

## **AGENDA**

### ***MATH 180™ Implementation Professional Learning: Day 1 and Day 2***

#### **OUTCOMES**

*MATH 180* professional learning is designed to help teachers:

- Understand the research behind *MATH 180*.
- Learn how the Common Core State Standards and assessments impact teaching, curriculum, and learning.
- Experience the *MATH 180* Instructional Model from the student's perspective.
- Explain and use the role of talk to support learning of mathematics.
- Use Scholastic Central to support teaching, planning, and progress monitoring.
- Interpret *MATH 180* progress, performance, and assessment data to inform instruction.
- Prepare for the first two weeks with *MATH 180*.

#### **DAY 1**

##### **WELCOME, INTRODUCTION, AND OVERVIEW**

The opening includes introductions, goals, an overview of the Standards for Mathematical Practice, and pertinent logistical information.

##### **INTRODUCING THE RESEARCH FOUNDATIONS OF *MATH 180***

Through the use of a mathematical problem, participants consider the challenges of math teaching and learning and begin to identify characteristics of struggling learners. An overview of *MATH 180* research foundations provides participants with an understanding of how the program is designed to support students to meet the rigors of the Common Core State Standards.

##### **THE STUDENT EXPERIENCE**

Participants experience the *MATH 180* Instructional Model by engaging in a group lesson and exploring the instructional software. Participants learn how the Instructional Model motivates and supports struggling learners. They reflect on the role of the teacher in the *MATH 180* classroom.

##### **TEACHING AND PLANNING USING SCHOLASTIC CENTRAL**

Using Scholastic Central, participants engage in interactive professional learning and lesson planning. They learn that Scholastic Central is a comprehensive online teacher resource.

##### **USING PERFORMANCE TASKS TO ASSESS STUDENT LEARNING**

Next Generation Assessments require students to demonstrate their mathematical understanding through performance tasks. During this portion of the professional learning experience, participants complete a *MATH 180* Performance Task to better understand how to help their students meet the challenges of these types of assessments.

#### **CLOSING**

## *MATH 180™ Implementation Professional Learning*

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Participants take time to reflect on the experiences of the day and ways that these experiences will positively impact their classroom instruction.

### **DAY 2**

#### **WELCOME, INTRODUCTION, AND OVERVIEW**

The opening includes course goals, a review of highlights from the previous day, and an overview of the day's agenda.

#### **ASSESSING STUDENT LEARNING**

To gain a complete picture of what students understand and can do, it is important to consider results from multiple forms of assessments. Participants preview the *Math 180* assessment timeline and learn how to use the assessments to inform instruction.

#### **MONITORING PROGRESS WITH DATA ANALYTICS**

*Math 180* includes extensive data-analysis tools to help monitor student progress and target instruction. Participants learn how to track students' progress toward algebra readiness, group students for differentiated instruction, and monitor ongoing progress and performance.

#### **DIFFERENTIATING INSTRUCTION CHECKPOINT DAYS**

*Math 180* CheckPoint days are purposefully designed to provide all of the necessary resources to differentiate instruction for all learners. Participants learn how the Scholastic Central Groupinator uses data to systematically group students and generate targeted lessons for differentiated instruction and problem solving.

#### **PREPARING FOR THE FIRST TWO WEEKS**

The first two weeks in the classroom is an opportunity to set high expectations for students and the role of the teacher in meeting those expectations. Participants learn how to use the *Getting Started Guide* to establish a positive classroom environment, introduce students to growth mindset, and give students opportunities to explore *MATH 180* software.

#### **CLOSING**

Participants take time to reflect on the experiences of the day and ways that these experiences will positively impact their classroom instruction.