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| November  \*Need to collect emergency contact information for each teacher. | | | |
| Approximate time and groupings | Designers/ Facilitators | Activity & Purposes | Materials |
| 7:30-8:00 | Kris | **Introductions** and PLC work to share their PLC work on FA | PowerPoint |
| 8:00-9:30  Non-PLCs | Janet and Kris, with each of the four leaders in charge of a group | **Change**   * Teachers reflect on and share their changes and any evidence of their students’ changes.   In ‘change-alike’ groups, they further discuss how their planned change could effect their lesson planning and how they expect it to improve student learning of mathematics.  Peer teachers help pass out papers, then join groups. Listen for depth of teachers’ discussions about their changes. Listen for teachers attending to the protocol. | Posters,  Handouts  Markers |
| 9:30-10:00  PLCs | Kris | **PLCs are called on to share what they used from the October workshop** |  |
| 10:00 - 10:10 | Break |  | Snacks |
| 10:10 – 11:40 | Cheryl and Jackie | **CCSS Focus on Focus:**  Goals are to:   * unpack specific CCSS standards and sequence non-standard tasks along a concept progression to meet the standards * reflect on the role of the SMP in helping students develop new knowledge.   Peer teachers pass out papers, then join groups, especially those who struggle with math (middle school groups) or are smaller groups (Republic). Help support the math norms and encourage deeper discussions. | Tasks |
| 11:40 – 12:20  PLCs | Lunch | Finish previous session by having teachers have a brief discussion about it during lunch.  Teachers who do not have I-Pads can get computers from the cart to use in the next session. |  |
| 12:20-2:20  PLCs | Jackie and Hyung Sook | **Exploring a function type using SMPs**  Goal is to reflect on our own use of the SMPs and start describing levels of proficiency in the use of SMPs.  Peer teachers distribute cards and handouts, remind teachers to turn on audio recorders, and help teachers with technology throughout the session (GeoGebra, Desmos, or Graphing Calculators). Feel free to roam and help teachers interpret the directions, notice how they engage in the task, and join groups to support norms and technology use. | Handouts,  Function cards,  Graph paper, blank paper |
| 2:20-2:45 | Kris | **Debrief** |  |
| 2:45-3:00 | Jackie | **Homework and Evaluations** | Homework,  Evaluations |

RAMP-A November 22, 2013 Tentative Agenda