

## Eugene 4J Math Professional Development - April 2, 2018

Let's collaborate! Please bring a writing utensil, planbook/calendar, and a wonderful spring break experience to share. We will not need laptops during the morning sessions. Can't wait to see you all!

### Who? & Where?

Kinder - Grade 2	Grade 3 - Grade 5	All Classified Staff & Title/Special Education Certified Staff
<a href="#">Holt Elementary</a>	<a href="#">Chavez Elementary</a>	<a href="#">River Road Elementary</a>
<u>Parking:</u> You may park at legal street parking and at North Park Community Church across Harlow rd. <b>Please avoid red curbs and fire lane signage.</b>	<u>Parking:</u> You may park along curbs in the bus loop and the lot on 14th (to north) across from the Chavez parking lot (to south).	<u>Parking:</u> You may park along the curbs in the bus loop, on Hilliard if you are over the white limit line, at the Goodwill on RR and use the crosswalk, or on Marion Lane to the south of the school.
Grade Level Collaborative Work Spaces		All Attendees are in the Gym & Cafeteria
K - Library	3 - Library	
1 - Gym	4 - Gym	
2 - Cafeteria	5 - Cafeteria	

### What & When?

	Gen Ed Certified Staff	All Classified Staff & SpEd/Title Certified Staff
7:45-8:00	Socialize, check-in and grab coffee/breakfast snack ( <i>optional</i> )	
8:00-9:00	<b>Orientation to Task-based Learning &amp; our Why?</b> ( <i>collaborative work spaces</i> )	Elementary Math Foundations: Unpacking and engaging the NBT & OA standards ( <i>gym/cafeteria</i> )
9:10-10:00	Sessions <ul style="list-style-type: none"> <li>● Letting Students Lead Collaboratively</li> <li>● Visual Access to Academic Language</li> <li>● Grade-level Major Work, what's next?</li> </ul>	
10:10-11:00		
11:10-12:00		
	<i>Note: Grade-levels will stay in their work spaces and facilitators will rotate</i>	
12:00-12:40	<b>Lunch/Travel Time*</b>	
12:40-2:00	<b>Math Design Time (<i>in buildings</i>) for Certified</b>	
2:00-4:00	Protected Planning Time	

\* Lunch is not provided. Travel time will vary & principals will make specific afternoon time adjustments

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### Session Descriptions:

Orientation to Task-based Learning & our Why?	Tasks have multiple entry points, multiple solution paths, and require students to put the math practices into action while they solve. So, how does the facilitation of tasks shift from conceptual to application over a key concept? Let's look at our curricular tools and the instructional routines specific to our grade-level to ensure all students have access to task-based learning.
Letting Students Lead Collaboratively	Effective math tasks are not solved independently. Shifting the cognitive lift to students is key. Many teachers know and use structures for cooperative learning throughout the day. How can we leverage this collaboration during a math task? What supports exist to set up common practices across content areas? Let's explore and practice!
Visual Access to Academic Language	Mathematics requires communication of reasoning. With the increase in academic language and reading demands of tasks, many students are experiencing barriers getting to the math. How can we develop visual strategies that give all our students access to the context and vocabulary needed to build mathematical thinking?
Grade Level Major Work, what's next?	Around 80% of a student's year should be spent on major work. What is the major work students should know and be able to do when they leave my grade? Implementing task-based learning takes time. How should we ensure students are given the opportunity to master major work? Let's plan for finishing our first year of implementation.
Elementary Math Foundations: Unpacking and engaging the NBT & OA standards	Classified staff and specialist support students with unfinished learning across many grades. How can knowing the pathway or coherence of the math allow flexibility in interventions? Let's unpack the progression of the Operations & Algebra (OA) and Numbers Base Ten (NBT) standards. Come do math and engage in these domains from K-5!
Math Design Time	What will you incorporate or refine in your practice? What do your students need more of to engage in math tasks? Your team knows best! Principals will facilitate an opportunity for building teams to collaboratively integrate personal takeaways from morning sessions into their core math design.