A Balancing Act: Experience Florida Mathematics in Action

Florida Organization of Instructional Leaders

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FLORIDA DEPARTMENT OF EDUCATION
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Icon Guide

Icon on the Slide	Meaning on the Slide
	Denotes opportunity for writing in Participant Guide
	Denotes opportunity for discussion
	Denotes opportunity for engaged activity
	Denotes opportunity for the use of technology to enhance learning

Session Objectives

Participants will:

- Understand Florida's Mathematics Formula for Success.
- Engage in activities experiencing multiple instructional approaches and Mathematical Thinking and Reasoning Standards (MTRs).

Florida's FORMULA FOR SUCCESS

5 + 5 + T1 + T2 + T3

5 CHARACTERISTICS OF BENCHMARKS-ALIGNED, HIGH-QUALITY INSTRUCTION	5 ASSESSMENT TYPES TO GATHER STUDENT DATA	T1 CORE INSTRUCTION FOR ALL STUDENTS	T2 SUPPLEMENTAL INSTRUCTION FOR SOME STUDENTS	T3 INTENSIVE INSTRUCTION FOR FEW STUDENTS
Horizontally and Vertically Aligned	Screening	Systematic	Systematic	Systematic
Balanced Instructional Approaches	Progress Monitoring	Scaffolded	Small Group Scaffolded Instruction	Smaller Group or One-One Scaffolded Instruction
Student-Centered	Diagnostic	Differentiated	Differentiated Opportunities to Practice Targeted Skill(s)	Differentiated Guided Practice
Instruction Informed by Data (Assessments)	Formative	Inquiry-Based	Guided Inquiry-Based	More Guided Inquiry-Based
Implements Tiered Instruction	Summative	Explicit	Explicit	Explicit
		Progress Monitoring	Frequent Progress Monitoring	More Frequent Progress Monitoring
			Occurs in Addition to Tier 1	Occurs in Addition to Tier 1 and/or Tier 2

Successful implementation of Florida's Formula for Success includes ways to pr
students with disabilities (SWD) and English Language Learners (ELL), and incorporates Universal Design for Learning (UDL) principles. Additionally, corrective feedback occurs in all instructional approaches.

Note: The Formula for Success supports benchmarks-aligned, high-quality instruction in Mathematics, Civics, Science, Computer Science, Social Studies, Health and Physical Education.

Mathematical Thinking and Reasoning Standards (MTRs)

- The B.E.S.T. Standards for Mathematics should be taught through the lens of the Mathematical Thinking and Reasoning Standards (MTRs).
- Bulleted language of the MTRs were written for students to use as self-monitoring tools during instruction every day.
- Clarifications of the MTRs were written for teachers to use as a guide to inform their instructional practices.

Mathematical Thinking and Reasoning Standards (MTRs)

MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively.

MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways.

MA.K12.MTR.3.1 Complete tasks with mathematical fluency.

MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others.

MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts.

MA.K12.MTR.6.1 Assess the reasonableness of solutions.

MA.K12.MTR.7.1 Apply mathematics to real-world contexts.

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Let's Do Some Math!

Let's Do Some Math! | Communication Game

- You will be split into groups of 4-5 and given a hidden message.
- Your goal is to encode that message using the tools or manipulatives provided, drawings, a story or any other representation.
- You will have 7 minutes to complete this task.

Let's Do Some Math! | Communication Game

- Exchange your encoded message with a partner group.
- You will have 5 minutes to try and decode the message.
- Were you successful?
- How do you know?

Communication Game | Reflection

- What instructional approach(es) and MTRs did you experience in this activity?

Let's Do Some Math! | The Construction Challenge

1. Identify the steps to copy segments and angles by putting the given cards in order.
2. Watch the facilitator copy a segment and an angle.
3. Complete basic constructions to copy a segment and an angle.

MA.912.GR.5.1 Construct a copy of a segment or an angle.

Benchmark Clarifications:
Clarification 1: Instruction includes using compass and straightedge, string, reflective devices, paper folding or dynamic geometric software.

The Construction Challenge | Reflection

- What instructional approach(es) and MTRs did you experience in this activity?

Reflection

- How could the instructional approach(es) and MTRs enhance instruction in your classroom?
- How could your students benefit from an activity like this?

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How Can We Support You?

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We Want Your Feedback!

Access the Bureau of Standards and Instructional Support (BSIS) professional learning feedback survey using the QR code below.

www.FLDOE.org