

Planning for Problem-Based Distance Learning PLC

(Virtual Session)

Participants will study an upcoming section of IM 6-8 Math or IM 9-12 Math, thinking through how the overarching design structure and components of problem-based learning play out in the materials as written. An IM Certified Facilitator will then lead participants in planning to invite students to explore mathematics, engage in deep study and collaboration, and synthesize and apply their learning, using distance learning tools.

Learning Goals:

- Summarize IM's overarching design structure.
- Describe components of problem-based learning.
- Explain how different components of problem-based learning can be translated into digital and/or asynchronous learning.
- Explain ways of maintaining focus and coherence at the section level when planning for distance learning.
- Locate resources from IM that support planning for distance learning.

QUICK FACTS

PLC Courses:

Grade 6
Grade 7
Grade 8
Algebra I
Geometry
Algebra II

Who Should Attend:

6-12 Teachers, Coaches &
Math Leaders
Up to 25 participants only

Duration

90 minutes per course

Available

July 15th

For optimal outcome, we welcome and highly encourage school and district leaders to attend our professional learning events.

Planning to Support Students with Unfinished Learning PLC (Virtual Session)

Participants will learn strategies for addressing different kinds of unfinished learning, and the resources available from IM. An IM Certified Facilitator will lead participants in studying an upcoming section of IM 6-8 Math or IM 9-12 Math, as well as relevant pre-unit diagnostic assessment items to collaboratively plan to incorporate possible unfinished learning into the teaching of upcoming grade-level material.

Learning Goals:

- Explain the power of just-in-time support for unfinished learning.
- Describe different approaches to addressing unfinished learning depending on student needs.
- Locate resources from IM that support planning to address unfinished learning.

QUICK FACTS

PLC Courses:

Grade 6
Grade 7
Grade 8
Algebra I
Geometry
Algebra II

Who Should Attend:

6-12 Teachers, Coaches &
Math Leaders
Up to 25 participants only

Duration

90 minutes per course

Available

July 15th

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Planning to Support English Language Learners During Distance Learning PLC

(Virtual Session)

Participants will learn strategies to adapt math language routines and EL supports to the distance learning context. An IM Certified Facilitator will lead participants in collaboratively planning an upcoming activity with a focus on adapting EL supports.

Learning Goals

- Describe the types of language demands on students during distance learning.
- Use the anatomy of the suggested supports in lesson plans to adapt them for distance learning.
- Plan supports appropriate for distance learning for our own students that keep the math thinking work with the student.

QUICK FACTS

PLC Courses:

Grade 6
Grade 7
Grade 8
Algebra I
Geometry
Algebra II

Who Should Attend:

6-12 Teachers, Coaches &
Math Leaders
Up to 25 participants only

Duration

90 minutes per course

Available

July 15th

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Supporting Teacher Learning with IM 6-12 Math for Coaches and Leaders

(Virtual Session)

Participants will study IM 6-12 Math using video and the IM Observation Protocol that describes a progression of implementation for teachers with varied content and teaching experience. An IM Certified Facilitator will lead participants in exploring the IM 6-12 Math and making connections between the embedded support for teachers and the progression of implementation. Coaches and leaders will discuss how to implement an effective collaborative planning structure that helps teachers focus on key aspects of implementation, as well as the progression of understanding across the unit.

Learning Goals

- Describe a progression of understanding for teachers around key aspects of implementation:
 - Cultivating a Positive and Inclusive Learning Environment
 - Use of IM's Design Structure
 - Effective Use of Assessments for Feedback and Learning
 - Team Collaborative Planning and Professional Growth
- Identify opportunities for supporting teaching learning during collaborative planning, ongoing professional learning, and individual coaching.
- Locate resources for coaches available from IM.

QUICK FACTS

Who Should Attend:

6-12 Coaches & Math Leaders
Up to 25 participants only

Duration

2 hours

Available

August 1st

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Supporting Students with Disabilities in the (Distanced) IM Classroom for Special Educators

(Virtual Session)

During distance learning, special educators and paraeducators are being called in to serve many roles. This session introduces special educators and paraeducators to IM 6-8 Math and IM 9-12 Math, and offers strategies for supporting students with disabilities to engage in sense-making, producing mathematical language, and problem solving.

Learning Goals

- Identify questions to advance student thinking in productive ways.
- Recognize opportunities for students to learn mathematical ideas through the experience of solving problems.
- Locate resources and opportunities to support access for students with disabilities.
- Describe what instructional routines are and how they are used in the curriculum.

QUICK FACTS

Who Should Attend:

6-12 Special Educators and
Paraeducators

Up to 25 participants only

Duration

2 hours

Available

August 1st

For optimal outcome, we welcome and highly encourage school and district leaders to attend our professional learning events.

Observing A Problem-Based Classroom

(Virtual Session)

Participants will study implementation of an IM lesson using video and the IM Observation Protocol that describes student behaviors in a problem-based classroom. An IM Certified Facilitator will lead participants in making connections between embedded supports for teachers and student learning behaviors.

Learning Goals

- Use a process for observing a problem-based classroom.
- Describe a progression of student learning behaviors in a problem-based classroom:
 - Student Independent Problem-Solving
 - Student Collaborative Problem-Solving
 - Student Communication of Mathematical Ideas
 - Productive Struggle
- Explain how these actions are supported by curriculum lesson plans.
- Describe teacher actions around lesson facilitation that impact student work in problem-based classrooms.

QUICK FACTS

Who Should Attend:

6-12 Math Coaches, Leaders,
and Administrators
Up to 25 participants only

Duration

2 hours

Available

August 1st

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