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Richard S Kitchen* (richard.kitchen@du.edu), 1999 E. Evans, Denver, CO 80208. *Modeling the CCSS-M Mathematical Practices to Support the Learning of All*. Preliminary report.

Implementation of the Common Core State Standards in Mathematics (CCSS-M) has the potential to move forward key features of standards-based reforms in mathematics that have been promoted in the U.S. for more than two decades (see for example, NCTM, 1989; 2000; NSF, 1996). Prospective and practicing K-12 teachers of mathematics need extensive training and professional development support to both understand the mathematics contained within the CCSS-M and to learn how to effectively teach these standards.

One way that Mathematics faculty can support CCSS-M is by becoming aware of the eight Standards for Mathematical Practice and working to model these practices in their instruction. Modeling such instruction could be particularly valuable for prospective secondary mathematics teachers who often teach mathematics as they were taught (Kitchen, 2005). In addition, teaching mathematics in ways aligned with the CCSS-M mathematical practices are important to support the learning of all students. In this talk, I will specifically address the potential of Mathematical Practice 1, making sense of problems and persevering in solving them, and Mathematical Practice 4, modeling with mathematics to support the learning of low-income, culturally and linguistically diverse students. (Received February 11, 2014)