

# *“Charting the Course Together”*

## Implementing the Common Core State Standards -Mathematics-

Math Leadership Teams

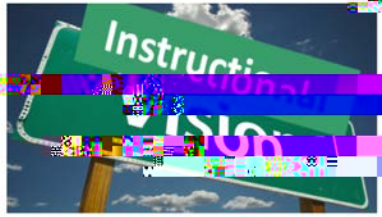
October , 2014





*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





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





# 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



- If I begin to think about teaching this content,

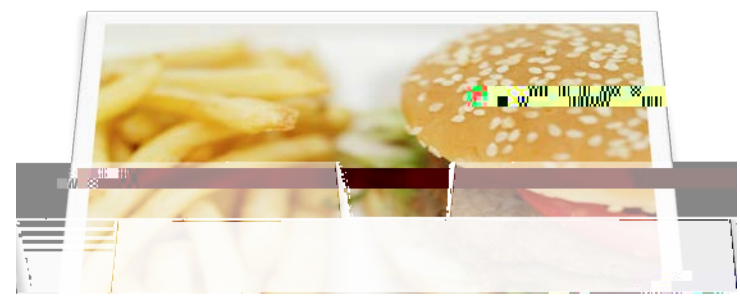






# Lunch

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

