

# BIG IDEAS MATH<sup>®</sup>

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*Big Ideas Math is your full K-12 mathematics solution!*

*Big Ideas Math* offers options for immediate intervention for all levels of learners with print and digital resources. The program supports the 3-Tier **Response to Intervention (RTI)** model using researched-based strategies. Teachers can reach, challenge, and motivate each student with high-quality instruction targeted to individual needs. *Big Ideas Math* also comes with built-in **differentiation** to allow all students to think deeper about mathematics.

Customized  
Learning  
Intervention

3  
Tier

Strategic  
Intervention

2  
Tier

Daily  
Intervention

1  
Tier

## This Program Includes:

- Differentiating the Lesson
- Skills Review Handbook
- Skills Trainer
- Formative Check
- Instructional support notes
- Online access to grade level resources from Kindergarten through Algebra 2



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# Motivating Mathematics: Why Do You Do What You Do?

**T**his final issue of *Mathematics Teacher* called for articles explaining why mathematics teachers do what we do. The decision to teach mathematics may feel, to some, like agency, a fulfillment of our identity, or an undeniable call to action. For Alessandra King, it was a decision to follow a generational legacy. Her story is found in “Kindling the Fire: Why I Do What I Do.” For Sarah K. Bleiler-Baxter, Sister Cecilia Anne Wanner, O.P., and Jeremy F. Strayer, however, love is the driving force, central to their role as mathematics teachers. Their story is found in “Because We Love.”

For every one of us who has found a place and a calling with certainty, many others question whether the mathematics classroom is a lifelong home. Darling-Hammond (2010) estimates that 30 percent of new teachers leave the field within the first five years, disproportionately impacting schools serving urban or high-poverty areas. To retain high-quality teachers and recruit the next generation, we should start by making public the reasons we chose the profession as well as the reasons we stay. Let this Focus Issue of *Mathematics Teacher* serve as an invitation to add your story and your motivation to our collective voice. Reach out to colleagues, both current and future, by participating in and creating new communities in whatever spaces you can. Thank you

to those who extend yourselves to invite preservice teachers to your classroom or school events; to those who attend conferences or join the #mtbos community on Twitter; to those who share their thoughts and experience via social media or my.nctm.org; and to others who prefer the face-to-face context of casual meetups or Math Circles with colleagues in their area. A very special thank you to those of you who have used the NCTM practitioner journals, such as *Mathematics Teacher*, to help others find and stay on this amazing path. Sharing our voices strengthens the profession and creates community that supports and sustains individual teachers.

Teachers are not the only people questioning their place in the mathematics classroom. We must also support and sustain mathematics students. We do so by encouraging students of mathematics to find and share their voices, too, and center the mathematics of *our students* in the classroom. In “Why Math?” Jennifer Y. Kinser-Traut encourages us to make students responsible for the answer to that question. We can find strategies to do so in Anjali Deshpande and Shannon Guglielmo’s “Four Moves to Motivate Students in Problem Solving.” Teachers and students alike may find it challenging to predict or pinpoint the things that make mathematics lessons special. Efforts to motivate students need not be grand, and Chee Soon Low urges us in “A Sumptuous Buffet of Mathematics”

to find motivation in the simplest of tasks by encouraging mathematical risk taking. These moments when we have the highest potential to capture student imagination and ignite appreciation are, at times, unplanned.

We leave you ready to dive into a heartfelt issue with the central theme of “Motivating Mathematics: Why Do You Do What You Do?” We stand with Christie Henderson in “A Better Tomorrow through Math,” who urges us to listen to our students and be ready to seize the opportunities before us. We add the promise and hope of the new NCTM digital-first journal for practitioners, *Mathematics Teacher: Learning and Teaching PK–12*. We hope that in all our endeavors, we will continue to pay attention to one another; listen with empathy; and announce to the world that beyond purpose, mathematics offers love, joy, and beauty to those who come together to explore it.

## REFERENCE

- Darling-Hammond, Linda. 2010. “Recruiting and Retaining Teachers: Turning around the Race to the Bottom in High-Need Schools.” *Journal of Curriculum and Instruction* 4, no. 1 (May): 16–32.
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