

PLC Guide: The following is a sample protocol that school-wide or teacher PLC teams might use to review knowledge of math tasks and their place in the mathematics classroom. This should take approximately 45-60 minutes.

Topic for Discussion: Overview of Math Tasks

Step 1:	Download the “Math Tasks” PowerPoint from the “For Leaders” section of the TDOE website to use as a guide for this PLC.
Step 2:	<ol style="list-style-type: none"> 1. Have participants read and reflect on the following quote from the PowerPoint: “There is no decision that teachers make that has a greater impact on students’ opportunities to learn and on their perceptions about what mathematics is than the selection or creation of the tasks with which the teacher engages students in studying mathematics.” Lappan & Briars, 1995 2. Have participants write a silent reflection of this quote. 3. Share out with the group some reflections.
Step 3:	<ol style="list-style-type: none"> 1. Display the definition of “Math Task” to the group from the slide deck. 2. Ask participants the following questions: <ol style="list-style-type: none"> 1. What are some considerations when choosing appropriate math tasks? 2. What importance does teacher content knowledge play in choosing appropriate math tasks?
Step 4:	<ol style="list-style-type: none"> 1. Display slide and discuss the following quote in small groups: “ Teachers must be able to choose appropriate mathematical tasks, judge the advantages of particular representations of a mathematical concept, help students make connections among mathematical ideas, and grasp and respond to students’ mathematical arguments. A lack of mathematical content knowledge can impede teachers’ abilities to notice and analyze students’ mathematical thinking, design actions that respond to students’ understanding, or engage in productive professional conversations.” Doerr, H. M. & English, L. D. (2006); Hunting, R. P.& Doig, B. A. (1997); Britt, M. S., Irwin, K. C., & Ritchie, G (2001) 2. Share out ideas from the quote as a whole group.
Step 5:	<ol style="list-style-type: none"> 1. Engage participants in a true/false game centered around the following questions: <ol style="list-style-type: none"> 1. All tasks must be high level? 2. Accountable talk is only used during a high level task? 3. The main purpose of tasks is for assessment purposes only? (all answers are false)

Step 6:

Reflection:

1. What are 3 things we know about math tasks?
2. What are two actions that you need to take as a math teacher with this knowledge?
3. What is one action that you will be going to take immediately?