

<b>Mathematics Teaching Practices</b>
<p><b>Establish mathematics goals to focus learning.</b> Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.</p>
<p><b>Implement tasks that promote reasoning and problem solving.</b> Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies.</p>
<p><b>Use and connect mathematical representations.</b> Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving.</p>
<p><b>Facilitate meaningful mathematical discourse.</b> Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments.</p>
<p><b>Pose purposeful questions.</b> Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships.</p>
<p><b>Build procedural fluency from conceptual understanding.</b> Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems.</p>
<p><b>Support productive struggle in learning mathematics.</b> Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships.</p>
<p><b>Elicit and use evidence of student thinking.</b> Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.</p>

Reference: National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author.