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Robyn Silbey Professional Development Raising Teacher Quality and Student Achievement in Mathematics



The [Common Core Standards for Mathematical Practice](#) describe how students will become mathematically proficient. They describe the "Habits of Mind" for learning and living mathematics.

How will teachers develop these mathematical thinkers? Read on for an assortment of ideas and suggestions.

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Assessing Standards for Mathematical Practice



Released items from [Smarter Balanced Assessment Consortium \(SBAC\)](#) and [Partnership for Assessment of Readiness for College and Career \(PARCC\)](#) reveal that skills are the floor of learning. Assessment items require that students exhibit proficiency in the [Common Core Standards for Mathematical Practice](#). Perseverance, justification, communication, generalization...all eight Standards live in the items that will be evaluated by students.

Shout Out! Ross Elementary

The [Ross Elementary School](#) staff maximizes their resources when they create instructional plans for their students. Using the district's Scope and Sequence, the Common Core State Standards, and up-to-the-minute assessment results, the staff at Ross maps out the best possible instructional path for their students. They are truly the Roadrunner staff--finishing first every time!



Does Your School
Have Number Sense?

Check out [Smarter Balanced](#) problems 43025, 43052, and 43028 and read them through the lens of the Standards for Mathematical Practice. Sample PARCC items will appear in an upcoming issue.



In the November Coaches' Corner of [Teaching Children Mathematics](#), [Robyn](#) examines number sense. Can it be taught?



The [Common Core State Standards for Mathematical Practice](#) point us to specific processes and proficiencies that support the teaching and learning of number sense.

In her News & Views article on page 215

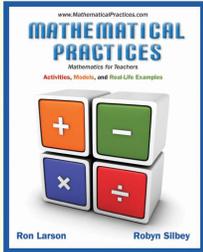


of the Journal, [Robyn](#) outlines a specific real-world, real-time activity designed to highlight the power of number sense to staff.

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New College Text: Mathematical Practices



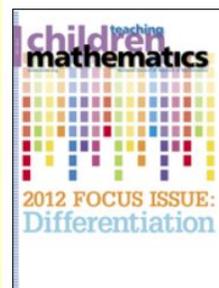
[Mathematical Practices](#) is a new textbook by [Ron Larson](#) and [Robyn](#), designed specifically for elementary and middle school teachers to learn and teach with the [Common Core Standards for Mathematical Practice](#). It will be published in Fall, 2013 by [Cengage Learning](#).



We are seeking instructors interested in piloting [Mathematical Practices](#). We'd love to hear what you think. Please contact pilot@mathematicalpractices.com.

Focus on Differentiated Instruction

The October issue of [Teaching Children Mathematics](#) focuses on Differentiation. This outstanding issue insists that we maintain the highest expectations for every student, and provides ample opportunities and strategies to do so.



[Robyn's Coaches' Corner](#), found on page 134, suggests that coaches can do the same for staff. They must uncover the strengths and interests of every teacher and cater to their individuality. For more details, read [Robyn's feature](#) in the October, 2012 News & Views or email her at rsilbey@hotmail.com.

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