RAMP-A Agenda September 26-27, 2014

Theme for the day: Integrating and applying characteristics of the CCSS: focus, coherence, rigor, and standards of mathematical practices.

Goals:

1. Teachers understand the role of student thinking in teaching for coherence and practice habits of mind that will support their learning to teach for coherence.
2. CCSS Math: Rate of change (N.Q.1,2), equations (REI), structure (A-SSE)
3. SMP: (2) Reasoning abstractly and Quantitatively, (3) Construct viable arguments and critique the reasoning of others, (7) Look for and make use of structure, and (8) look for and express regularity in repeated reasoning
4. SBAC and DL: What will the tests look like? How do we prepare our students? Find resources and share to help each other learn.
5. Re-engage teachers in thinking about and brainstorming strategies for kids who are low achievement, low motivation, and/or low prior knowledge.

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| Time & groupings | Designers/ Facilitators | Friday: Activity & Purposes   | Materials |
| 7:30-8:30 | Janet  | Welcome and card activity to match descriptions of key characteristics of the CCSS with their titles. Mention that we would like many of them to share  | Cards |
| 8:30-10:30 | Jackie and Hyung Sook   | Responding to student questions, confusions, and misconceptions:1. What could my students already understand so that my response makes sense?
2. What are the important mathematical ideas so that my response supports their deeper understanding of these ideas?
 | PPt.Reflection |
| 10:30-10:45 | Break | Have 3-by-5 cards out for teachers to fill in to describe what they would like to share on Saturday. Then we can sort the cards and plan Saturday’s sharing. |  snacks3-by-5 cards |
| 10:45-11:45PLCs | Becky | SBAC | Handouts?Algebra 1 EOC Exit Exam Specifications |
| 11:45-12:45Critical Friends | Lunch and DiscussionBrandon | Read AMP article on Transfer and discuss.  | Copies of article; protocol (prompts that connect it to the characteristics of CCSS and to student characteristics) |
| 12:45-1:50 | Jackie and Hyung Sook | Ten-minute Talks: Meanings (NQ.1) | Poster Post-itsHandouts  |
| 1:50 - 2:00 | Break |  |  |
| 2:00-2:50 | Jackie and Hyung Sook | Ten-Minute Talks: Structure | Poster Post-its |
| 2:50-3:00  |  Janet  | Closure and expectations for Saturday | Reflection |

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| Time & groupings | Designers/ Facilitators | Saturday: Activity & Purposes   | Materials |
| 8:00-10:00 | Scott | Math Task | Copies of task?Other? |
| 10:00-10:15 | Break |  | Snacks |
| 10:15-11:15 | Janet  | Teacher sharingWe need to keep a list of anything others will want posted on the Moodle and have them send it to me or Erik so we can post it. |  |
| 11:45-12:00 | Janet | Homework: Select a Toolkit and use a 10-minute talk at least once a week. Bring back reflections on it. Evaluation | Homework,Evaluations |