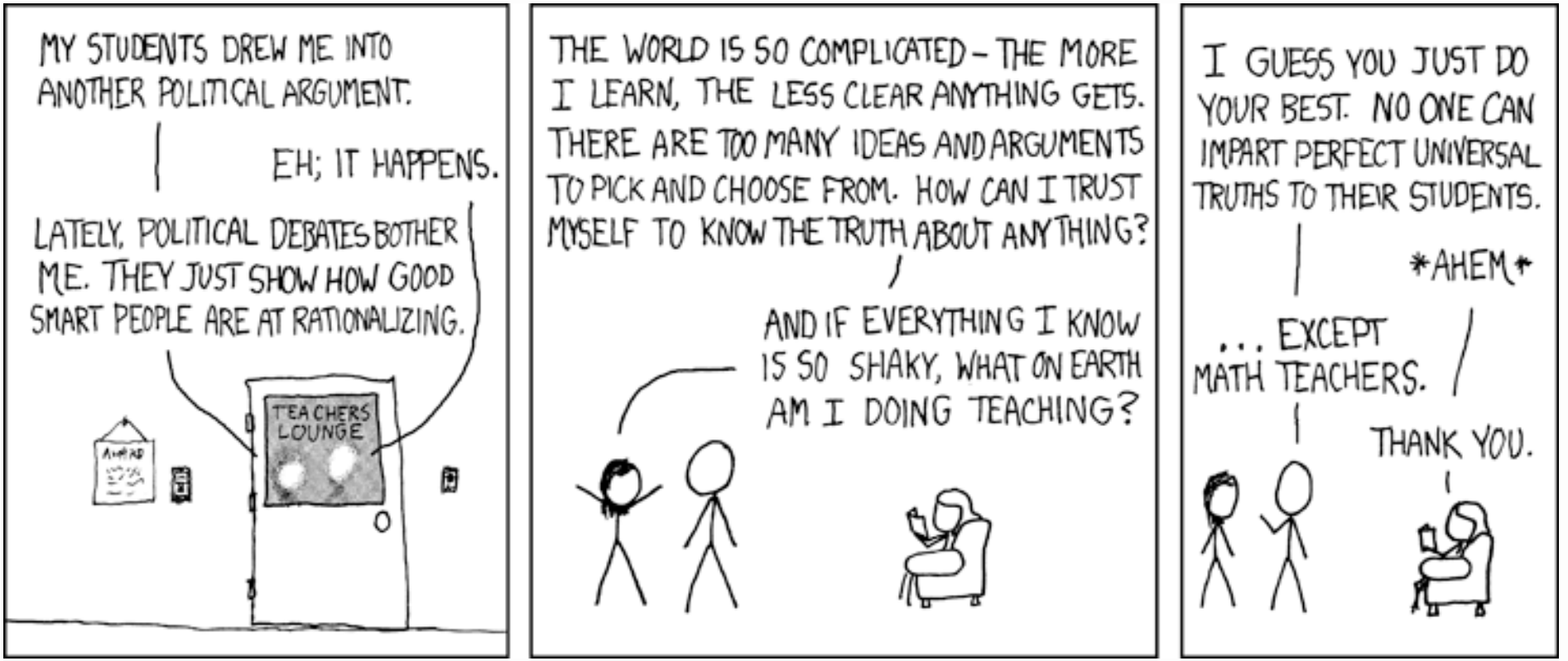

MY STUDENTS DREW ME INTO ANOTHER POLITICAL ARGUMENT.
EH; IT HAPPENS.
LATELY, POLITICAL DEBATES BOTHER ME. THEY JUST SHOW HOW GOOD SMART PEOPLE ARE AT RATIONALIZING.
TEACHERS LOUNGE
THE WORLD IS SO COMPLICATED – THE MORE I LEARN, THE LESS CLEAR ANYTHING GETS. THERE ARE TOO MANY IDEAS AND ARGUMENTS TO PICK AND CHOOSE FROM. HOW CAN I TRUST MYSELF TO KNOW THE TRUTH ABOUT ANYTHING?
AND IF EVERYTHING I KNOW IS SO SHAKY, WHAT ON EARTH AM I DOING TEACHING?
I GUESS YOU JUST DO YOUR BEST. NO ONE CAN IMPART PERFECT UNIVERSAL TRUTHS TO THEIR STUDENTS.
AHEM
... EXCEPT MATH TEACHERS.
THANK YOU.

Mathematical Goals and Questions

Reflecting on Practice

Week #2 Day #6

Questions are linked to goals.

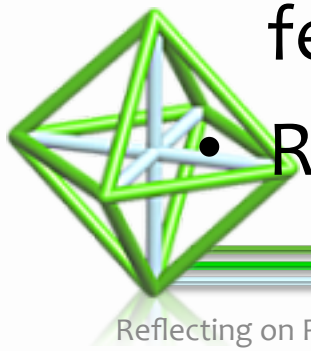
Our goals for you:

- Better understand the meaning of each of the eight Mathematical Practices.
- Identify specific evidence of students' demonstrating the Mathematical Practices.
- Identify questions that push/probe student thinking related to the Mathematical Practices

Agenda over the next two classes:

Today:

- Receive an overview of all 8 Mathematical Practices.
- Your table will create a poster explaining **one** Mathematical Practice in detail. (Evidence students are practicing it, evidence they are not).
- Review the work of other tables, give feedback.
- Read/digest feedback, plan for the next day .



Tomorrow:

- A ONE PAGE document of "best evidence" of the Mathematical Practices.
- Write PUSH and PROBE questions specific to that Mathematical Practices.
- Submit work to a collaborative document (Evidence + Questions) that we will compile and share with you.

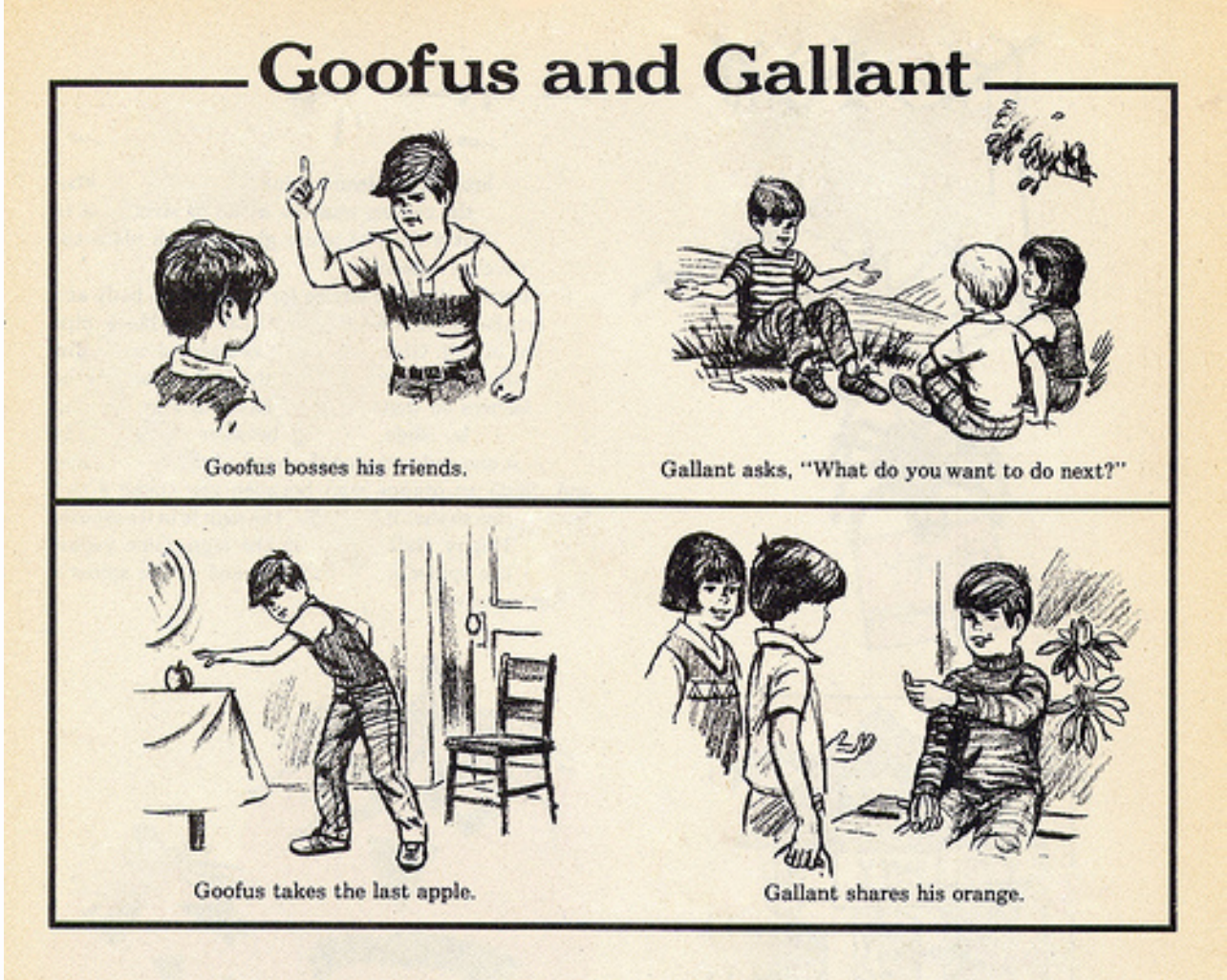
CCSS Mathematical Practices

Common Core State Standard Mathematical Practices

The eight core practices that students should understand and enact in doing and thinking about mathematics:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Remember Goofus and Gallant?



Illustrating One of the Eight Mathematical Practices in a Classroom

Poster

- How do you know when you see/hear it from students? What do they say? Do? Write? Better yet, how do you know when you don't see/hear it?

Questions that help:

- What will students be *doing* when they do(n't) illustrate the MP?
- What will they be *saying* when they do(n't) illustrate the MP?
- What will they be *writing* when they are (not) engaged in the MP?

Another analogy for you hipster Internet Meme Lovers

Gallery Walk

Take Post-It Notes and respond to something specific by writing comments like:

- This example is helpful because . . .
- I disagree/am confused by this because . . .
- I wonder if saying __would help because . . .
- ~~Nice idea! Great poster!~~

Feedback on your poster.

Look at the feedback from your poster.

- What needs more specificity?
- What examples are working?
- Which one's aren't?

Start thinking about tomorrow's task:

You will upload a ONE PAGE document tomorrow, with:

- The pieces of evidence that best show success with the MP.
- The pieces of evidence that best show struggle with the MP.
- Pushing questions that challenge students to demonstrate the MP.
- Probing questions that inform you where they are with the MP.