



Complimentary Professional Development

The newly revised *Mathematics Framework* (2023) highlights the importance of using the Standards for Mathematical Practice (SMPs) as part of high-quality instructional strategies. The framework provides a model by which the SMPs work together with the three Drivers of Investigation (DIs) and the four categories of Content Connection (CCs) to motivate students to learn coherent, focused, and rigorous mathematics.

As such, **Big Ideas Learning** has created a professional development (PD) package for use in your district to help teachers incorporate the SMPs into everyday instruction. We are excited to be able to offer this PD session to you as a **COMPLIMENTARY** service for all California teachers.

Everyday Instruction Through the Lens of the Standards of Mathematical Practices (SMPs)

All Math Teachers
100–120 minutes

DESCRIPTION:

Participants will engage with each Standard of Mathematical Practice via fun problem-solving activities that will help them gain a deep understanding of each SMP. Strategies will be modeled to help teachers learn how to meaningfully embed SMPs in everyday instruction. Each participant will receive a packet of SMP-specific resources, as well as a large SMP classroom poster.

OUTCOME:

Participants will discover ways to deepen students' knowledge of mathematical content by embedding the SMPs in instruction at all three levels of learning: Surface, Deep, and Transfer.

INSTRUCTOR:

Judy Hickman, former Mathematics Director for the Smarter Balanced Assessment Consortium, and current Education Consultant for Big Ideas Learning

California Standards for Mathematical Practice

- MP 1** Make sense of problems and persevere in solving them.
- MP 2** Reason abstractly and quantitatively.
- MP 3** Construct viable arguments and critique the reasoning of others.
- MP 4** Model with mathematics.
- MP 5** Use appropriate tools strategically.
- MP 6** Attend to precision.
- MP 7** Look for and make use of structure.
- MP 8** Look for and express regularity in repeated reasoning.

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