

Beyond the Common Core: A Handbook for Mathematics in a PLC at Work, Grades 6 8 (Narrow Your Vision for Instruction and Assessment)

By Jessica Kanold-McIntyre, Matthew R. Larson, Diane J. Briars

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The Beyond the Common Core series offers K 12 mathematics instructors and professional learning communities (PLCs) steps to make sense of mathematical content. The series is full of practices to focus your mathematics curriculum and heighten student achievement. Discover the specific high-leverage team actions taken before, during, and after a unit of mathematics instruction. Develop scoring rubrics and proficiency expectations for the common assessment instruments. Identify higher-level-cognitive-demand mathematical tasks for an effective lesson-design process.

Benefits

- Identify and cultivate the elements of mathematics instruction and assessment that yield the greatest impact on student learning.
- Increase student learning through 10 steps known as high-leverage team actions for grade 6 8 mathematics instruction and assessment.
- Understand teacher actions that develop student understanding and skill for lower- and higher-cognitive-demand mathematical tasks every day, every lesson, every unit, every year.
- Access reproducibles and appendices to gain instructional strategies aligned with your state s standards.

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Editorial Review

Review
This book is a very valuable tool for individual teachers and the collaborative teams they are working so hard to further develop. The chapters beautifully align and offer a very strong guideline for the planning and implementation process for mathematics instruction and assessment. --Pamela Richards, Teacher on Special Assignment, Secondary Mathematics & Science, Visalia Unified School District, Visalia, California

This book is a significant addition to the PLC at Work library *a Learning by Doing* for mathematics. The power of the Common Core does not reside in the actual standards, but in how these rigorous learning outcomes impact classroom instruction and student learning. Kanold, Kanold-McIntyre, Larson, and Briars describe with specificity and simplicity the essential work teacher teams must do before, during, and after a unit of study to ensure every student succeeds. I only wish this book was available when I taught middle-school mathematics! --Mike Mattos, Educational Author and Consultant

About the Author
Jessica Kanold-McIntyre is principal of Aptakisic Junior High School in Illinois. She oversees RTI implementation and focuses on teacher instruction. Jessica is also the district mathematics leader.

As principal, Jessica has developed and implemented a districtwide process for the Common Core State Standards and has helped to create and implement a curriculum guide for Prealgebra, Algebra 1, and Algebra 2. She previously served as assistant principal at Aptakisic, where she led and supported special education, response to intervention, and EL staff through the professional learning communities process.

Jessica s teaching experience includes serving as a math teacher for traditional and honors students. She was the pilot teacher for Promethean Interactive whiteboard technology in her district, helping to develop what the district now considers the 21st century classroom. She is the trainer of trainers for Promethean in her district and is highly proficient in SMART software. As an educator, Jessica is committed to providing students with cutting-edge 21st century experiences that engage and challenge them.

Matthew R. Larson, PhD, an award-winning educator and author, is K 12 mathematics curriculum specialist for Lincoln Public Schools in Nebraska. He also serves on the National Council of Teachers of Mathematics Board of Directors. Dr. Larson has taught mathematics at the elementary through college levels and has held an honorary appointment as a visiting associate professor of mathematics education at Teachers College, Columbia University.

He is coauthor of several mathematics textbooks, professional books, and articles in mathematics education. A frequent keynote speaker at national meetings, Dr. Larson s humorous presentations are well-known for their application of research findings to practice.

Diane J. Briars, PhD, a mathematics education consultant, is president-elect of the National Council of Teachers of Mathematics and will serve two years (2014 and 2015) as president beginning in April 2014. Dr. Briars was mathematics director of Pittsburgh Public Schools for 20 years. Under her leadership, Pittsburgh schools made significant progress in increasing student achievement through standards-based curricula, instruction, and assessment. She is past president of the National Council of Supervisors of Mathematics and

senior developer and research associate for the Algebra Intensification Project. Dr. Briars began her career as a secondary mathematics teacher.

Dr. Briars has been a member of many committees, including the National Commission on Mathematics and Science Teaching for the 21st Century. She has served in leadership roles for various national organizations, including the National Council of Teachers of Mathematics, the College Board, and the National Science Foundation.

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