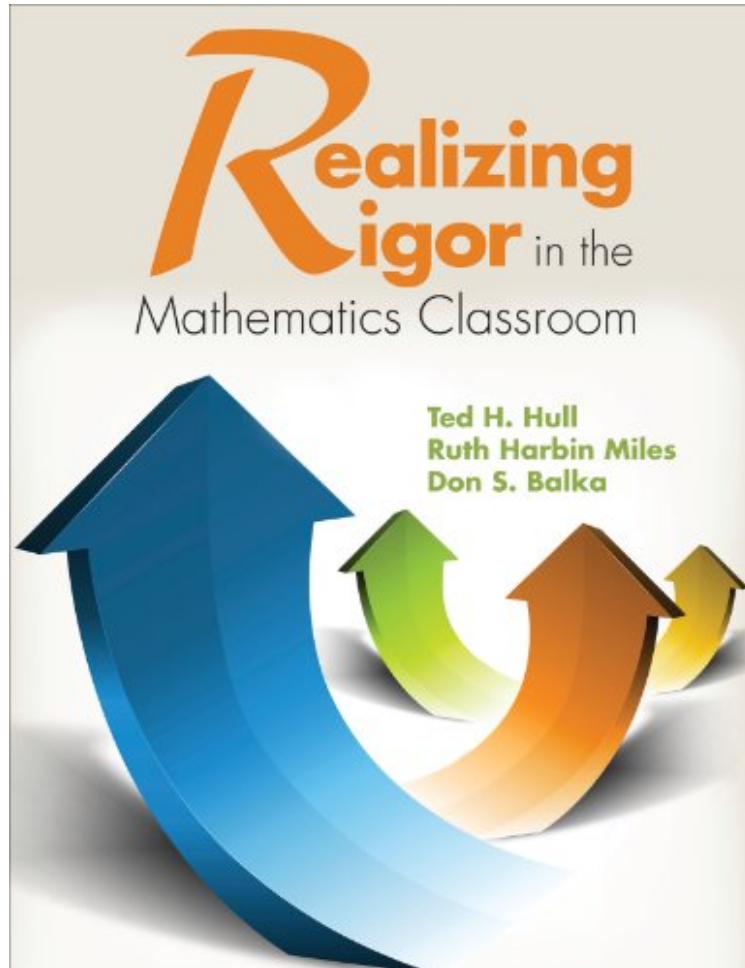


## Realizing Rigor in the Mathematics Classroom

*Ted H. Hull, Ruth Harbin Miles, Don S. Balka*  
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**Ted H. Hull, Ruth Harbin Miles, Don S. Balka : Realizing Rigor in the Mathematics Classroom** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Realizing Rigor in the Mathematics Classroom:

0 of 0 people found the following review helpful. Easy read. Easy strategies to implement By Anne M Easy read. Easy strategies to implement. Helps give understanding the new buzzword of rigor. Will use in PD sessions with teachers and admins.

Rigor put within reach! Rigor: The Common Core has made it policy and this first-of-its-kind guide takes math teachers and leaders through the process of making it reality. Using the Proficiency Matrix as a framework, the authors offer proven strategies and practical tools for successful implementation of the CCSS mathematical practices with rigor as a central objective. You will learn how to Define rigor in the context of each mathematical practice Identify and overcome potential issues, including differentiating instruction and using data

Relate specific roles and goals for all stakeholders Use assessment tools to guide work and monitor progress

"This comprehensive, step-by-step guide for enhancing student thinking and reasoning through rigor is yet another major contribution to the field of mathematics education by this outstanding author trio! Hull, Balka, and Harbin Miles tackle the challenges related to rigor head-on, providing support for teachers and teacher leaders through well over a dozen new tools geared toward engaging teacher teams in the work of enhancing student thinking and reasoning through mathematical rigor."--Jon Wray, Mathematics Instructional Facilitator

The value of this book is in its capacity to explain rigor in the context of teaching and learning mathematics. The authors have succeeded in presenting the case for rigor by developing definitions and tools that can be used to find evidence of student learning including a deep understanding of mathematics as well as the ability to transfer learning into new and challenging situations."--From the Foreword by Suzanne Mitchell

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About the Author

Ted H. Hull completed 32 years of service in public education before retiring and opening Hull Educational Consulting. He served as a mathematics teacher, K-12 mathematics coordinator, middle school principal, director of curriculum and instruction, and a project director for the Charles A. Dana Center at the University of Texas in Austin. While at the University of Texas, 2001 to 2005, he directed the research project "Transforming Schools: Moving from Low-Achieving to High Performing Learning Communities." As part of the project, Hull worked directly with district leaders, school administrators, and teachers in Arkansas, Oklahoma, Louisiana, and Texas to develop instructional leadership skills and implement effective mathematics instruction. Hull is a regular presenter at local, state, and national meetings. He has written numerous articles for the NCSM Newsletter, including "Understanding the Six Steps of Implementation: Engagement by an Internal or External Facilitator" (2005) and "Leadership Equity: Moving Professional Development into the Classroom" (2005), as well as "Manager to Instructional Leader" (2007) for the NCSM Journal of Mathematics Education Leadership. He has been published in the Texas Mathematics Teacher (2006), Teacher Input Into Classroom Visits: Customized Classroom Visit Form. Hull was also a contributing author for publications from the Charles A. Dana Center: Mathematics Standards in the Classroom: Resources for Grades 6-8 (2002) and Middle School Mathematics Assessments: Proportional Reasoning (2004). He is an active member of Texas Association of Supervisors of Mathematics (TASM) and served on the NCSM Board of Directors as regional director for Southern 2.

Ruth Harbin Miles coaches rural, suburban, and inner-city school mathematics teachers. Her professional experiences include coordinating the K-12 Mathematics Teaching and Learning Program for the Olathe, Kansas, Public Schools for more than 25 years; teaching mathematics methods courses at Virginia's Mary Baldwin College; and serving on the Board of Directors for the National Council of Teachers of Mathematics, the National Council of Supervisors of Mathematics, and both the Virginia Council of Teachers of Mathematics and the Kansas Association of Teachers of Mathematics. Ruth is a co-author of five Corwin books including A Guide to Mathematics Coaching, A Guide to Mathematics Leadership,

Visible Thinking in the K-8 Mathematics Classroom, The Common Core Mathematics Standards, and Realizing Rigor in the Mathematics Classroom. As co-owner of Happy Mountain Learning, Ruth specializes in developing teachers' content knowledge and strategies for engaging students to achieve high standards in mathematics.

Consulting Description Don S. Balka, Ph.D., is a noted mathematics educator who has presented more than 2,000 workshops on the use of math manipulatives with PK-12 students at national and regional conferences of the National Council of Teachers of Mathematics and at in-service trainings in school districts throughout the United States and the world. He is Professor Emeritus in the Mathematics Department at Saint Mary's College, Notre Dame, Indiana. He is the author or co-author of numerous books for K-12 teachers, including Developing Algebraic Thinking with Number Tiles, Hands-On Math and Literature with Math Start, Exploring Geometry with Geofix, Working with Algebra Tiles, and Mathematics with Unifix Cubes. Balka is also a co-author on the Macmillan K-5 series, Math Connects and co-author with Ted Hull and Ruth Harbin Miles on four books published by Corwin Press. He has served as a director of the National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics. In addition, he is president of TODOS: Mathematics for All and president of the School Science and Mathematics Association.