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Titolo	Making sense of mathematics for teaching to inform instructional quality // Melissa D. Boston, Amber G. Candela, Juli K. Dixon
Pubbl/distr/stampa	Bloomington, Indiana : , : Solution Tree Press, , [2019] 2019
ISBN	1-947604-10-4
Descrizione fisica	1 online resource (x, 163 pages) : illustrations
Collana	Gale eBooks
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Soggetti	Mathematics - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Focusing on instructional quality with the IQA mathematics toolkit -- The potential of the task -- Implementation of the task -- Teacher's questions -- Teacher's linking and teacher's press -- Students' linking and students' providing -- Putting it all together: using the IQA to assess and improve instructional practice.
Sommario/riassunto	"In Making Sense of Mathematics for Teaching: Reflecting on Instructional Quality authors Melissa D. Boston, Amber G. Candela, and Juli K. Dixon provide a compelling and illuminating process for focusing on and improving the quality of one's mathematics instruction. With an understanding of the importance of instructional quality to the teaching of mathematics, the authors have focused on building a process that places an emphasis on identifying and improving the aspects of instruction that will have the most impact on students' learning in the mathematics classroom. Recognizing that theory must be supported by concrete evidence, the authors provide numerous strategies and rubrics to assist in implementation and to provide data that will assist in future lesson planning. Furthermore, in the previous books in the Making Sense of Mathematics series, a central premise has been that the reader will learn about the mathematics they are teaching and improve their teaching ability by actually doing the mathematics and that is the case in this book. Readers will rely on the TQE process for guidance as they improve the quality of their instruction, all while building their own understanding and skill with mathematics by actually doing the math

they will be teaching"--

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