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| ***Principles to Action* –**  **Mathematics Teaching Practices** | **Related Virginia Mathematics Process Goals** | | | | |
| **Problem Solving** | **Connections** | **Communications** | **Representations** | **Reasoning** |
| 1. Establish 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. |  |  |  |  |  |
| 2. Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies. |  |  |  |  |  |
| 3. Use and connect mathematical representations.  Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. |  |  |  |  |  |
| 4. Facilitate meaningful mathematical discourse.  Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. |  |  |  |  |  |
| 5. Pose purposeful questions.  Effective teaching of mathematics uses purposeful questions to assess and advance students’ reasoning and sense making about important mathematical ideas and relationships. |  |  |  |  |  |
| 6. Build procedural fluency from conceptual understanding.  Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. |  |  |  |  |  |
| 7. Support productive struggle in learning mathematics.  Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. |  |  |  |  |  |
| 8. Elicit and use evidence of student thinking.  Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways to support and extend learning. |  |  |  |  |  |

Activity: Comparing NCTM Mathematics Teaching Practice to Virginia Mathematics Process Goals for Students

Mathematical Process Goals for Students

The content of the mathematics standards is intended to support the following five process goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations. Practical situations include real-world problems and problems that model real-world situations.

Mathematical Problem Solving (PS)

Students will apply mathematical concepts and skills and the relationships among them to solve problem situations of varying complexities. Students also will recognize and create problems from real-world data and situations within and outside mathematics and then apply appropriate strategies to determine acceptable solutions. To accomplish this goal, students will need to develop a repertoire of skills and strategies for solving a variety of problem types. A major goal of the mathematics program is to help students apply mathematics concepts and skills to become mathematical problem solvers.

Mathematical Communication (CM)

Students will communicate thinking and reasoning using the language of mathematics, including specialized vocabulary and symbolic notation, to express mathematical ideas with precision. Representing, discussing, justifying, conjecturing, reading, writing, presenting, and listening to mathematics will help students to clarify their thinking and deepen their understanding of the mathematics being studied. Mathematical communication becomes visible where learning involves participation in mathematical discussions.

Mathematical Reasoning (RN)

Students will recognize reasoning and proof as fundamental aspects of mathematics. Students will learn and apply inductive and deductive reasoning skills to make, test, and evaluate mathematical statements and to justify steps in mathematical procedures. Students will use logical reasoning to analyze an argument and to determine whether conclusions are valid. In addition, students will use number sense to apply proportional and spatial reasoning and to reason from a variety of representations.

Mathematical Connections (CN)

Students will build upon prior knowledge to relate concepts and procedures from different topics within mathematics and see mathematics as an integrated field of study. Through the practical application of content and process skills, students will make connections among different areas of mathematics and between mathematics and other disciplines, and to real-world contexts. Science and mathematics teachers and curriculum writers are encouraged to develop mathematics and science curricula that support, apply, and reinforce each other.

Mathematical Representations (RP)

Students will represent and describe mathematical ideas, generalizations, and relationships using a variety of methods. Students will understand that representations of mathematical ideas are an essential part of learning, doing, and communicating mathematics. Students should make connections among different representations – physical, visual, symbolic, verbal, and contextual – and recognize that representation is both a process and a product.

Adapted from Leinwand, S. et al. (2014) *Principles to Actions – Ensuring Mathematical Success for All,* National Council of Teachers of Mathematics.

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