



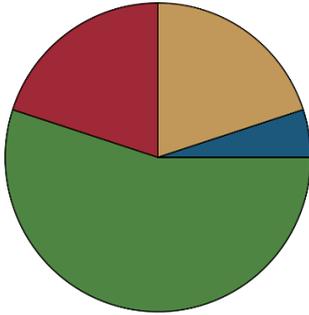
Georgia Department of Education

Richard Woods, Georgia's School Superintendent  
"Educating Georgia's Future"

# MATHEMATICS STANDARDS-BASED CLASSROOM INSTRUCTIONAL FRAMEWORK

DIVISION OF  
SCHOOL & DISTRICT  
**EFFECTIVENESS**  
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

## Instructional Framework



■ Opening ■ Transition ■ Work Session ■ Closing  
*Time will vary based on instructional focus*

### OPENING

#### Teacher:

- Introduces standard(s), learning target(s) and success criteria, along with an emphasis on academic work
- Engages students, accesses prior knowledge and makes connections
- Provides instruction aligned to standard(s), including skill development and conceptual understanding
- Engages students in collaborative, problem-solving tasks
- Promotes student-focused learning

#### Student:

- Accesses and makes connections with prior knowledge
- Engages in note-taking strategies
- Participates in discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using academic vocabulary and the language of the standards

### STANDARDS FOR MATHEMATICAL PRACTICE

The Standards for Mathematical practice represent the habits and attitudes of mathematical thinkers, are integral to the structure of GSE mathematics, and define the way knowledge comes together and is used by students.

#### **Students are expected to:**

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

### TRANSITION TO WORK SESSION

#### Teacher:

- Engages students in lesson-specific discussion
- Introduces organizing tools
- Reviews learning targets, success criteria and expectations for work session
- Models problem-solving and comprehension strategies
- Asks challenging questions

#### Student:

- Engages in lesson-specific discussion
- Prepares organizing tools
- Asks clarifying questions
- Models problem-solving and comprehension strategies

### WORK SESSION

#### Teacher:

- Facilitates independent and small group work; scaffolds learning task
- Purposefully assigns collaborative groups and differentiates tasks
- Monitors, assesses and documents student progress and provides ongoing, standards-based feedback
- Provides small group instruction
- Allows students to engage in productive struggle, make mistakes, and engage in error analysis
- Maintains classroom environment conducive to productivity and engagement

#### Student:

- Engages in independent or collaborative learning
- Completes conceptually rich performance tasks
- Demonstrates proficiency of skills and concepts related to content standards
- Participates in discussions; Investigates and analyzes thinking

### CLOSING

#### Teacher:

- Facilitates student-led summary sessions
- Clarifies misconceptions in student understanding and provides data-driven, targeted feedback
- Formatively assesses student understanding
- Summarizes and celebrates progress toward learning target and mastery of standard(s)
- Identifies next steps for instruction based on data analysis

#### Student:

- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria