

Preparing for Instruction

Identify a grade-level [Critical Area of Focus](#) — a mathematical topic of related standards — think about what your typical instruction for this critical area of focus looks like, then determine the changes likely needed to grow all students mathematically.

- What was present in past instruction that helped students perform well?
 - Using the [Gap Analysis](#), [Critical Area of Focus](#), [Learning Progressions and Model Curriculum](#) documents, what previous learning is likely absent or weak?
 - What experiences would support bridging the gap(s)?
 - How could you strengthen the [Standards for Mathematical Practice](#) to help support or enhance learning?
 - Specifically, what tasks would be used?
- What does typical instruction include?
 - Models/representations? What models or representations need introduction?
 - One-step, two-step or multi-step problems? Is more experience needed? What?
 - Routine and non-routine problems? Is more experience needed? What?
 - Mathematical and real-world contexts? Is more experience needed? What rich tasks could incorporate multiple standards?
- Did the mathematical contexts use numbers and operations appropriate for the grade level?
 - How could those numbers be modified to highlight the mathematical understanding needed and increase access for all students?
- Were the real-world contexts familiar or unfamiliar to the students?
 - How do you know?
 - What is needed now?
- Did the instruction allow opportunities for student reasoning and communication?
 - Productive struggle?
 - Student analysis of individual work, thinking and reasoning of others?
 - Descriptions, explanations and justifications?
 - Error analysis and reasonableness of answers?
 - What changes are needed to strengthen the Standards for Mathematical Practice?
- From this analysis, what overall changes are needed in instruction?
 - What instructional strategies should be maintained?
 - What instructional strategies require modification?
 - What needs to happen next to increase learning for all students?
 - Resources
 - Instructional strategies
 - Professional development
 - Do I need to seek out professional learning opportunities? What opportunities do I have for growing my own learning? What supports do I have to make these changes?