Consider this book your handbook and go-to guide for ensuring equitable, coherent instruction across grades, schools, and your district. You'll find a number of features throughout the book to aid you in your journey creating a Mathematics Whole School Agreement (MWSA).

In-depth charts will help you find a consistent approach to preferred and precise mathematical language, notation, representations, rules, and generalizations that will help clarify students' mathematics understanding.
While it may seem that these are small decisions, they collectively have a large impact on students' clarity, understanding, and success in their mathematics journey. The consistency across grades and courses provides students with a representational system that doesn't require them to learn something new, regardless of the mathematical focus or the teacher. It supports better communication and eliminates students guessing at what some unique representation means. Don't neglect discussing even what might appear to be the most basic symbols in your MWSA collaborative team meetings.

CONSTRUCTION ZONE—WHAT REPRESENTATIONS ARE MOST BENEFICIAL AND SPAN THE GRADES?

As you think about the representations you will use as part of your MWSA, consider these questions:

- Which representations can you agree on that will span multiple grades?
- Which representations have you used that are not productive in terms of helping students learn or for which you may not know all the options for using them?
- Which representations might cause confusion or create or perpetuate misconceptions?

Using the following space, record representations that are being used that need to be rethought, those that might need further explanation, and others that can and should be used across the grades. Then, as you continue reading this chapter, other suggestions may help you spark new ideas or prompt you to reconsider what can be used as appropriate alternatives.
Try It Out and Things to Do sections provide concrete opportunities to directly engage with your team in creating a Mathematics Whole School Agreement.

As you let families know about the work you are doing, here is a letter that can be shared. This message will help onboard parents and families or others who might be working with your students, including tutoring services. We suggest that all grade-level teachers and others in the building who are engaged in the teaching of mathematics sign the document.

**Send the Letter**

Hello,

We have already written to you about the Mathematics Whole School Agreement (MWSA) that we are developing across the entire school this year. As you know, we are all working hard to align our instruction in mathematics across the grades. As you may remember, earlier this year you received a letter where we talked about the mathematical language and notation we use during instruction. We are now looking at the representations we use in mathematics. As a mathematics team, we have agreed on the physical materials we may use to model the mathematics and the ways in which we explain the mathematics by means of pictures or diagrams and mathematical symbols. Everyone in the school involved in the teaching and learning of mathematics is using these and is focused on teaching for students’ depth of understanding and connection to mathematical ideas within and across grades. The way we model in mathematics has an effect on the way students understand mathematical ideas. We want your student to become an adult who knows mathematics and will succeed in whatever they choose to do in life. We thank you for joining us in making this shift to be consistent in how we support your student as we prepare them for their personal and professional future.

Thank you for your help,

Your student’s teachers and principal and members of the school community