

Situation: Name of Situation

**Prepared at University of Georgia/Penn State
Center for Proficiency in Teaching Mathematics OR
Mid-Atlantic Center for Mathematics Teaching and Learning
Date last revised – People involved**

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Prompt

The situation or scene that sets the stage for the mathematics. Ideally, this would briefly describe an event from classroom experience, but may be edited to emphasize an important point. The situation *could* include a focusing question at the end of it, but that question should focus on the mathematics rather than student or teacher actions or viewpoints.

Commentary

A paragraph describing the rationale or giving an explanation for the importance of the mathematics in the prompt and the set of foci with respect to secondary teachers and their responsibilities.

Mathematical Foci

A group of 3-6 foci that are diverse and serve as examples of the range and depth of possible mathematical ideas

Mathematical Focus 1

A mathematical concept that would be very useful to a teacher if the teacher wanted to use the situation to help students learn important mathematical ideas. The content should be accessible to students with a major in mathematics or mathematics education.

Figure if needed would be here.

Mathematical Focus 2

Description of focus.

Mathematical Focus 3

Description of focus.

References

Include books, articles, curriculum materials, URLs, etc. from which any ideas or quotes are drawn. (There may be none.)

<i>END OF SITUATION – END OF SITUATION</i>

NOTES TO SITUATION WRITERS:

- Prompts and Foci
 - The prompt may be an opportunity to bring in some “new-to-this-lesson” piece of mathematics.
 - There are several sources of prompts, such as student questions, student errors, unexpected outcomes such as those with the use of technology, or any other experience in teacher work.
 - Do not worry about whether the mathematics would likely arise in the setting of the prompt.
 - Foci may involve the mathematics teachers use to think about what happened, even if they would not pursue the details of this mathematics with students. For example, a focus could involve the mathematical thinking done by a teacher in order to formulate a clarification for students.
 - Worry about the mathematics, not the pedagogy.
 - The foci need not include the mathematics upon which the actual teacher draws in the event from which the prompt is drawn.
 - Our assumption is that things from school mathematics and undergraduate mathematics major would be fair game for situation content. One or more foci for a situation ideally should include mathematics beyond algebra II and geometry. If possible, at least one of the foci for a situation should require nothing more than school mathematics.
- Files
 - Save the Word document that contains the situation (prompt, commentary, and foci) as “**SITN <brief name> YMMDD.doc.**” YMMDD refers to the year, month and date (e.g., 060614 for 14 June 2006), a technique that allows us to automatically order versions with a sort on title.
 - Include any GSP, Fathom, Excel, or other figures used. Save them as separate files using “**SITN <brief name> YMMDD.suffix.**”
- Figures

The following “rules” will help with editing Word documents:

 - Keep “in line with text” in format.
 - Do not use Word’s drawing tools in this document.
 - Create figure in a different document or application.