



Transforming East Alabama Mathematics

The East Alabama Partnership for the Improvement of Mathematics Education

Characteristics of TEAM-Math Classrooms

1. Teachers use both the students' current mathematical understandings and the curriculum's objectives when making instructional decisions.
2. Teachers provide opportunities for students to learn to conjecture, invent, and solve problems.
3. Teachers help students to connect mathematics, its ideas, and its applications.
4. Teachers question students to highlight their mathematical knowledge and reasoning.
5. Teachers promote student participation in whole class and small group discussions to help them make sense of mathematics.
6. Teachers communicate with students about their performance in a continuous, comprehensive manner.
7. Teachers ask questions that foster mathematical understandings and challenge misconceptions as revealed by the students' responses.
8. Teachers encourage students to rely more on themselves to determine whether something is mathematically correct.
9. Teachers use a variety of assessment tools (such as performance tasks, projects, writing assignments, oral demonstrations, and portfolios), to determine what students know and can do.
10. Students work individually or in groups to figure out how to solve a task or problem.
11. Students explain why their methods work and justify their results.
12. Students solve problems that require them to think, as well as reinforce basic facts.
13. Students communicate about mathematics, both orally and in writing.
14. Students see the connections of the mathematics they are studying with the real world.
15. Students use more than paper and pencil in mathematics class. They explore mathematics using physical objects and technology.
16. Students learn to assess their own progress.
17. The curriculum contains more than arithmetic—students experience probability, data analysis, geometry and other important mathematical topics.