



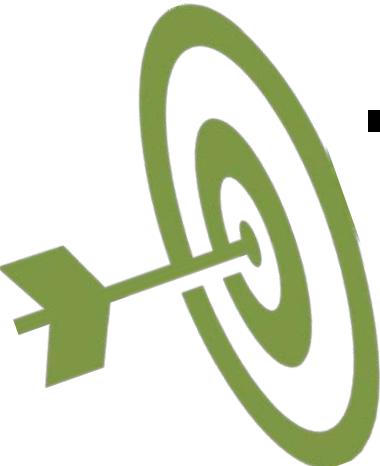
“Charting the Course Together”

Implementing the
Common Core State Standards
-Mathematics-

Math Leadership Teams

October , 2014

Outcomes



- Communicate a Shared Instructional Vision for Mathematics
- Use the Backward Design Process to Promote Coherence in the Planning & Delivery of Units of Study
 - Deconstruct a Cluster of Standards
 - Analyze Assessment Items and Lesson Resources for Alignment
 - Collaboratively Plan Student Learning Experiences
- Participate in a Demonstration Lesson
- Develop and Incorporate Instructional Strategies to Support EL and Students with Special Needs



Imagine a classroom where all students have access to high-quality, engaging mathematics learning experience

Discuss what this classroom looks like and sounds like when **all** students are cognitively and emotionally engaged in learning mathematics



Top 5 Teacher Behaviors

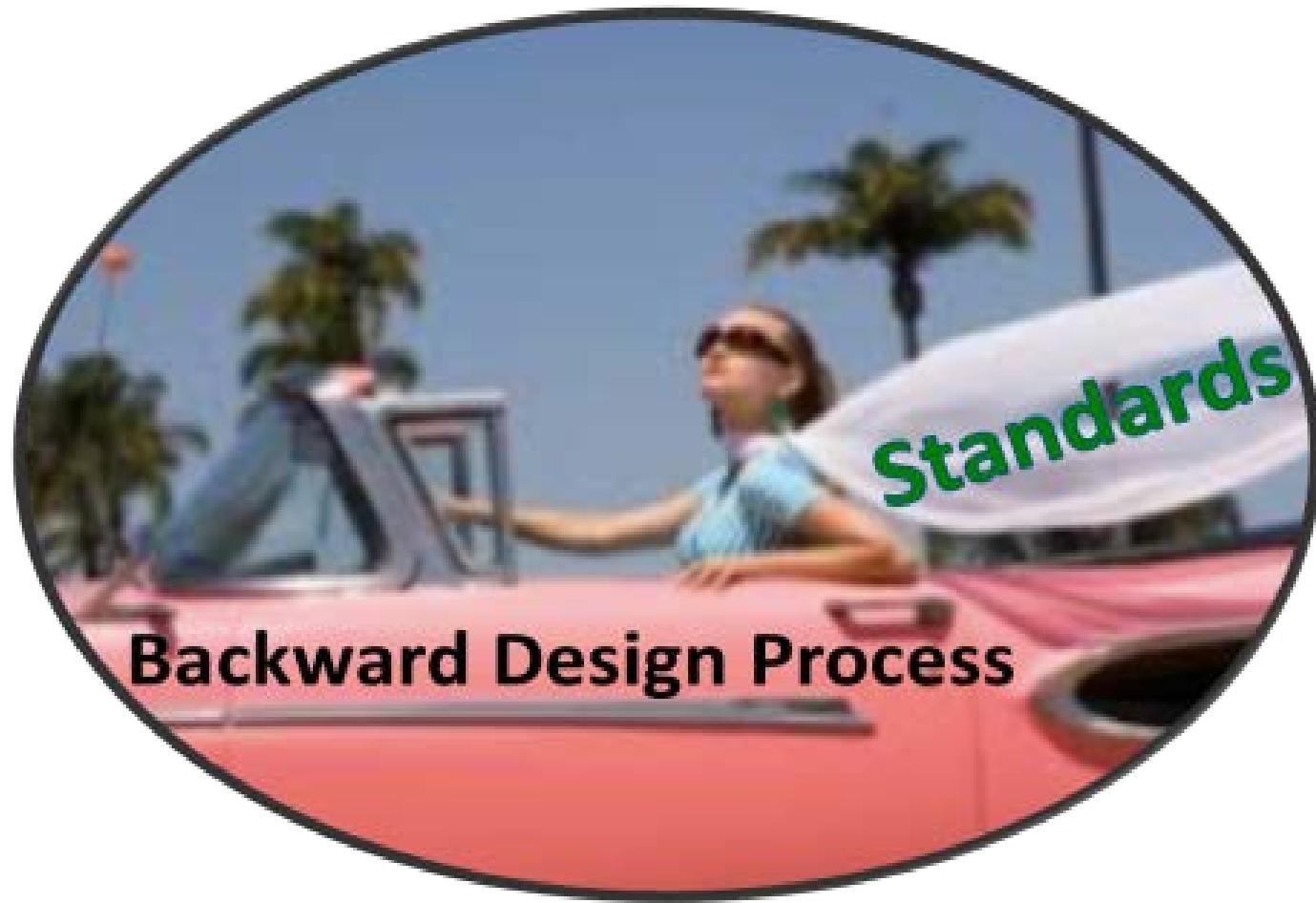
for a mathematics classroom with all students engaged in learning (8/12/14)

Teachers. . .

- Create a positive, safe, and engaging environment
- Adjust instruction based on Formative Assessment
- Select/create rich, meaningful tasks with real-world applications
- Facilitate student academic conversations and collaboration
- Strategically and intentionally question to prompt and extend student understanding and to explain their thinking



- How does a vision impact lesson planning and daily instructional practice?
- How will you easily identify the elements of the vision when they are in action and when they are not?





Backward Design Process

Stage 1

- Identify Desired Results as Determined by the Standards (Content & SMP)

Stage 2

- Determine Acceptable Evidence [Assessment] Reflective of the Standards

Stage 3

- Plan Learning Experiences and Instruction Aligned to the Standards



Backward Design Process - Stage I

Identify Desired Results as Determined by the Standards (Content & SMP)

- How will I know what the standards say students should know and are able to do?
- What can I do to help me understand how these standards are related to each other and to other standards that might be included in this chapter/unit of study?



Backward Design Process - Stage I

Identify Desired Results as Determined by the Standards (Content & SMP)

- What else do I need to know about the meaning of these content standards and standards for mathematical practice?

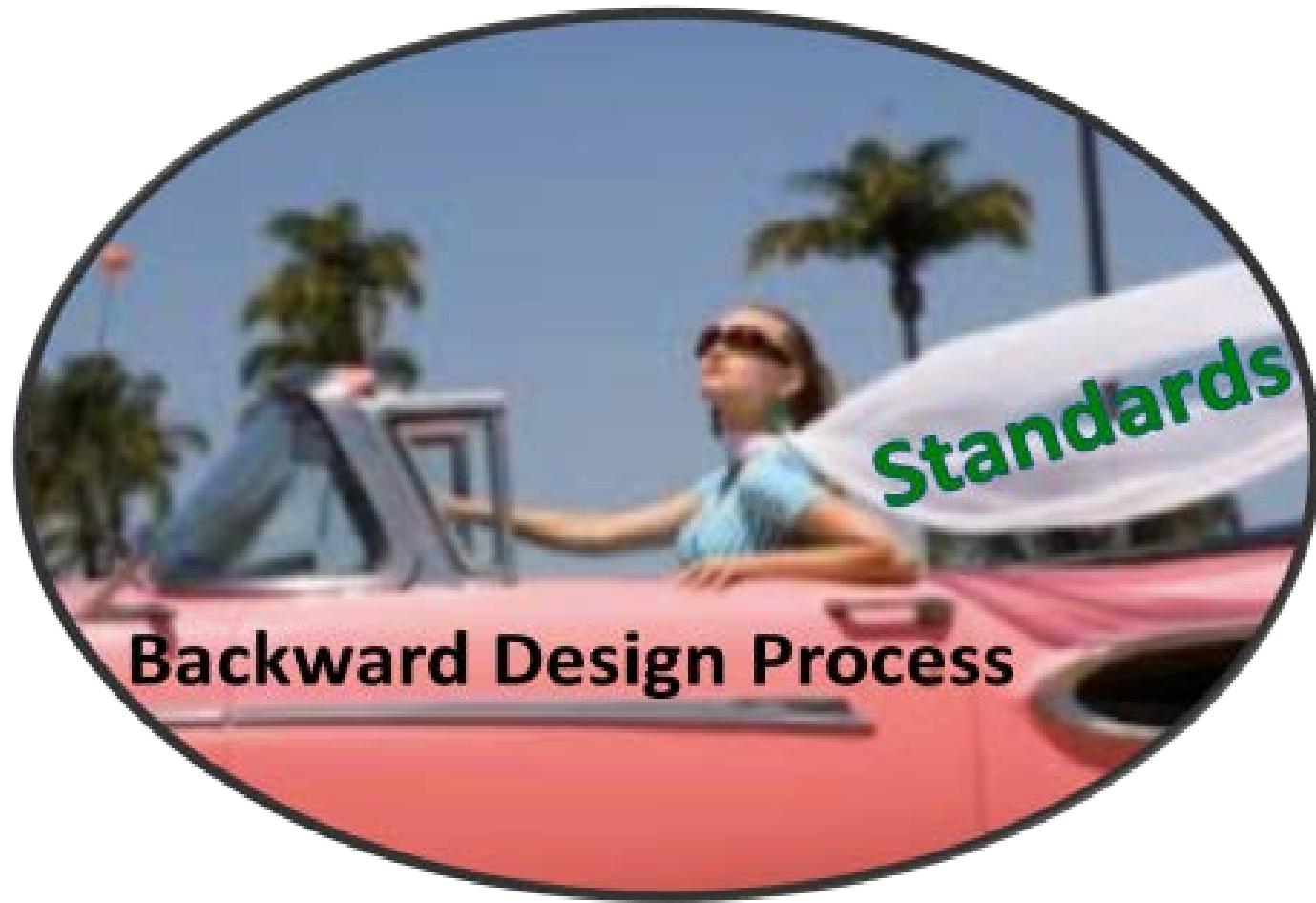
- How do the learning outcomes of this chapter/unit compare to what I know about this cluster of related content and practices?



Determine Acceptable Evidence

[Assessment] Reflective of the Standards

- If I begin to think about teaching this content, where should I begin?
- What could I use to collect evidence of student learning related to this opening content?
- How does the selected task/question inform the planning and design of the learning experiences for this specific content/practices?





Plan Learning Experiences and Instruction Aligned to the Standards

- How does my understanding of what students should know and be able to do, along with some ideas on collecting evidence, inform the planning and selection of student learning experiences?

Lunch

11:00 AM – 12:00 PM





Demonstration Lesson and Debrief



Meeting the Needs of Diverse Learners

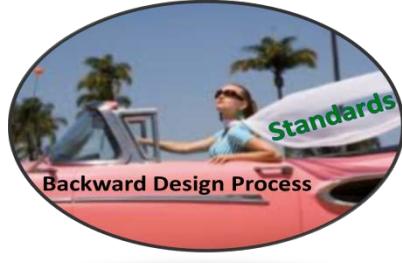
Breakout Sessions

- Supporting English Learners
- Supporting Students with Special Needs
- Teaching Split Classes



Collaborative Planning

- How will the learning cascade to teachers not in attendance? When, How, What,?



Collaborative Planning

- How does today's learning translate or inform planning for students in my classroom?



“To persevere is to try and try, even though you might want to give up and cry. When doing a puzzle that puzzles your mind, you persevere till the right piece you find.”

~Big Words for Little People, Jamie Lee Curtis, 2008



Personal Reflection

One idea that interests me as an instructional leader is...

Something I'd like to try ...

One step I can take in the near future is ...

I wonder ...