**Theme:** *Continuing our professional learning.*

**Goals**: Plan to continue our learning, revisit and connect ideas from the last three years, plan to use what we’ve learned.

(see end of document for email draft to teachers)

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| **Tuesday June 23, 2014** |
| Time & Groupings | Facilitators | Activity & Purposes | Materials |
| 7:30-8:30PLCs | Jackie | Opening Introduction Goal: Discuss the three year trajectory we’ve been on and how it relates to their continued learning. | Reflection sheet“Best Practices” article |
| 8:30-9:30 | Scott | Rich task: Bob and Mike | Bob and Mike TaskGeometry version |
| 9:30-9:45 | Break |  | Snacks |
| 9:45-11:30CFs | Jackie | Card Sort: Statistics (Emphasis and reflection on the SMP.)Goals: Do and examine a card sort task (Concert Tickets) and the included questions to consider how the activity and the questions support students’ engagement in the SMPs, and consider how to further support students’ development of the SMP as they do the activity. | CardsQuestions |
| 11:30-12:45 | Lunch | Time to work as a PLC: Reflection tool that asks them to consider their plans in light of the goals of RAMP-A and what they have learned.Turn in a plan of how they are going to use this time each day.  | Reporting sheet |
| 12:45-2:00 PLCs | Jackie | Formative Assessment as an opportunity to learnReflection on Goals of the grant: Content knowledge and SMP | Poster paperReflection handouts |
| 2:00-3:00 CFs | All | Teacher sharing of ideas that they used this past year (their homework was to: “Bring one math activity you did in your class that you thought was especially effective in helping students learn. Be ready to share how you used it and how students responded.” |  |
| 3:00-3:30 | Scott | Celebrations and Day 1 evaluations | Door prizesEvaluations |

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| **Wednesday June 24, 2014** |
| Time & Groupings | Facilitators | Activity & Purposes | Materials |
| 7:30-8:00 | Jackie |  Revisiting Cognitive Demand  | Tasks,Posters |
| 8:00-9:30 | Janet | Turn any task into a rich task | Smith's handouts |
| 9:30-9:45 | Break |  | Snacks |
| 9:45-11:30 | Scott | Rich Task: Derby problem | Task, Rubric |
| 11:30-12:30 | Lunch | Time to work as a PLC: I think they need to have some sort of reflection tool that has them consider their plans in light of the goals of RAMP-A and what they have learned. | Reporting sheet |
| 12:30-1:30 | Jackie | Revisiting Coherence (and being critical).Goal: watch a video of a class with an eye to coherence. Be critical of the strategy in order to improve it.  | 3-by-5 post-its; posters already headed with ideas of coherence |
| 1:30-3:00 | Kris | More on Motivation: James Middleton has a recent article on how to apply the research on student motivation in mathematics. Teachers should end this session with several concrete ways to incorporate these strategies in their classes next year.  |  |
| 3:00-3:30 | Jackie | Reflection/Evaluation | Evaluation form |

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| **Thursday June 25, 2014** |
| Time & Groupings | Facilitators | Activity & Purposes | Materials |
| 7:30-8:45 | Scott | Ways to start the school year (and maintain, or reinvigorate throughout the year) | Derby Problem handouts |
| 8:30-10:00Individual | Jackie | Examining use of the SMP: Algebraic ReasoningCarousel | Posters with Carousel problems |
| 10:00:10:15 | Break |  | Snacks |
| 10:30-11:30 | Janet | “Best Practices” reading and discussion | Article; handouts for units and lessons |
| 11:30-12:30 | Lunch | Time to work as a PLC: Report on their plans in light of the goals of RAMP-A and what they have learned. | Reporting sheet |
| 12:30-1:45 | Janet  | Revisit Sustainability and their May Reports | Teachers’ May reports (blank reporting sheets for those who were not there in May) |
| 1:45-2:00 | Break |  | Ice Cream bars |
| 2:00-3:00 | Kris and Janet | Sustainability: there will be four newsletters for teachers throughout the next year and we would like to include some of the things they would like to report or share. Can each PLC commit to provide one item for such a newsletter? This could consist of something like the ASN that Ferris shared, the mindset work that Shadle shared, other PD they are involved in (Bridges to college course), efforts to improve equity and/or motivation, or the work some teams are doing with their STEM-PD technology. Also include websites of interest, or some lesson/unit in a curriculum that seemed to really be effective.Have teachers commit to sending me something to share with the whole group once on one of the dates:  | Half sheets for writing and submitting what they will share next year.  |
| 3:00-3:30 | Jackie | Reflection and Evaluations | EvaluationsReflections |