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| Approximate time and groupings | Designers/ Facilitators | Activity & Purposes | Materials  Paper copy of Pp |
| 8:30-9:40 | Jackie | Examining tasks for potential to teach with focus and coherence  Goal is to examine tasks to better understand focus and coherence and what these mean for teaching. Reflection 1 | Reflection sheet  Blank paper  Copies of structure slide  FN  Videotape with Surface |
| 9:40-10:00 | Break  Matt Thursday  Brandon Friday? | Find their groups using ‘seeing structure’ cards | Snacks  Regrouping cards  FN |
| 10:00-11:30  Regroup using math task Non-PLCs | Janet  And Jackie | Formative Assessment that supports Meaning and Sense Making  Goal is to support awareness of formative assessment that supports focus and coherence. This session should help them open up their ideas about what could constitute FA but that formative assessment should support meaning, sense-making, and use of mathematical practices. This activity should also help build teachers’ MKT and PCK. Reflection 2  **Have them spend a minute getting to know each other.** | Vignettes  Reflection sheet  Videotape with Surface  Audiotape groups |
| 11:30-12:30  Random groups | Lunch  All leaders and peer teachers | Changes: Each leader and peer teacher will need to lead a group.  Groups discuss changes with respect to teaching with focus and coherence. Prompts will be sent out in another email. Reflection 3 | Changes questions  Reflection sheet  Leader protocol: goal is to share refined changes and ask for others’ insights. |
| 12:30-2:15  PLCs | Kris on Friday  (Cheryl on Thursday?) | Selecting and Facilitating  Goal is to have teachers engage in a process to unpack the mathematics in the standards related to a task, examine the math in the task, and analyze the student work they brought back to identify critical mathematical ideas that could be developed or deepened, then plan how they could use the student work to facilitate discourse that supports student learning with focus and coherence. Gallery walk & whole group sharing of plans so that teachers see how other groups planned to use student thinking. Reflection 4 | Poster paper/ markers  Extra copy of set of student work?  Reflection sheet |
| 2:15-2:45 | Jackie | Introduction to Learning Study and expectations for next two meetings. | Handout with description of LS |
| 2:45-3:00 |  | Homework and Evaluations | Homework,  Evaluations |