Mathematics goal: understanding exponential growth expressions; SSE

Mathematical practices goal: SMP 2, 7, 8

Teaching goals: Coherence or Focus, how to implement a task at Level 3 Cognitive Complexity, Pedagogical content knowledge of SSE

TPEP goal: Understand TPEP CP3 and CP4 in action

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| **Time &****Groupings** | **Activity & how it addresses the goals of the grant/ Role of Peer Teachers?** | **Materials** |
| 7:30-8:15PLCs | Welcome, revisit norms | PowerPoint |
| 8:15-9:15Grouping? | Understand focus and/or coherence of the CCSS. | Problem sets  |
| 9:15-10:30PLCs | Miguel and Anna Revisited (with math norms)* Understand exponential growth and decay.
* Implementing a task as a Level 3 task.
* Reflect on how SMP 2, 7, and 8 may look as the task unfolds and how it helps students learn the meaning of exponential growth and decay.
* Address TPEP criteria CP3 and CP4.

Envision possible teacher – principal conversations about an observed lesson that targets specific TPEP criteria. | Task sheets, Key ideas sheets |
| 10:30-10:45 |   | Snacks provided by private funding |
| 10:45-11:45 | Understanding and teaching A-SSE (Regroup using linear expressions) | Posters for A-SSE, Tasks, 3 by 5 cards for expressions  |
| 11:45-12:45(Same groups as A-SSE) | **Lunch-time conversation**: What motivates middle and high school students to learn mathematics? What do we do that supports or inhibits motivation? Little changes for PLCs. | Protocol sheets for facilitators. |
| 12:45-1:45PLCs | Little ChangesGoals: teachers discuss Little Changes for their PLC and for them individually, and choose a Little Change for their PLC. They should choose a Little Change for themselves by March workshop. Also, they should use this time to plan their PLC time to meet before the March workshop.  | What materials do they need? What kind of report out (if any) do we want to have? |
| 1:45-2:00 |  |  |
| 2:00-2:30 P/APs with PLCs | Teachers and Principals together: Elevator talk  | HW sheets;  |
| 2:30-2:45 | Recap and reflect on goals we targeted today – how did we do? HW |  |
| 2:45-3:00  | Evaluations | Evaluation sheets |

**Principal Agenda**:

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| 12:00-2:00 | Janet and Helene or Erik | Principals/APs: video of teacher change, brainstorm possible questions principals could ask teachers, work on ways to provide teachers more time.  |  |
| 2:00-2:30 | Jackie  | Teachers and Principals together: Elevator talk  |  |
| 2:45-3:00 | Janet | Principal evaluation | Evaluation sheets |