Session 1: Shared Learning

**Video:** *Inside Mathematics:* Cecilio Dimas, Grade 7 & 8 - Lesson 2A

| **Takeaways & Notes from Jigsaw**What does incorporating this SMP look like for teachers? For students? | **Evidence from the Video**What instructional steps did Mr. Dimas take to incorporate SMPs into this lesson? What impact did this have on student learning?What ***planning*** steps were taken to explicitly connect the lesson’s objectives to the SMPs? |
| --- | --- |
| **SMP1 Make sense of problems and persevere in solving them.**  |  |
| **SMP2 Reason abstractly and quantitatively.** |  |
| **SMP3 Construct viable arguments and critique the reasoning of others.** |  |
| **SMP4 Model with mathematics.** |  |
| **SMP5 Use appropriate tools strategically.** |  |
| **SMP6 Attend to precision.** |  |
| **SMP7 Look for and make use of structure.** |  |
| **SMP8 Look for and express regularity in repeated reasoning.** |  |

**Criteria for Success**

|  |  |
| --- | --- |
| **Teacher Planning and Practice Look-Fors** | **Student Look-Fors** |
| *The teacher look-fors below come from the Effective Mathematics Teaching Practices (MTPs) [[1]](#footnote-1) put forth by the National Council of Teachers of Mathematics.* | *The student look-fors below come from Standards for Mathematical Practice (SMPs) [[2]](#footnote-2) found in the KAS for Mathematics.* |
| * **Look-For 1:** Teacher establishes mathematics goals to focus learning (MTP 1).
* **Look-For 2:** Teacher implements tasks that promote reasoning and problem solving (MTP 2).
* **Look-For 3:** Teacher uses and connects mathematical representations (MTP 3).
* **Look-For 4:** Teacher facilitates meaningful mathematical discourse (MTP 4).
* **Look-For 5:** Teacher poses purposeful questions (MTP 5).
* **Look-For 6:** Teacher builds procedural fluency from conceptual understanding (MTP 6).
* **Look-For 7:** Teacher supports productive struggle in learning mathematics (MTP 7).
* **Look-For 8:** Teacher elicits and uses evidence of student thinking (MTP 8).
 | * **Look-For 1:** Students make sense of problems and persevere in solving them (SMP 1).
* **Look-For 2:** Students reason abstractly and quantitatively (SMP 2).
* **Look-For 3:** Students construct viable arguments and critique the reasoning of others (SMP 3).
* **Look-For 4:** Students model with mathematics (SMP 4).
* **Look-For 5:** Students use appropriate tools strategically (SMP 5).
* **Look-For 6:** Students attend to precision (SMP 6).
* **Look-For 7:** Students look for and make use of structure (SMP 7).
* **Look-For 8:** Students look for and express regularity in reasoning (SMP 8).
 |
| Additions: | Additions: |
| *While implementing these look-fors, teachers will reflect on patterns between their planning and practice and student outcomes, with attention to outcomes for subgroups of students considering race, gender, language, learning needs, and socioeconomic status, in the service of* all *students meeting the student goals.* |

* *Teachers are encouraged to keep this* ***Reflection and Looking Ahead*** *page to refer back to their goals and selected student subgroups in upcoming sessions.*
* *This page may also be shared with facilitators as an artifact for individual coaching sessions.*

|  |  |
| --- | --- |
| Teacher Name: |  |
| Facilitator Name: |  |
| Session Date: |  |

**Reflection**

* Which of the Look-Fors do you consider strengths? In what ways are you already implementing these look-fors in your classroom?
* Which of the Look-Fors do you consider areas for growth? What might effective support and resources in these areas look like?

|  |
| --- |
|  |

**Looking Ahead**

* In thinking ahead to our Planning & Practice session, what new learnings from this session will you apply to an upcoming lesson within your curriculum? What teacher and student artifacts would you use to measure your success?
* In thinking ahead to our Student Progress session, which students and/or subgroups of students will you assess to ensure shared learning from our session creates equitable learning opportunities and outcomes for all students?

|  |
| --- |
|  |

1. For additional support, see Effective Mathematics Teaching Practices found in the [BCML Appendix folder](https://drive.google.com/drive/u/0/folders/1Ajj43Cf5095wv9SY60jxAmWLsK8yBVHy). [↑](#footnote-ref-1)
2. For additional support, see the [KAS for Mathematics](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf) and the [KAS for Mathematics Professional Learning Modules](https://kystandards.org/standards-resources/mathematics-resources/math-pl-modules/). [↑](#footnote-ref-2)