


Figure 1.10. Questions and Resources to Support Stakeholders

Guiding Questions	Suggested Resources or Activities
What will all students be expected to know and be able to do?	<ul style="list-style-type: none"> • Grade-level/course mathematics standards • Additional local or state expectations
How will students be taught?	<ul style="list-style-type: none"> • Balance for conceptual understanding, procedural fluency, and application • Essential features of effective mathematics instruction—the instructional strategies parents should expect their children’s classroom teachers to employ (Larson & Kanold, 2016)
How will students demonstrate what they know and can do?	<ul style="list-style-type: none"> • Mathematical practices (CCSSO & NGA, 2010) • Mathematics proficiencies (NRC, 2001) • State and local assessment expectations
How can leaders help families support their learners?	<ul style="list-style-type: none"> • Provide specific suggestions on how K–5, middle school, and high school family members can help at home (Larson & Kanold, 2016) • Develop family members’ general understanding K–8 through workshops—see Math and Parent Partners (MAPPS) at https://mappsua.wordpress.com • Develop elementary students’ family members’ understanding of the shifts in math instruction and provide them language to support growth mindset at home (Kreisberg & Beyranevand, 2019)

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