**MATH CORE ACTIONS AND MATCHING SUMMARIES**

|  |  |  |
| --- | --- | --- |
| **Core Action:** Learning activities are cognitively demanding and maximize opportunities for students to master the lesson content. |  | Effective teaching and learning occur when instructors engage students through varied questioning, modeling, and challenging assignments tied to the standards. Indicators include higher-order questions requiring students to think beyond recall and prompting them to justify their results. |
| **Core Action:** Lesson content and activities productively engages students. |  | Effective teaching and learning occur when instructors ensure that students understand prerequisite skills and content before new ones are introduced. Indicators include explicitly connecting new learning to previous learning early in the lesson, showing a sensible learning progression.  |
| **Core Action:** Students’ levels of understanding are checked throughout the lesson, and instruction is adjusted accordingly. |  | Effective teaching and learning occur when there is a direct relationship among instructional goals, instructional resources, classroom activities, and academic standards. Indicators include lesson goals derived from the standards and directly related to the concepts students are learning. |
| **Core Action:** Lesson content is rigorous and relevant for the level defined by the state-adopted standards. |  | Effective teaching and learning occur when instructors monitor student learning to inform the next steps for instruction. Indicators include providing specific feedback and strategic supports to assist students. Throughout the lesson, instructors prompt students to be intentional about the learning. |
| **Core Action:** Lesson content is intentionally sequenced to develop students’ skills and knowledge. |  | Effective teaching and learning occur when instructors tailor instruction to learners’ needs, strengths, and interests. They keep students actively engaged in consequential learning activities, including participating in interactive discourse and using their newly acquired skills to solve problems. |