Mathematics goal: Systems of equations, understanding rate of change of a parabola

Mathematical practices goal: SMP 2, 3

Teaching goals: introduce planning to use a Rich Task (Task Planning)

TPEP goal: TPEP: CP 2 and CP4 (in prompts for administrator/teacher discussion and in teacher reflection)

Mindfulness: Awareness of how planning can support responsiveness to student thinking and goals of a lesson

What is the common thread? How are these activities related?

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| **Time &****Groupings** | **Facilitators and rooms** | **Groups** | **Activity & how it addresses the goals of the grant/ Role of Peer Teachers?** | **Materials** |
| 7:30-7:45PLCs | Jackie 241 | All | Welcome and goals for the day  | Powerpoint for each room |
| 7:45-8:40 | Matt and Jackie 241 | A and B | Planning to use a rich task (Intersections)  | Facilitator notes, task, graph paper |
| Cheryl, Janet, and Brandon 41 | C | Examining student work |  |
| Kris and Scott 24 | D | Teaching strategies |  |
| 8:40-9:35 | Matt and Jackie 241 | A and B | Planning to use a rich task (Intersections), continued | Facilitator notes, task, poster paper, graph paper |
| Cheryl, Janet, and Brandon 41 | D | Examining student work |  |
| Kris and Scott 24 | C | Teaching strategies |  |
| 9:35-9:50  | Break |  |  | Snacks |
| 9:50-10:45 | Matt and Jackie 241 | C and D | Planning to use a rich task (Intersections) | Facilitator notes, task, poster paper, graph paper |
| Cheryl, Janet, and Brandon 41 | A | Examining student work |  |
| Kris and Scott 24 | B | Teaching strategies |  |
| 10:45-11:40  | Matt and Jackie 241 | C and D | Planning to use a rich task (Intersections), continued | Facilitator notes, task, poster paper, graph paper |
| Cheryl, Janet, and Brandon 41 | B | Examining student work |  |
| Kris and Scott 24 | A | Teaching strategies |  |
| 11:40-12:40 | Lunch 241 and common areas (even outside if it is nice enough?) Peer Teachers | All | Motivation | Protocols |
| 12:40- 1:30 | Kris and Scott 241 and in front of library | All | Little changes | 3 by 5 cards and Reflection/Give-one-get one sheets |
| 1:30-1:40 | Break | All |  |  |
| 1:40-2:30 | Jackie and Matt, 241 and common areas | All  | Task Planning part 2This is PLC work time with specific directions: because of space within room 241, they could go back to the other rooms or into the common areas in front of the library to work after being given directions. |  |
| 2:30-2:45 | JackieRecap and reflection on goals 241 | All | HomeworkCould start rearranging room 241 back into rows before evaluations |  |
| 2:45-3:00 | JanetEvaluations 241 | All |  | Evaluation forms |

Group A (13): G-Prep (3), Mountainside (3), LC (3), Salk and Shaw (4)

Group B (13-15): Mt. Spokane (3), U-Hi and Bowdish (3), NC (1-3), Rogers (3), Chase and Garry (3)

Group C (14): Mead HS (3), Republic (2), Shadle (3), West Valley & Barker (4), Libby & Glover (2)

Group D (13-14): Ferris (3), CV (2-3), Cheney (8)