

Transcript – Amplifying Instructional Tasks

Now that we have explored the depth and complexity of the mathematical process standards, analyzed tasks for evidence of the mathematical process standards, discussed strategies to support all students, and explored new resources on the Project Share Gateway, let's put all this new knowledge to work. We will spend the remainder of our time together amplifying a task. Before we get started, let's review your amplifying instructional tasks blank template in your journal.

Transcript – Consider the TEKS

Consider the Revised TEKS (2012) in the Original Task. What main concepts and/or skills are involved in this task? What are the related skills or ideas?

The goal behind the first column is to start with where we are with the problems that we have. We begin amplifying the original task by identifying the process and content standards presented in the original task. Would you make any changes to the identified standards for the original task? Why or why not? Does the original task make multiple connections or could it be amplified?

There are good problems that are being used in classrooms that incorporate multiple mathematical ideas and process standards. The process will provide an opportunity to affirm what is already being done well.

Transcript – Consider the Curriculum Focal Point

Consider the Curriculum Focal Point. What other mathematical ideas could be explored from the information given or if additional information were given as we consider the focal point, the grade-level connections, and the financial literacy standards?

The next three columns represent structures for brainstorming. As we look to amplify our existing tasks, we can look to the Texas Response to Curriculum Focal Points to identify additional related mathematical ideas found in the focal point, related grade level connections, and related financial literacy standards.

This step provides an opportunity to brainstorm and list possible connections within the mathematics of the original task. Given the reality of planning time, it is helpful to brainstorm as much as possible so that time remains for creating the task.

Transcript – Consider the Context

Consider the context. How does the context relate to the mathematical ideas? What related ideas could be added to this context? What connections could be made to the other content areas? If the task we are starting with is already situated within a context, what else could we explore within the context or as an extension of the context? If the original task is not within a context, what contexts will allow us to explore the mathematical idea? Are there cross-disciplinary connections that could be made?

This step presents an opportunity to brainstorm and list possibilities as we consider the context.

Transcript – Consider the Student

Consider the student.

What Tier I differentiation may be needed when providing entry to a task for:

- a struggling student,
- an English language learner,
- an advanced student?
- or a struggling advanced English language learner?

This is an opportunity to brainstorm and list possible ways we can differentiate the task as we consider the student.