RAMP-A Agenda May 1 & 2, 2015

**Theme for the day**: Reflecting on our students’ learning to guide our teaching.

**Goals**:

1. Take the DTAMS and Critical Thinking Inventory
2. Present their Lesson Studies while others reflect on what they can learn from others’ lesson studies.
3. Compare and contrast equations, expressions, and functions as described in the CCSS and supported by SMP 7 & 8.
4. Do a rich task to discuss the role of SMPs in doing the task and how they can support students’ development of SMP in order to support deeper and more coherent content understanding.

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| Time & groupings | Facilitators | Friday, May 1: Activity & Purposes or Goals  | Materials |
| 7:30-8:00CF | Jackie  | **Brief Introduction** Reflect on where we’ve been and our purposes. Have them think about where they will be in 2 years, 5 years, with respect to teaching the CCSS with fidelity. PtA ideas on professionalism that support Janet’s later activity on sustainability. |   |
| 8:00-9:30PLCs | Jackie  | **Take DTAMS:**  | DTAMSTeacher codes |
| 9:30-9:45 | Break | (Some PLCs may want to finish preparing their presentations of their Lesson Studies.) | Snacks |
| 9:45-11:00 PLCs using all three rooms | 1) Kris and Scott,2) Jackie and Brandon,3) Janet and Hyung Sook  | First Lesson Study presentationsEach PLC gets 15 minutes to present and 10 minutes to answer questions. So, 3 presentations in each room. (While observing, the leaders/peer teachers should take notes that Kris can use at the end of the day in the whole group discussion.) | Protocol for Lesson StudyModerators sheet |
| 11:00-11:45PLCs | Jackie | Concept map representing equations, expressions, and functions. What distinctions and similarities should students know about equations, expressions, and functions? | Poster paperDirections |
| 11:45-12:45PLCs  | JanetLunch | Sustainability | Reporting sheets. Collect; they will be returned to teachers in June. |
| 12:45-1:45 | 1) Kris and Scott,2) Jackie3) Janet and Hyung Sook |  Second Lesson Study presentationsThe rest of the groups present. | Reflection papers (Reflection #1) |
| 1:45-2:45CF | Kris  | PLCs meet to discuss the lesson study presentations and what they learned from them.Whole group discussion of the Lesson Studies |  |
| If Time | Jackie | If the closure of the Lesson Study presentations does not take an hour, we can go back to the equations, expressions and functions activity. |  |
| 2:50-3:00 | Janet | Evaluation of the day.  | Friday Evaluations |

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| Time & groupings | Facilitators | Saturday, May 2: Activity & Purposes or Goals  | Materials |
| 8:00-10:00 | Kris  | Hexagon task with extensions | Tasks |
| 10:00-10:15 | Break |  |  |
| 10:15 – 10:45 | Janet | Take Critical Thinking Inventory (If time, follow up with research to practice article or summary on teaching struggling students.) | Critical Thinking InventoriesTeacher codes |
| 10:45-11:45 | Jackie and Brandon | Watch a Lesson Sketch lesson “Finding x-intercepts” and discuss how to improve the lesson to support students’ development of the concepts of expressions, equations, and functions.  | Lesson SketchProtocol |
| 11:45-12:00  | Kris | Evaluations and Homework | Saturday EvaluationHomework |