

## The Core of the Core

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### Purpose

- **Teach students to THINK and COMMUNICATE.**
- Thinking and communicating are the 21<sup>st</sup> Century skills.
- Redefining Rigor: The 6 Shifts
- Redefining School: The 4 C's
- Redefining Assessment: The SBAC Claims
- The SMPs are THE change.
- The Practices are for Kids.
- 30% Procedural
- 60% Collaboration



### Perseverance

- **The SBAC changes our job description**
- We cannot meet the new expectations with old methods.

### Progression

- **Explicit Teaching of Higher-Order Thinking Skills through tasks**
- Problems are different than exercises.
- Be Task-Oriented (30%-70%)
- Dual Targets
- Tasks = Problems that teach both Content & Critical Thinking.
- Tasks are for ALL students.
- Teach tasks; don't skip, treat as a worksheet, or use as notes.



**“With the faith that they can learn it, and that we can teach it to them.”**  
**“What we do matters the most.”**

# The 21<sup>st</sup> Century Classroom

engage<sup>ny</sup>

Shifts in Mathematics		
Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

How does the above list look different than the way you were taught?

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The Four C's
<b>Critical Thinking</b> <b>Communication</b> <b>Collaboration</b> <b>Creativity</b>

The Four Claims
<b>Critical Thinking</b> <b>Communicate Reasoning</b> <b>Concepts &amp; Procedures</b> <b>Constructing Models</b>

How do the SBAC samples change our job description?

What action will you take in the next two weeks to implement what you learned today?