Contents

List of Videos	ix
Acknowledgments About the Authors	хi
	xiii
Introduction	1
What Works Best	2
What Works Best When	6
The Path to Assessment-Capable Visible Learners in Mathematics	10
How This Book Works	13
Chapter 1. Teaching With Clarity in Mathematics	17
Components of Effective Mathematics Learning	20
Surface, Deep, and Transfer Learning	21
Moving Learners Through the Phases of Learning Surface Learning in the Secondary Mathematics	26
Classroom	27
Deep Learning in the Secondary Mathematics Classroom Transfer Learning in the Secondary Mathematics	29
Classroom	29
Differentiating Tasks for Complexity and Difficulty	31
Approaches to Mathematics Instruction	33

Checks for Understanding	35
Profile of Three Teachers Maria Rios Benjamin Wittrock Li Shuzhen	37 37 38 38
Reflection	40
Chapter 2. Teaching for the Application of	
Concepts and Thinking Skills	43
Ms. Rios and Systems of Linear Equations What Ms. Rios Wants Her Students to Learn Learning Intentions and Success Criteria Guiding and Scaffolding Student Thinking Teaching for Clarity at the Close	44 47 48 50 54
Mr. Wittrock and Three-Dimensional Shapes What Mr. Wittrock Wants His Students to Learn Learning Intentions and Success Criteria Guiding and Scaffolding Student Thinking Modeling Strategies and Skills Teaching for Clarity at the Close	63 66 68 70 71 73
Ms. Shuzhen and Statistical Reasoning What Ms. Shuzhen Wants Her Students to Learn Learning Intentions and Success Criteria Modeling Strategies and Skills Teaching for Clarity at the Close	80 80 82 83
Reflection	92
Chapter 3. Teaching for Conceptual Understanding	93
Ms. Rios and Systems of Linear Equations What Ms. Rios Wants Her Students to Learn Learning Intentions and Success Criteria Instructional Approaches That Promote	94 95 95
Conceptual Understanding	98

Modeling Strategies and Skills Teaching for Clarity at the Close	101
Mr. Wittrock and the Volume of Three-Dimensional	
Shapes	111
What Mr. Wittrock Wants His Students to Learn	112
Learning Intentions and Success Criteria	114
Instructional Approaches That Promote Conceptual	
Understanding	116
Teaching for Clarity at the Close	119
Ms. Shuzhen and Independent Versus Conditional	
Probability	128
What Ms. Shuzhen Wants Her Students to Learn	128
Learning Intentions and Success Criteria	129
Modeling Strategies and Skills	130
Instructional Approaches That Promote	
Conceptual Understanding	131
Teaching for Clarity at the Close	133
Reflection	139
Chapter 4. Teaching for Procedural	
Knowledge and Fluency	141
Ms. Rios and Systems of Linear Equations	142
What Ms. Rios Wants Her Students to Learn	143
Learning Intentions and Success Criteria	143
Modeling Strategies and Skills	146
Guiding and Scaffolding Student Thinking	149
Instructional Approaches That Promote	
Procedural Knowledge	150
Teaching for Clarity at the Close	155
Mr. Wittrock and Trigonometric Relationships	160
What Mr. Wittrock Wants His Students to Learn	164
Learning Intentions and Success Criteria	165
Instructional Approaches That Promote Procedural	
Knowledge	166
Teaching for Clarity at the Close	169

Ms. Shuzhen and Probabilities of Compound Events	175
What Ms. Shuzhen Wants Her Students to Learn	175
Learning Intentions and Success Criteria	176
Modeling Strategies and Skills	177
Instructional Approaches That Promote	
Procedural Knowledge	178
Teaching for Clarity at the Close	180
Reflection	185
Chapter 5. Knowing Your Impact:	
Evaluating for Mastery	187
What Is Mastery Learning?	188
Using Learning Intentions to Define Mastery	
Learning	189
Establishing the Expected Level of Mastery	190
Collecting Evidence of Progress Toward Mastery	192
Ensuring Tasks Evaluate Mastery	201
Ensuring Tests Evaluate Mastery	204
Feedback for Mastery	207
Task Feedback	209
Process Feedback	210
Self-Regulation Feedback	214
Conclusion	215
Final Reflection	218
Appendices	
A. Effect Sizes	219
B. Teaching for Clarity Planning Guide	224
C. Learning Intentions and Success Criteria Template	229
D. A Selection of International Mathematical	
Practice or Process Standards	230
References	233
Index	235

List of Videos

Introduction

Video 1: What Is Visible Learning for Mathematics?

Video 2: Creating Assessment-Capable Visible Learners

Chapter 1. Teaching With Clarity in Mathematics

Video 3: What Does Teacher Clarity Mean in High School Mathematics?

Chapter 2. Teaching for the Application of Concepts and Thinking Skills

Video 4: Learning Intentions and Success Criteria in an Application Lesson

Video 5: Modeling a Close Read

Video 6: Collaborative Learning in an Application Task

Chapter 3. Teaching for Conceptual Understanding

Video 7: Setting the Stage for Conceptual Learning

Video 8: Managing Student-Led Dialogic Learning

Video 9: Making Learning Visible Through Learner Notebooks

Video 10: Feedback Through Peer-Assisted Reflection

Video 11: Consolidating Knowledge Through Direct/

Deliberate Instruction

Chapter 4. Teaching for Procedural Knowledge and Fluency

Video 12: Differentiating Instruction to Support Surface, Deep, and Transfer Learning

Video 13: Supporting Surface Learning Needs With a Peer Tutor

Video 14: Checking for Understanding as Procedural Knowledge Deepens

Video 15: Supporting Learners' Extension Into Transfer

Chapter 5. Knowing Your Impact: Evaluating for Mastery

Video 16: Evaluating for Mastery

Note From the Publisher: The authors have provided video and web content throughout the book that is available to you through QR (quick response) codes. To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.



Videos may also be accessed at resources.corwin.com/ vlmathematics-9-12