**Goal**: Build our capacity to create environments and lessons that develop all students’ understanding of mathematics described in the CCSS with depth, by making sense, and by making connections. To do this, we strive to:

1) Develop our PLCs as learning communities that support our continued growth as teachers,

2) Practice inquiry ways of understanding how our students learn math (from the struggling learner to the fast learner) and how we could use our understanding in the planning and implementation of our lessons.

3) Develop ways of examining the CCSS to understand how to use its focus, coherence, rigor, and SMP.

As we go through the three days, the teachers reflect on:

Our goal is to transform student learning: How could teachers set up an environment and expectations in their classrooms so that students are ready and willing to engage in meaningful discourse, all persevering to make sense of important ideas? How could they include these aspects in daily planning (e.g. how do you plan a lesson for meaningful discourse, sense-making, and connections)?

Other supplies: clipboards, sentence strips, SMP posters, sign-in sheets for each day, packets of Student Surveys for fall

Find and talk teachers who have not responded to Cathy’s request for information about their classes.

In the first day we are going to create ‘Alternative groups’ that the teachers will continue to regroup into.

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| **Tuesday June 24, 2014** | | | |
| Time & Groupings | Facilitators | Activity & Purposes | Materials |
| 7:30-8:30  PLCs | Kris | Opening Introduction and Norms  **Goals:** Understand the goals of the SI, and consider the purpose of norms as a way to help us increase our professional learning.  Introduce visitors (Mark Bergeson and Katy Absten) | Scavenger Hunt sheet |
| 8:30-9:30 | Janet | Equitable environments  **Goal:** Understand how we may unintentionally treat students with different expectations and devise ways to teach more equitably. | Reflection 1 |
| 9:30-9:45 | Break |  | Snacks |
| 9:45-11:30  PLCs | Jackie and Hyung Sook | Trestle problem and helping students make sense and make connections  **Goal**: Solve and use a rich task and plan how to facilitate learning of key ideas from students’ multiple solutions. Model use of equitable environments and practice discussion norms. Plan using 5 Practices. | Tasks on Posters numbered 1-18.  Monitoring handout  Selecting, sequencing, connecting handout |
| 11:30-12:45 | Lunch  Brandon | Lunch time discussion: Metaphors for Learning & Virtues of Confusion  **Goal**: Have teachers think about how they believe students learn, how they apply those beliefs, and how confusion may be an important part of the learning process. Principals joining from 11:30 until 1:45. | Articles with reflection  Article for principals |
| 12:45-1:45  PLCs | Scott and Jackie | Trestle problem and helping students make sense and make connections, continued (include a break) | Reflection: What ideas from this session can they use to guide their lesson planning? |
| 1:45-3:00  Alternate groups | Matt | Creating and sharing examples: Conditional Equations, Identities, and Contradictions | Cards  Reflection  Handout: Sharing and Creating Examples |
| 3:00-3:30 | Kris | Celebrations |  |

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| **Wednesday June 25, 2014** | | | |
| Time & Groupings | Facilitators | Activity & Purposes | Materials |
| 7:30-9:30  Alternate groups | Kris | Experience the Modeling process  **Goal**: Experience and reflect on what is meant by Modeling.  Reflection: Where and how does this fit in your scope and sequence? How would you build students’ understanding of the modeling process? | Task handouts,  Modeling Progressions |
| 9:30-9:45 | Break |  | Snacks |
| 9:45-11:30  PLCs | Jackie and Matt | Looking at student work: Growing Rectangles  **Goal**: Examine student work for evidence of student learning, and examine and revise a lesson plan using the same task. | Task Handout  Lesson Plan Handouts  Reflection |
| 11:30-12:30  PLCs | Lunch  Scott | Lunchtime discussion: What is Transfer? | Article with questions |
| 12:30-1:30  PLCs | Brandon | Creating concept maps that show depth, sense-making, and connections  (This is data we need to compare to their concept maps from January 2014, but should also be a learning tool.) | Poster papers |
| 1:30-3:00  PLCs | Janet | Our PLC: developing as a learning community (include a break)  **Goal**: Consider how our PLC is functioning and what we need to do so that it fosters learning of each member. Use self-assessment rubric.  (And report of Evaluation.) | PLC Self-assessment rubric (1 per person) |
| 3:00-3:30 | Jackie, Anita | Reflection on the day; Clock hour details, next year’s dates  Feel free to bring blankets and lawn chairs tomorrow because we will be able to go outside in the afternoon. |  |

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| **Thursday June 26, 2014** | | | |
| Time & Groupings | Facilitators | Activity & Purposes | Materials |
| 7:30-8:30  PLCs | Jackie | Finding depth and connections in the CCSS  **Goal:** Integrate CCSS into next year’s scope and sequence with fidelity to focus, coherence, and rigor. | CCSS for Algebra 1  Tasks  Teachers should have their scope and sequence |
| 8:30-9:45  Individual | Jackie | DTAMS | DTAMS |
| 9:45-10:00 | Break |  | Snacks |
| 10:00-11:00  Alternate groups | Matt and Scott | Examining use of the SMP: Parabola Surprises  **Goal**: Teachers consider how to support students’ development of the SMP using these tasks. What ‘levels’ of SMP can they distinguish and how could they support higher levels? | Tasks, posters |
| 11:00-11:30  PLCs | Jackie | **Goal**: Continue work on integrating CCSS into next year’s scope and sequence, adding specifics on how SMP will be integrated. |  |
| **Vacate larger room: use two smaller rooms and outside.** | | | |
| 11:30-12:30  PLCs | Lunch  Brandon | Lunchtime discussion: Giving Good Feedback  Give directions, then send them out to different rooms and outside. | Article with question  Posters in each room to share ideas  3-by-5 cards |
| 12:30-1:45  Non-PLCs | Jackie and Brandon (in two rooms) | **Goal**: Apply the ideas of giving good feedback to some student work (use their student work of Growing Rectangles) while also devising a plan to integrate the principles of good feedback into their work next year. |  |
| 1:45-2:00 | Break |  | Ice Cream bars |
| 2:00-3:00  PLCs, then Alternate groups | Janet and Jackie (in two rooms) | Beliefs Inventory and discussion/activity | Inventory |
| 3:00-3:30 |  | Reflection and Evaluations  Handout packets for surveys | Evaluations  Reflections |