



MATHEMATICS TEACHING PRACTICE 1:

Establishing mathematics goals to focus learning

Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions and uses the goals to guide instructional decisions.

Strategy and Process for Students with Disabilities	Digital Learning Experience
<p>Goal matching</p> <ul style="list-style-type: none"> • Communicate visually and verbally explicit learning goals. • Clarify and share learning intentions and criteria for success. • Provide opportunities for students to connect to previous work and see where the mathematics is headed. <p>For more information on goal matching:</p> <ul style="list-style-type: none"> • Module 3: Clarifying and Sharing Learning Goals and Success Criteria: This module focuses on how to elicit meaningful evidence of student learning through clarification of learning progressions, learning goals and success criteria. • Clarity for Learning book study: This is a book study exploring how teachers gain clarity through constructing learning intentions and success criteria aligned to the standards that districts can engage in with staff. 	<p>There may be less live conversation in a virtual setting, but goal setting requires much of the same work.</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Posting the learning goal and success criteria may help students as it can be introduced and reflected upon throughout the lesson. • Embedding videos may be a way to articulate learning intention/progressions for asynchronous work. Using the Coherence component within the standards may help teachers highlight the importance of what students currently are learning and how current learning will support future mathematical ideas.
<p>Ensuring student access</p> <ul style="list-style-type: none"> • Create opportunities for students to share in co-creating classroom and lesson goals. • Create opportunities for students to share in determining what criteria indicates success. • Questions to increase student clarity: <ul style="list-style-type: none"> ◦ What am I learning today? ◦ Why am I learning this? ◦ How will I know when I have learned it? 	<p>Use features of virtual platforms for students to paraphrase and discuss learning intentions and success criteria (e.g. chat partners, slides, shared documents or other virtual tools).</p> <p>Establish informal and formal opportunities for students to connect, self-assess and reflect on their level of understanding using virtual tools (e.g. gestures, chat, polls, emojis, gifs, posts, pictures, drawings, video or voice responses or other virtual tools).</p>

Contact your special education regional cooperative for more information on using virtual tools and additional resources.

Reflection Questions

1. What are the key mathematical ideas of the lesson?
2. What is the balance between using learning goals that are focused on mathematical ideas and learning goals focused on meaningful use of mathematical strategies?
3. Are all students able to access the learning goals of the lesson?
4. What are the specific learning needs of each student with disabilities? How will their needs be considered in the lesson? What strengths does each student bring to learning mathematics? How might these funds of knowledge be accessed in the lesson?
5. What is the best method and when is the best time to share the mathematical process goal?

Principles to Actions: Ensuring Mathematical Success for All, copyright 2014, by the National Council of Teachers of Mathematics.

