October 25, 2013 RAMP-A Agenda

**During what activities in October would it be best to have administrators join PLCs? For what purposes?**

In the workshop, **how are teachers developing deeper understandings of the CCSS and learning to teach them**? In particular, in what ways are we helping teachers understand **what is new and different in the CCSS** than in their previous standards and in their textbooks?

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| Approximate time and groupings | Designers/Facilitators | Activity & Purposes  | Materials |
| 7:30-7:45 |  | Welcome and goals for the day |  |
| 7:45-9:15All together with non-PLCs | Hyung Sook and Jackie | **Using a rich math task to support more advanced levels of SMP use**. This connects to the SMP, but also makes connections to the content standards. | Handouts 1 and 2, Practice Cards |
| 9:15-9:25 | Break | **Reconvene in PLCs** | Snacks |
| 9:25-11:00PLCs |  | **Analyze student work to understand students’ development of the concepts and procedures**; brainstorm how this new information could be used to improve instruction, revise concept progression, and reflect on how well their task worked to elicit a variety of student thinking that informed their instruction. Base this on a model of HOW STUDENTS LEARN. Connect the learning to the CCSS standards identified by the group in September? Create another task to use. Focus on FA should be to develop student thinking (consistent with standards) rather than to see if students’ thinking aligns with the teachers’ thinking and correct it until it does. Goal is to get at deeper ideas and connections within the targeted mathematics. | Protocol, Posters, markers |
| 11:00-11:45Breakout rooms | LunchAll facilitating | **Present analysis of student work** (3-4 smaller groups). We use these same groups throughout the year? Purpose is to help all teachers better understand student learning of the progressions chosen by the PLCs (logic of the learner).  |  |
| **Teachers will cycle through the next three sessions in smaller groups.**  |
| 11:50-12:45Breakout rooms | Janet | **Affecting what students do to learn**. Teachers envision what they want students to do to learn in their classrooms, then have teachers think of a change they could adopt in their classrooms to affect what students are doing to learn. They plan to bring back evidence of what students do to learn.  |  |
| 12:50-1:45Breakout rooms | Scott | **Creative and effective ways to activate students as the owners of their own learning** (this was the Key Strategy of FA most selected by participants in the September workshop as something they wanted activities on.) Again, practical and just starting the idea, but grounded in the essence of FA. The book I ordered for everyone, along with all our experiences could help with the ideas for this session. |  |
| 1:50-2:45Breakout rooms | Matt | **Using Dan Meyer’s 101 questions to help students learn how to mathematize situations and ask questions**. Connects to helping students take ownership of their learning and to what we did in the summer related to student questioning. |  |
| 2:45-3:00 |  | it should include their plans for teaching their progression and getting the student work they'll use for the next session. If the team members are all working on the same progression, it seems like it makes sense to have them discuss their results at their school, noticing similarities and differences in their students, before they come to the meeting. | **Homework and Evaluation** |