Academy Goals:

CCA COMMITTEE GOAL:

* Build capacity in school districts for school districts to build capacity within their own district

Giving teachers a way to go back and do things are on their own.

* Understand Grade Level Content (Common Core)
* Pedagogy – Balanced Mathematics (Teaching Methodology :Best Practice)
  + Inquiry
  + Direct Instruction (mini-lessons)

CRITICAL AREAS

Vision – Big Picture – what does a classroom look like

Standards – Practice

Dan Meyer

Purpose of tasks – integration

Thinking on their own level

Sense of a problem

Conceptual Understanding

Procedural Understanding

Differentiated instruction

Creativity in Math

Literacy connection: justify

Lesson Video

LED

McGyver

Cognitive Demand:

Damon’s Granddaughter

Fraction video

End of the day

Homework

Rewriting problems into task w/ gradual release

How would a task look in your class as opposed to adult task?

Assessment

Add cognitive demand and possible strategies to the LED template

Kathy Fosnot – math task books

List of manipulatives – participants bring them with them – BYOM

Permission to use fraction video

CCA 2012: A Common Core Classroom

Day 1

Common Core Theme: The Mathematical Practices  
Pedagogy Theme: Rich Mathematical Tasks

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Focus** **and Goals** | **Task** | **Notes** |
|  |  | **Introduction/Housekeeping:** |  |
|  | \*Vision and Introduction | Powerpoint  (including balanced mathematics, |  |
|  | Dan Meyer Video |  |  |
|  | Activity with Mathematical Practices  “What Is a Mathematically Proficient Student?” |  | at the end of each task use the rubric to identify the practices used |
| 10 min |  | **Break** |  |
|  |  | Grade Level Critical Area Task |  |
|  | Purposes of Tasks |  | Explain why inverting and multiplying works when dividing fractions  Why can’t we keep doing what we are doing?  Research on task-based learning |
|  |  | Grade Level Critical Area Task |  |
|  |  | **Lunch** |  |
|  | Task with correlation to mathematical practices | Grade Level Critical Area Task with correlation to mathematical practices |  |
|  | Wrap-up | themes, practice standards, tasks, journal entry |  |
|  |  |  |  |
|  | What would this look like in my classroom? Resources I can use. |  |  |

Day 2

Common Core Theme: The Critical Areas

Pedagogy Theme: Cognitive Demand

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Focus and Goals** | **Task** | **Notes** |
|  | Vision Review and today’s focus |  |  |
|  | Critical areas | Massacusetts |  |
|  |  | Grade Level Critical Area Task | Remember to summarize this task by using check list to discuss domains contained in this task |
|  |  | **Break** |  |
|  |  | Grade Level Critical Area Task | Remember to summarize this task by using check list to discuss domains contained in this task |
|  |  | Cognitive Demand Task |  |
|  |  | Grade Level Critical Area Task | what is the cognitive demand, what evidence |
|  |  | **Lunch** |  |
|  |  | Kathy Seeley article “Constructive Struggling” | World Café Protocol |
|  |  | Grade Level Critical Area Task | what is the cognitive demand, what evidence |
|  | Person Reflection | How will this CA look in your classroom?  Don’t forget to think about CD and MP. | Adult based tasks, How could you take the CA we discussed today, CD and MP and implement it with your lesson plan.  Could give them time to share out if time and/or need. |
|  |  | Parking Lot | If appropriate/needed |

Day 3

Common Core Theme: Critical Areas

Pedagogy Theme: Three Part Lesson Design

Facilitator notes: Today we are using the same task throughout the entire day. The progression will be – give participants the task as if they were you classroom students – progress through the entire LED (I am not sure if you want this to be entire LED or just exposure to the problem so they can follow the video. Watch video of the task being taught in a classroom. Make 3 posters discussing Launch, Explore, Discuss. Then you will pass out the

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| --- | --- | --- | --- |
| **Time** | **Focus and Goals** | **Task** | **Notes** |
|  |  |  |  |
|  |  | Grade level Critical Area Task (the same as the task used in the video) | Analyze – what would students, what would you do |
|  |  | Video – LED (on each grade level) | Look for what teachers do, look for what students do in each portion of the lesson |
|  |  |  |  |
|  | Thinking Through a Lesson Protocol  Analyze the task and put it in the Three Part Lesson design | Launch, Explore, Debrief  TTLP Template | Handout template – go through each section, discuss purpose of each section and the things  Add thoughts and ideas into blank form together using Grade Level Critical Area Task  Show Design groups finished set of facilitator notes at end of discussion |
|  |  |  |  |
|  |  | Creating a task from an existing word problem | Show Dan Meyer Video again |
|  |  | Create a Grade Level Critical Area Task together (using an existing word problem) | Make sure they use these Purpose of the task  Mathematical Practices  Cognitive Demand  Three part design  Struggle  Possible strategies  Assessment |
|  |  | Assessment – formative, summative, rubrics, SBAC |  |
|  |  | Homework – think about your task for tomorrow – choose from the critical areas |  |
|  |  |  |  |

Day 4

Common Core Theme: Critical Areas

Pedagogy Theme: Creating and Using Rich Mathematical Tasks

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Focus and Goals** | **Task** | **Notes** |
|  |  |  | Remind participants that we will not get this all at once… make changes… get one step closer. |
|  |  | What is the purpose of mathematical tasks? |  |
|  |  | Creating mathematical tasks |  |
|  |  | Facilitating mathematical tasks |  |
|  |  | **Break** |  |
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|  |  | **Lunch** |  |
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