2012 Elementary Common Core Academy  
Facilitator Planning Meeting #1  
October 24, 2011

Welcome and Talking (no introductions are necessary)

Lead Facilitator Duties

Grade Level Assignments

Training Responsibilities

Review of the debriefing meeting

Planning for this year’s instruction

What do we do the same?

What do we do differently?

What do we add?

What do we subtract?

Skeleton instructional plan:

Day One

Day Two

Day Three

Day Four

Hiring Facilitators

Facilitator Training

Future Planning Meeting Date

Note: We will throw lunch in at the appropriate time. We may not (probably won’t) finish all the agenda items today.

All sessions done in 5 weeks. 3 sessions each week – all in the same general location

SL Valley

Utah County

Northern Utah

Southern Utah

No sessions week of July 4th and July 24th

Tiffany – in charge of all CCA

Only K-5, 7th, 8th and Sec. II

We need 48 facilitators and only have 10 applications.

Want trainings done by March.

$1400 a session

3 parts to training - planning $200, design phase(2-3 more people per grade level) $300, training $500, implementation summer sessions $1400!

Design phase – Mid Nov. – Early Dec

Meet with all facilitators by end of Dec.

Last year - 13 standards & pedagogy(MP, CD, LED)

Or Clusters Or Critical Areas(this is what your units would be created around)

Interrelatedness VS which domain does this cover

A Unit that would walk them through Introductory to Fluency.

Focus, Coherence and Clarity

Unpacking – yet avoid check list Relate Critical Areas to standards and clusters

What does a standards based classroom look like.

Assessment (rubrics) – what is the tasks focus and what do I want the kids to get out of this? Vs what is the extra? Not every piece needs to be graded which pieces for grading which for driving my instruction. Assessing Learning not how many points they got on an assignment. Assessment **for** learning. (have found that if teach to the test kids don’t do well – if you teach well your kids will do better)

Procedural (A series of actions conducted in a certain order or manner) vs Fluency (the ability to express oneself easily and accurately) ?

What about looking at what came before and what will come next.

Build capacity in School Districts so they can move forward.

Help them learn the mathematics **content** and **pedagogy**.

Provide vision of where they can go with this.

Balanced idea!

Providing what we know is best practice!

Common Core is different and the way you instruct it is different.

No body expects the change to be immediate – as much as possible, as you see opportunities, not going to happen overnight.

How do we take a critical area and use it in our workshop

Why use tasks? Purpose of a task…. On the day we focus on tasks we summarize the day with This question… generates a huge list! A list that can’t easily be achieved otherwise.

Wouldn’t it be cool for the design group to use problems from regular texts and morph them into a task.

Vision – it could be split up into a little bit each day – heavier on day one.

Tasks centered around critical area. 1st – 3rd 4 areas…. Could we combine 2 or leave one off?

Practices

Cognitive Demand

LED – implementation

Purpose of task – Dan Meyer

Assessment

Day 1

\*Vision Introduction

CC different – instructed different

Goals of CCA

Content & Pedagogy

CC: Mathematical Practices

Pedagogical: Worthwhile Mathematical Tasks

Dan Meyer – Tasks

\*8 Mathematical Practices Activity

Use rubric after each task to determine which practices were being used.

Critical Area Focus

Tasks

\*Purpose of Tasks (I want this as intro discussion on day 4!)

End of day summary –

Day 2

Vision area of focus today. “What does a CC classroom look like?” snap shot

CC: Critical Areas

Pedagogical: Cognitive Demand

\*Critical Area break down Activity – where do the standards fall in each of the critical areas

Tasks here? Discuss after Task – Which domains were addressed in this Task

\*Cognitive Demand Activity

What is CD and how to keep it high

Discussion at end of each task of where CD is at – What kept it high? What caused it to go low?

This is also a good place to discuss that each CD level is appropriate at different times.

\*Constructive Struggling Article – Kathy Seeley

Critical Area Tasks – discuss cognitive demand of each task – provide evidence off CD rubric.

End of day – What will this critical area look like in my classroom?

Day 3

Vision “What does a CC classroom look like?” snap shot

CC: Progression – Critical Areas Part 2

Pedagogical: 3 part lesson design, How these tasks were created – where we started.

\*LED

Video of classroom

\*Template – Questions to add here to help guide the creations of good task: CD, Purpose, Expected outcomes, Presentation thoughts, Proficient kids will show, Non proficient will show. Include Assessment in Template – ideas/ways to assess this.

Critical Area Tasks

Analyze the task put it in the three part lesson – explicitly showing how we put this task together.

How you choose the word problem. Dan Meyer video

Critical Area Tasks

Take task and create the 3 part lesson with it.

Assessment

End of day - What will this critical area look like in my classroom?

Day 4

Vision “What does a CC classroom look like?” snap shot

CC: Critical Area

Pedagogical: Creating Tasks, Presenting Tasks

What is the purpose of a worthwhile mathematical task?

Practice facilitating a task.

Bank of problems for teachers to change into tasks. Could be focused on 4th critical area.

Lead facilitators – facilitate certain tasks/activities with Design team.

Design team facilitate the 4 days to train the facilitators