KCM Favorites
Implementing Effective Teaching Practices Grades 9-12
Welcome!

Your host

Leah Dix White

Regional Consultant
Kentucky Center for Mathematics
leah.dix@louisville.edu
KCM Website

www.kentuckymathematics.org

Good News!

The KCM is hard at work to ensure Kentucky teachers have access to innovative professional development from home.

Through the newly launched KCM Virtual site, mathematics teachers from all grade levels will have access to live zoom meetings, video records and corresponding materials. Read more.

KCM Favorites - Apr. 20 - Apr. 24

Developing Multiplicative Thinking - Apr. 27 - May 1

Focus on Fractions - May 4 - May 8
Why I Love This Book

➔ Describes *Mathematics Teaching Practices* through lens of secondary practitioner

➔ Provides specific suggestions on *how* teachers can implement practices in secondary classrooms

➔ Actively engages readers with specific artifacts of classroom practice (e.g., mathematics tasks, narrative cases of classroom instruction, video clips, student work samples).
About the Authors

Melissa Boston  Frederick Dillon  Margaret Smith  Stephen Miller
Mathematics Teaching Practices

Fig. 10.1. A framework for mathematics teaching that highlights the relationships between and among the eight effective teaching practices.
Key Features

Analyzing Teaching and Learning (ATL) activities invite the reader to actively engage with specific artifacts of classroom practice (e.g., mathematics tasks, narrative cases of classroom instruction, video clips, student work samples).

Taking Action in Your Classroom provides specific suggestions regarding how a teacher can begin to explore specific teaching practices in her or his classroom.
Tasks

The S-pattern Task

1. What patterns do you notice in the set of figures?
2. Sketch the next two figures in the sequence.
3. Describe a figure in the sequence that is larger than the 20th figure without drawing it.
4. Determine an equation for the total number of tiles in any figure in the sequence. Explain your equation, and show how it relates to the visual diagram of the figures.
5. If you knew that a figure had 9,802 tiles in it, how could you determine the figure number? Explain.
6. Is there a linear relationship between the figure number and the total number of tiles? Why or why not?

Adapted from Foreman and Bennett (1995).
Support Productive Struggle

What are ways to support productive struggle in completing high ceiling task?

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### Assessing Questions
- Based closely on the work the students have produced
- Clarify what the students have done and what they understand about what they have done
- Provide information to the teacher about what the students understand

**Teacher STAYS to hear the answer to the question.**

### Advancing Questions
- Use what students have produced as a basis for making progress toward the target goal of the lesson
- Move students beyond their current thinking by pressing them to extend what they know to a new situation
- Press students to think about something they are not currently thinking about

**Teacher WALKS AWAY, leaving students to figure out how to proceed.**

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**Fig. 5.4. Characteristics of assessing and advancing questions**
(Developed by Victoria Bill and Margaret Smith 2008)
Representations

Fig. 6.1. Different representations and the connections between them (Adapted from NCTM, 2014, p. 25)
Equity

Go deep with mathematics. Develop students’ conceptual understanding, procedural fluency, and problem solving and reasoning.

Leverage multiple mathematical competencies. Use students’ different mathematical strengths as a resource for learning.

Affirm mathematics learners’ identities. Promote student participation and value different ways of contributing.

Challenge spaces of marginality. Embrace student competencies, value multiple mathematical contributions, and position students as sources of expertise.

Draw on multiple resources of knowledge (mathematics, language, culture, family). Tap students’ knowledge and experiences as resources for mathematics learning.

Fig. 1.2. The Five Equity-Based Mathematics Teaching Practices (Adapted from Aguirre, Mayfield-Ingram, and Martin 2013, p. 43)
Favorite Quote

“Develop students’ conceptual understanding through visual models, representations, and drawing on students’ prior knowledge before moving to more formal methods and procedures”.

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To order visit NCTM website
KCM Favorite

**KCM Favorites!**

**APRIL 20 - 24**
2:00-2:30 PM EST

- **Monday, April 20** - Thinking Together - 9 Beliefs for Building a Mathematical Community
- **Tuesday, April 21** - Routines for Reasoning: Fostering the Mathematical Practices in All Students
- **Wednesday, April 22** - Developing Number Knowledge
- **Thursday, April 23** - Math Fact Fluency
- **Friday, April 24** - Taking Action Implementing Effective Mathematics Teaching Practices Grades 9-12
## Developing Multiplicative Thinking

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Facilitator</th>
<th>Downloads</th>
<th>Instructions</th>
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<tbody>
<tr>
<td>Apr 27</td>
<td>Foundations of Multiplicative Thinking</td>
<td>Julie Adams</td>
<td>TBD</td>
<td>Check back 30 minutes before the session for the meeting link.</td>
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<td>Apr 28</td>
<td>Sequence of Multiples</td>
<td>Dee Crockett</td>
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<td>Apr 29</td>
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<td>Lisa Rijos</td>
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<td>Ronny Davenport</td>
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KCM is here to support you!

Contact me

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