

Designed for teachers with experience teaching IM 6-8 Math and/or IM 9-12 Math, these new PLC offerings help teachers anticipate, make sense of, and respond to student thinking using tools. This includes understanding trajectories across grade levels to support students with unfinished learning and how to adapt instruction based on formative assessment, etc.

Landing the Lesson: Using Learning Goals for Effective Lesson Syntheses PLC

(Virtual Session)

Participants will use a modified version of MLR1 “Stronger and Clearer Each Time” to plan a synthesis discussion.

Learning Goals

- Use the lesson learning goals to help focus the lesson synthesis.
- Use the lesson synthesis to make decisions throughout the lesson.
- Plan a lesson synthesis for an upcoming lesson.

Launching Activities So Students Start Strong PLC

(Virtual Session)

Participants will use a modified version of MLR6 “Three Reads” to annotate and plan the launch of an activity.

Learning Goals

- Use an activity launch to support students in getting started on the activity.
- Adapt an activity launch based on anticipated student thinking.
- Plan and practice how to manage the timing and structure of an activity launch.

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

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

Supporting Students While They Work PLC

(Virtual Session)

Participants will use a modified version of MLR8 “Discussion Supports” to respond to and plan for different scenarios that occur while students work on activities. Leave with a question bank of ideas to offer students to help the struggle remain productive.

Learning Goals

- Understand the demands of an activity and create an implementation plan.
- Anticipate when and how students might struggle during work on activities.
- Plan questions to ask and tools to use to support small group activities.

Activity Syntheses that Meets Your Goals PLC

(Virtual Session)

Participants will use a modified version of MLR7 “Compare and Connect” to make connections between anticipated student responses, the learning goals of the lesson, and the suggestions for the activity syntheses in the teacher materials.

Learning Goals

- Understand how seeing the connections between an activity and the lesson’s learning goals helps plan an effective activity synthesis.
- Anticipate student responses to the activity’s task, and understand the value of anticipating in order to plan.
- Explore effective questioning through rehearsing an activity synthesis.

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

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

Planning in Response to the Pre-Unit Diagnostic Assessment PLC

(Virtual Session)

Participants will use the Notice and Wonder routine to look at student work and plan adjustments to upcoming lessons and activities based on the results.

Learning Goals

- Understand the purpose and potential uses of pre-unit diagnostic assessments.
- Learn routines for using student work on the pre-unit diagnostic assessment to gather information about what knowledge and understanding students are bringing to the unit.
- Identify strategies for addressing student needs and strengths in a way that takes the least amount of time and effort.

Using Routines for Extra Support and Extra Challenge

(Virtual Session)

Participants will rehearse and plan for a routine, including how to create other examples of a selected routine to provide students with additional practice.

Learning Goals

- Understand how content routines might be used to provide support or challenge for students.
- Understand the difference between routine structures in IM, and why a certain routine might be used to support or challenge students with a particular concept.
- Improve our skills at designing and implementing routines.

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

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

Planning in Response to the End-of-Unit Assessment

(Virtual Session)

Participants will use the Notice and Wonder routine to look at student work and plan to address unfinished learning in upcoming units, as well as look back and annotate prior lessons based on student assessment work.

Learning Goals

- Use student responses on End-of-Unit Assessments to describe what students know and can do, and what they still need support with.
- Learn a protocol for looking at student work that helps to distill needs so the needs can be effectively targeted.
- Identify opportunities in upcoming lessons or units to address needs.

Focus on Planning to Support English Learners

(Virtual Session)

Participants will use a modified version of MLR6 Three Reads to read and annotate a lesson with a focus on EL supports. Look across lessons to identify opportunities to add additional EL supports.

Learning Goals

- Describe the types of language demands on students in a problem-based math curriculum.
- Use the anatomy of the suggested supports in lesson plans and how to decide when and how the supports might be used.
- Plan supports 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

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

Focus on Planning to Support Students with Disabilities

(Virtual Session)

Participants will read and annotate a lesson with a focus on the Universal Design for Learning principles.

Learning Goals

- Describe how three principles of Universal Design for Learning are used to make content accessible to students.
- Use the anatomy of the suggested supports in lesson plans and how to decide when and how the supports might be used.
- Plan supports for our own students that keep the math thinking work with the student.

Planning with the 5-Practices Framework: Focus on Anticipate and Monitor

(Virtual Session)

Participants will plan to support student discussions by Anticipating approaches, making a Monitoring sheet, and planning questions to elicit and support student thinking.

Learning Goals

- Use the 5 Practices framework to connect an activity to the lesson's learning goals.
- Collaboratively work to anticipate student strategies based on the activity and our students.
- Anticipate how suggested strategies may look in practice.
- Plan questions to ask students as they're working and when the class looks at the math of an activity together.

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

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

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

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