

## **A 3-Step Process for Leaders to Better Supporting Math Planning and Instruction**

*Leaders should use this guide to help them internalize their teachers' math lessons and build their own content knowledge and expertise. Then, use your new learnings to better support math teachers as they think through planning and instruction related to this lesson.*

### **1. Study the lesson to make connections to the standard(s) and articulate the rigor.**

- Review the standards and objectives for the lesson. Make note of whether the whole or part of the standard is addressed in this lesson. Underline words that give us an insight into the aspect(s) of math rigor and draw connections between each objective and the aspect of rigor (i.e. conceptual, procedural, application)
  - *Do the standards (or parts thereof) demand conceptual understanding, procedural skill and fluency, and/or application of learning?*
  - *How does the aspect of rigor influence your approach and connect to the tasks and activities in the lesson?*
- Identify the most important new learning for students, and look for ways the tasks and activities in the lesson help students make sense of the standard(s). Highlight key standards and identify connections to the Standards for Math Practice (SMPs).
  - *How does this objective connect to the focus standard(s) and fit into the sequence of learning?*
  - *How does this objective help students build skills and knowledge required by the mid- and end-of-module assessments?*
  - *What are the related SMPs, and what does that mean for planning and instruction?*

### **2. Do the math by solving lesson tasks and completing the exit ticket.** With the standard(s) and objective(s) in mind, solve the problems and questions, and complete the exit ticket.

Write exemplar responses for problems and questions, as appropriate.

- *What student understanding will be elicited from the exit ticket?*
- *How do the lesson tasks help students' build their understanding?*
- *Are there multiple pathways to the correct answer?*

### **3. Anticipate student misconceptions.** Look through the lesson and the exit ticket. Identify where students might struggle and consider how teachers might explore and dig into students' misconceptions, as well as critique the reasoning that resulted in them.

- *What misconceptions do you anticipate your students might have and how will you address them?*
- *Writing anticipated misconceptions next to the problems you expect them and the questions/support you will provide.*