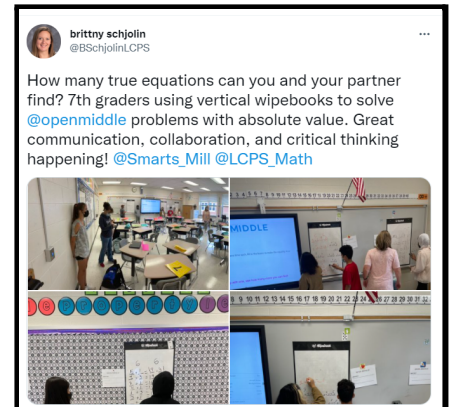
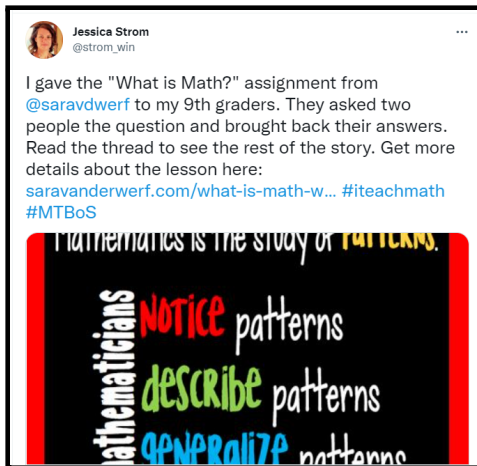
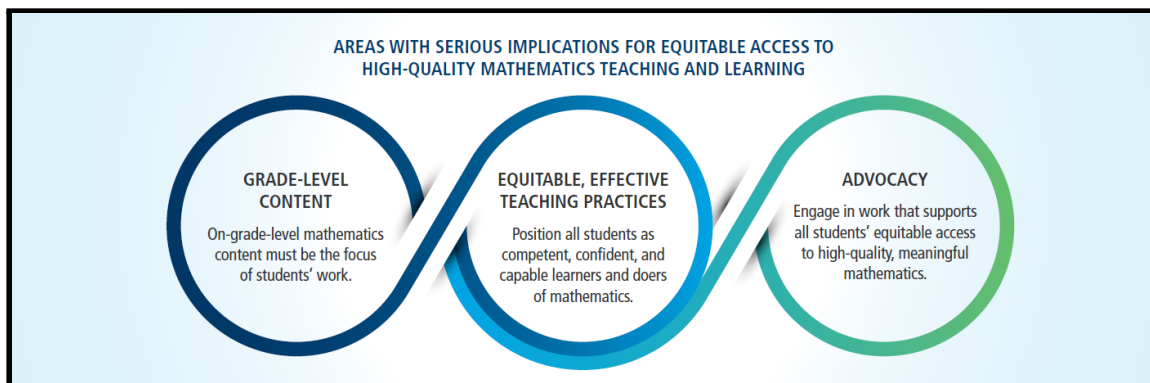


## Continuing the Journey: Mathematics Learning 2021 and Beyond

The first weeks of school have flown by. I have seen kids joyfully engaged in Which One Doesn't Belong, Notice & Wonder, finding patterns and sharing their thinking in the most creative ways. Teachers are working tirelessly to build classroom communities where each child is seen and valued.



Recently, the Association of State Supervisors of Mathematics (ASSM), NCSM: Leadership in Mathematics Education, and the National Council of Teachers of Mathematics (NCTM) released a report called, [Continuing the Journey: Mathematics Learning 2021 and Beyond](#). As I read this report, it reminded me of [Accelerating Learning](#) as it addresses three areas with serious implications for equitable access to high-quality mathematics teaching and learning, as seen below.



Because this report is full of important information, the focus of this month will be on the first area, **Grade-Level Content**. As I read through this section, several points stood out as well as resources that many teachers already use that support implementation.

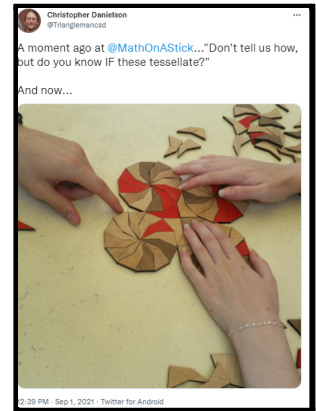
### **Grade-Level Content Takeaways:**

- “Supporting **each and every student** is essential in developing a deep mathematical understanding; in understanding and critiquing the world through mathematics; and in experiencing the **wonder, joy, and beauty** of mathematics—all of which contribute to a **positive mathematical identity**”
  - [The Five Equity-Based Mathematics Teaching Practices from The Impact of Identity in K-8 Mathematics Teaching: Rethinking Equity-Based Practices](#)
  - [Math On-A-Stick blog posts](#)
- Leverage **connections and learning progressions** to move student understanding forward &
- Focus on **grade-level content** and **use scaffolds** to address prior grade level content that is essential to learning
  - [MN Mathematics Standards Progression Across Grades](#)

- “Build on **students’ strengths** and understand the **beliefs teachers hold** about what content is taught, how it is delivered, and who receives it advances student thinking”
  - [Standards for Mathematical Practice](#)

Questions I’m pondering from Table 1 in the report: Productive Ideas for Content

- How can tasks be designed to facilitate **wonder, joy & beauty** of mathematics?
- How can teachers support **positive student math identity**?
- How do you notice, name, and document **student strengths**?
- What **prerequisite skills** can be an on-ramp to the essential learning?
- How do we use **just-in-time supports and scaffold** student learning so every student has access to more engaging mathematics during which they experience the beauty and joy of doing mathematics?
- How do we use ongoing **formative assessments** to build on student strengths?
- In what ways do we partner with **families and communities** to support on grade-level learning?



What are your thoughts in reading those questions? What are you doing in your classroom that facilitates joy, positive math identity, student strengths and access to grade-level content? If you are interested in sharing, tweet me [@laura\\_wagenman](#) or tag me in either of our MCTM Facebook Groups.

