Theme of the day: Sharing ideas to help students understand concepts

Mathematics goals: Conceptual connections between graphs and equations, and conceptual understanding of finding intersections.

Mathematical practices goal: SMP 2, 3

Teaching goals: Uncovering concepts in tasks to make instructional decisions

TPEP goal: Observe a lesson to consider teachers’ goals

Mindfulness: Noticing student thinking/ teaching strategies

Reflections: End of each of the morning sessions, Effort Effect

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| **Time &****Groupings** | **Groups** | **Activity & how it addresses the goals of the grant/**  | **Materials** |
| 7:30-7:45PLCs | All | Welcome: Theme and goals for the day  | PowerPoint for each room |
| 7:45-8:40 | A and B | Intersections, Part 2: Teachers think about this task in two ways: 1) Up close about what they did and what effects they think it had on student learning and engagement, and 2) how this task fits in a trajectory of student learning over time (related to specific mathematical ideas). Another goal of this session is to help teachers understand the important mathematical ideas supported/used in this task. | Poster paper, markers, facilitation notes,Handouts: Intersections: Analyzing Student Work, Intersections: Analyzing Student Work Example Intersections: Reflecting on our PlanTeaching the Common Standards in Math |
| C | Error Analysis:Goals: Examine student work to identify mathematical thinking and misconceptions and brainstorm activities that will help students develop the understanding missing in the errors. | Newsprint, markers, facilitation notes, Tasks (copies for teachers and for posters) |
| D | Comparing two tasks for discourseGoals: Notice differences between tasks based on their potential to elicit discourse from and between students, to discuss ways to set up and maintain meaningful discourse about the mathematical ideas. | Tasks (from Kris) |
| 8:40-9:35 | A and B | Intersections: Part 2 (continued) | Poster paper, markers, facilitation notes |
| D | Error Analysis | Newsprint, markers, facilitation notesTasks (copies for teachers and for posters) |
| C | Comparing two tasks for discourse | Tasks |
| 9:35-9:50  |  |  |  |
| 9:50-10:45 | C and D | Intersections: Part 2 | Poster paper, markers, facilitation notes |
| A | Error Analysis | Newsprint, markers, facilitation notesTasks (copies for teachers and for posters) |
| B | Comparing two tasks for discourse | Tasks |
| 10:45-11:40  | C and D | Intersections: Part 2 (continued) | Poster paper, markers, facilitation notes |
| B | Error Analysis | Newsprint, markers, facilitation notesTasks (copies for teachers and for posters) |
| A | Comparing two tasks for discourse | Tasks |
| 11:40-12:40PLCs | All | The Effort Effect (I have asked for permission to use this article but have not heard back yet.)Goals: Teachers discuss students’ mindsets, how students’ mindsets affect their motivation, and how to affect students’ mindsets. | Protocol (1 per group, so about 10), article (1 per teacher), posters, stickies |
| 12:40- 1:10 | All | 2012 Lessons Learned EOC and Common Quiz from 2013 UpdatesGoals: Teachers examine the Lessons Learned and brainstorm ideas for preparing their students for the 2013 EOC. | Handout: 2012 Lessons Learned EOC (just the Algebra 1 part) one per teacherCommon Quiz for EOC (1 per teacher) |
| 1:10-1:20 | All |  |  |
| 1:20-2:30PLCs with P/APs | All  | Noticing (video)Goals: Teachers and P/APs watch a video of a lesson to notice and discuss teacher and student questioning and engagement and how these support lesson purpose. | Video from Annenberg: StaircaseData Collection SheetDiscussion Protocol for Observation |
| 2:30-2:45 | All | Recap and reflection on goalsHomework | Homework handout (1 per teacher)Packets of Student Surveys |
| 2:45-3:00 | All |  | Evaluation forms (1 per teacher) |