

Mary Kemper

Director of Mathematics, Coppell ISD



Distinguished Educator

Speaking Points

Alignment of Content to Texas Standards

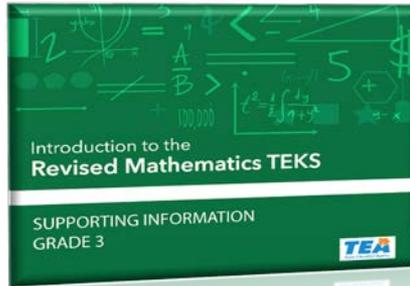
Professional Development

Rigor and Critical Thinking

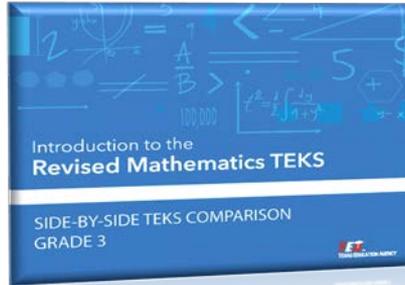
Instructional Materials in the Classroom

Open Educational Resources

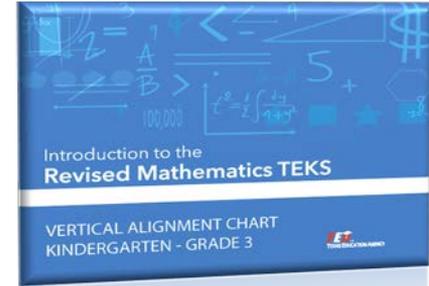
Alignment of Content to Texas Standards



Supporting Information



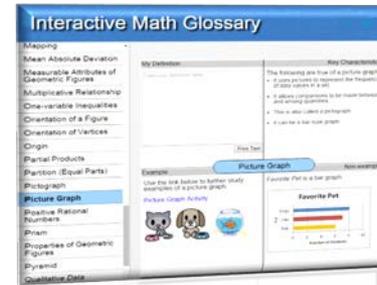
Side-by-Side TEKS Comparison



Vertical Alignment Charts

181A.3, Grade 3	Knowledge and Skill Statements/Student Expectation (as changed in 2012)	Student Expectation including Original "Such As" Statement
(2)	Number and operations. The student applies mathematical processes standards to represent and compare whole numbers and whole-number relationships related to place value. The student is expected to: (2)(A) represent a number on a number line by using between two consecutive multiples of 10, 100, 1,000, or 10,000 and use words to describe relative size of numbers in order to represent whole numbers, and	represent a number on a number line by using between two consecutive multiples of 10, 100, 1,000, or 10,000 and use words such as "greater than," "less than," or "same" to describe relative size of numbers in order to represent whole numbers, and
(3)	Number and operations. The student applies mathematical processes standards to represent and explain fractional units. The student is expected to: (3)(A) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.	solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8 and click on this link to view the original "Such As" Statement
(3)(B)	compare two fractions having the same numerator or denominator in problems by reasoning about their size and justifying the conclusion using variables, words, objects, and pictorial models.	compare two fractions having the same numerator or denominator in problems by reasoning about their size and justifying the conclusion using variables, words, objects, and pictorial models, and click on this link to view the original "Such As" Statement
(4)	Number and operations. The student applies mathematical processes standards to develop and use strategies and methods for whole-number computations in order to solve problems with efficiency and accuracy. The student is expected to: (4)(A) determine a quotient using the relationship between multiplication and division, and	determine a quotient using the relationship between multiplication and division, and click on this link to view the original "Such As" Statement

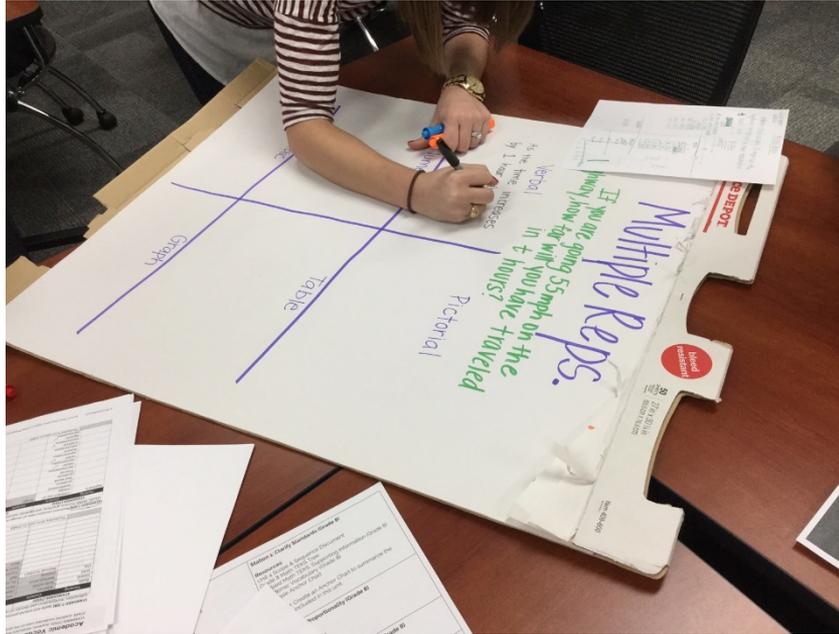
TEKS with "Such As" Statements



Interactive Mathematics Glossary

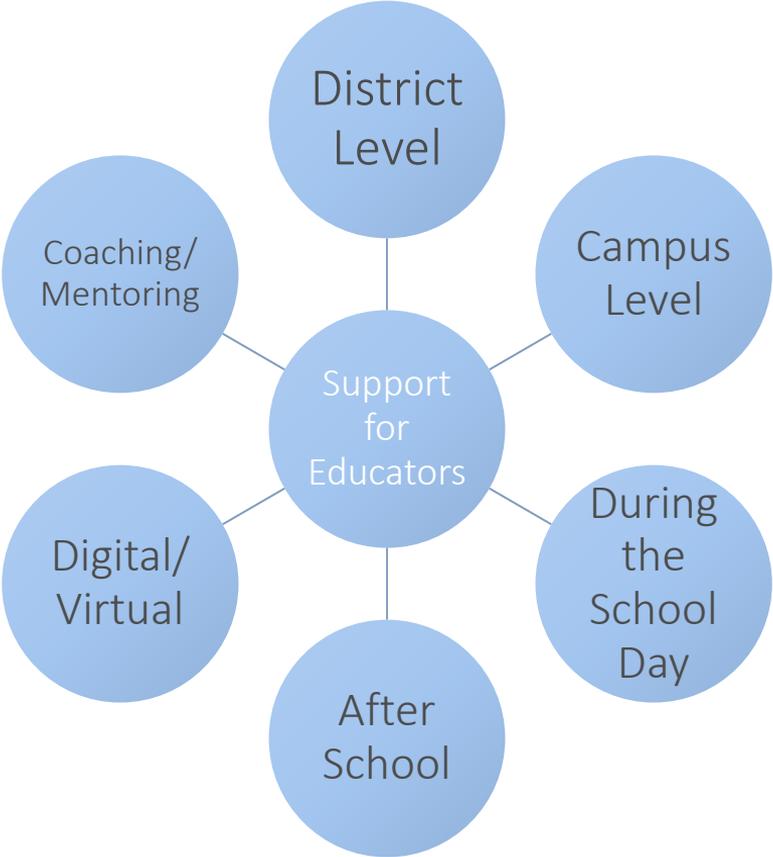
Professional Development

- Clarify standards
- Model practices
- Provide sample resources

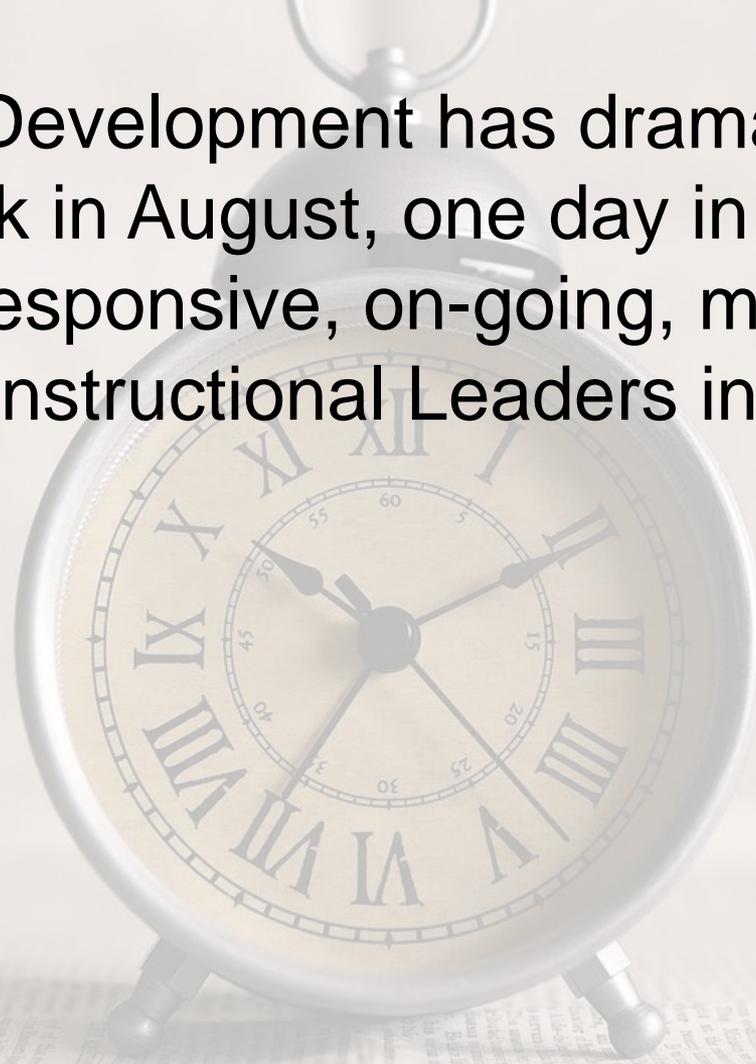


Educators build anchor charts to understand strands within the mathematics TEKS.

Professional Development



Professional Development has dramatically changed from one week in August, one day in October and February, to responsive, on-going, mentoring and support from Instructional Leaders including Content Coaches.



Quality Professional Development mirrors quality classroom instruction.

Professional Development

1. Did the **professional learning experience** build capacity for critical thinking in lesson design?
2. Did the **professional learning experience** develop new lines of inquiry?
3. Are there opportunities for **teachers** to make their thinking visible?
4. Are there opportunities to broaden the perspective of the conversation with authentic audiences from around the world?
5. Is there an opportunity for **teachers** to create a contribution (purposeful work)?
6. Does the **professional learning experience** demo “best in the world” examples of content and skill?

Adapted from *Transformational 6*
by Alan November
bit.ly/transformational6

Rigor and Critical Thinking

Rich Tasks:

- Low Floor, High Ceiling
- Mathematical Discourse
- Authentic Experience
- Use tools, organize ideas, analyze relationships, and other process standards

Instructional Materials in the Classroom

Educators have access to limitless resources. We provide clarity and build capacity so they may create and curate quality content for their students.



TASA on iTunes U

62 course resource collections

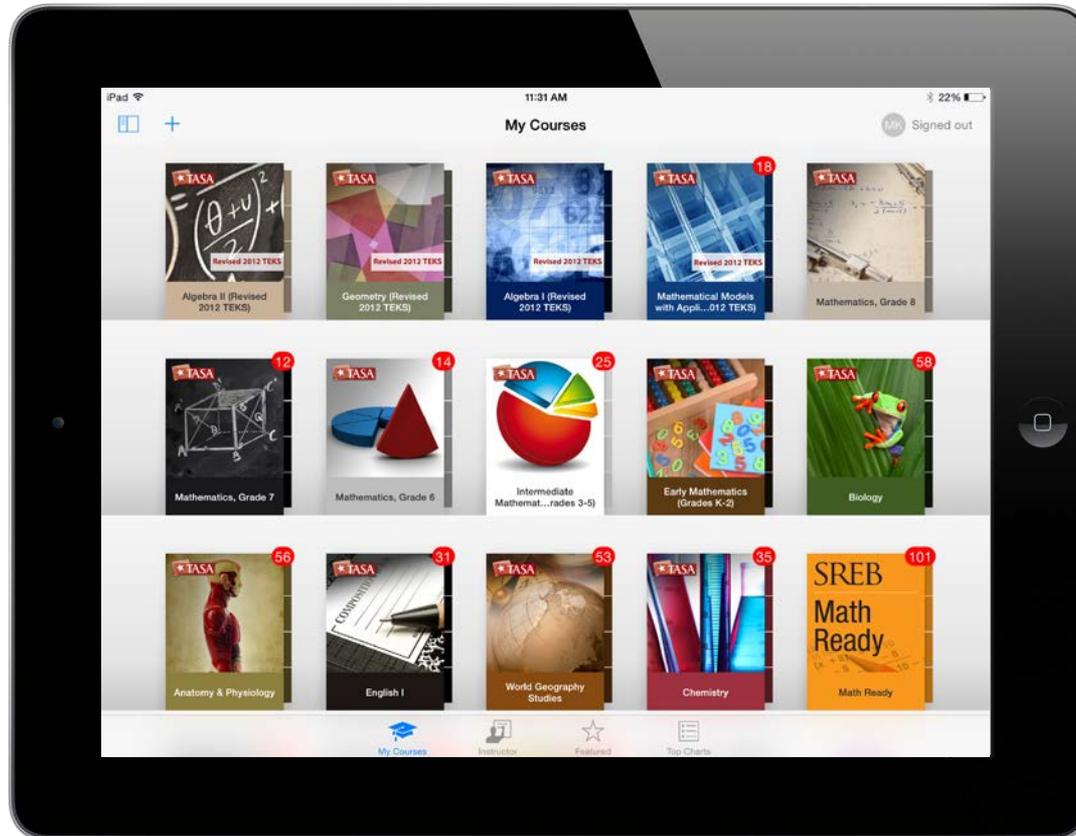
Free of charge to Texas educators

TASA on iTunes U: Course Resource Collections

designed to foster
creativity,
collaboration and
critical thinking
skills in an
engaging, digitally
rich learning



TASA on iTunes U: Course Resource Collections



Open Educational Resources: Scoring Rubric

Degree of standards alignment

Reflection of developmentally appropriate approach

Quality of technology integration

Engaging and effective activities

Requirement of reflection and deep learning

Geared to diverse abilities, interests, and needs

Quality of assessment opportunities

Authentic learning experiences

8 Mathematics Teaching Practices

- Establish mathematics goals to focus learning.
- Implement tasks that promote reasoning and problem solving.
- Use and connect mathematical representations.
- Facilitate meaningful mathematical discourse.
- Pose purposeful questions.
- Build procedural fluency from conceptual understanding.
- Support productive struggle in learning mathematics.
- Elicit and use evidence of student thinking.

Next Five Years

- Provide clarity to a vision of high quality teaching and learning
- Support local school districts as they work to interpret and organize the Texas standards into a manageable curriculum
- Consider emphasis on the 8 Mathematical Teaching Practices