

## Discussion Questions for “Phoenix Rising: Bringing the Common Core State Mathematics Standards to Life”

1. Discuss some of the differences between curriculum defined by the textbook school mathematics (TSM) vs. curriculum defined by Common Core State Standards for Mathematics.
2. The article talks about the logical development of topics as an impediment in mathematics education as opposed to how early or late topics are introduced. In what ways have you noticed a lack of development in topics taught as it relates to students’ conceptual understanding and/or your teaching of the topics? How does CCSSM differ with the logical development of mathematics topics?
3. According to the article, why must educators, teacher induction programs, and professional development providers start from scratch? What problems are likely to arise if we don’t?
4. When thinking of adding fractions, how is teaching with the thought of “combining things” different from a traditional textbook school mathematics approach that requires students to know how to find common multiples? How can teaching and learning be impacted by this difference?
5. What does the author claim is the difference between being a mathematician and a math teacher? How can knowing the difference impact the future of math education in America?