Being Intentional About Using the Standards for Mathematical Practice

PLC Guide: The following is a sample protocol that school-wide or teacher PLC teams might use to begin to consider ways to intentionally incorporate the Standards for Mathematical Practice into their instruction.

Background: The eight Standards for Mathematical Practice describe the varieties of expertise, habits of mind, and productive dispositions that teacher seek to develop in their students. Just as we expect timeliness, respect, and organization from our students, these behaviors are modeled by adults. Similarly, teachers should understand the need to appropriately model the behaviors exemplified by the Standards for Mathematical Practice, while ultimately seeking for the students to exhibit these behaviors autonomously. Remember, the way students are given the opportunity to use the Standards for Mathematical Practice is by working on content.

Topic for Discussion: Standards for Mathematical Practice

Step 1:	• Ensure that everyone has a copy of the 8 Standards for Mathematical Practice and their descriptions, available at: http://tn.gov/education/standards/math/standards_mathematical_practice.pdf • Ensure everyone has a copy of the "Standards for Mathematical Practices Observation Tool" • (Spend time reviewing and discussing the Standards for Mathematical Practice, if necessary)
Step 2:	• Consider an upcoming mathematical goal for your students: o Define the goal for student understanding o Determine standards for mathematical content will students be working on o Determine which standards for mathematical practice students will have the opportunity to work on (1-2, no more than 3) o Be sure to use evidence for why these practices are the most appropriate for the content.
Step 3:	• Select a high level task that will support the student learning goals identified in step 2.
Step 4:	• Use the "Standards for Mathematical Practices Observation Tool" to consider ways in which teachers will support, encourage, and model the standards for mathematical practice in step 2. o What will the teacher be saying? o What will the teacher be doing?
Step 5:	• Establish shared criteria for what will be acceptable evidence from the students that they are working on the standards for mathematical practice named in step 2. o What will students be saying? o What will students be doing?
Step 6:	• Build out the rest of the lesson in the time remaining. o The Thinking Through a Lesson Protocol can support teacher planning: http://tncore.org/sites/www/Uploads/summer2013/Summer%202012/00_Thinking%20Through%20a%20Lesson_20131007.pdf