

**Does your mathematics instruction have SSAASS?**

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| **SSASS (Clark 2020)** | | |
| **Instructional Components** | **Descriptions** | **Considerations for planning** |
| **SET** the STAGE  Learning expectations | Establish the expectations of the lesson, the key behaviors and the dispositions/practices that students will develop through this lesson | What are the dispositions that students will experiences? How will students engage in the required mathematics? Which content standards will be used to build the disposition/practices? What tools can students use to maintain or master the disposition/practice? What special issues are students passionate about? How can they be used to bring relevance (humanity to the mathematics)? |
| Light a **SPARK**  igniting the sense | An opportunity for students to engage in or examine the concepts through an activity. Create conflict. It can be a task, contextual problem, intriguing problem, puzzle... The activity elates new content to known content and allows students to use reasoning, logic, sense making to engage in the disposition/practices while navigating through the activity. | What personal experiences will student be engaged in that will introduce the content standard while allowing students to develop the disposition/practice? |
| **ACCENTUATE** NEW CONTENTor SKILLS  moments of enlightenment | Refine structures, create formulas, elaborate on specific processes, define or clarify terms, test reasonableness of methods, document findings | What questions will students be asked to help them formalize the concepts? What will mastery look like? How will struggle look? How will students be guided to represent their thinking and document their progress? What past content skills can be leverages? What are possible misconceptions and how will students be led to recognize the inconsistency in the misconception? What terms will have to be explicitly defined and which can be addressed during reasoning? What visual can be used to build understanding of the concept? |
| **APPLY** and PRACTICE  critically thinking | Practice the new skill/concept. Formalize the math. Determine an appropriate structure. Develop deeper and broader understanding of the major concepts, formulas, and terms. Connect new findings to previous understanding or to the real world. Refine and build fluency. | What types of practice will support student development of the concepts, skills and dispositions? What possible models can be used to address the problem posed? How will student samples be shared? What types of samples will be shared? What will proficiency look like? What will progressing look like? What will mastery look like? What will it look like if students are completely lost? |
| **SOLIDIFY** UNDERSTANDING  mental synthesis | Confirm students’ knowledge and understanding of the content and the ability to apply mathematical practices and habits of mind. Clarify misconceptions and stabilize past knowledge with current knowledge in preparation for adding new knowledge. | What are the learning outcomes? How are students expected to display the learning outcomes? What are possible misconceptions? What are other ways to explain or elaborate on the concept? How might students interpret the concept? What questions can I ask to determine students’ understanding of the concept? |
| **SUMMARIZE** orSHOWCASE FINDINGS  reflecting and advocating | Synthesize, explain, and expound on new skills. Reflect or review the learning process. Evaluate the interaction with the disposition/practice. | What questions can be asked to guide meta-cognition? What tools can be used to capture reflective thinking? How will students interact with each other and the whole group? What type of summary format will be used? Who should be included in the audience? What platforms should be provided for students? How can this become an opportunity for students? What can be done to make this meaningful experience? |