



**Math Solutions.**<sup>®</sup>

FOUNDED BY MARILYN BURNS

*Improving Student Learning  
Through Teachers' Collegial  
And Collaborative Learning*

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Paula Hidalgo, Ph. D.

CAMT July 2010

San Antonio, TX

# Goals for the session

- Acknowledge your importance and role in the quest for student learning and achievement
- Deepen understanding of collaborative and collegial learning for teachers
- Engage in a learning experience grounded in the work of teaching and learning
- Learn about online avenues for collaborative and collegial learning

... “the single most important factor in determining a child's achievement is not the color of their skin or where they come from; it's not who their parents are or how much money they have. **It's who their teacher is...**”

Senator Barack Obama

Remarks to the 80th Convention of the American Federation of Teachers

# The Sum of the Parts is Greater than Some of the Parts: Lessons from Geese

... “A single individual can make a significant difference with a student or group of students. But in order to fundamentally change the system for the benefit of all students, including those in school today and those who will follow in years to come, that individual needs to join forces with others...”

Cathy Seeley, *Faster Isn't Smarter*



# Effective Mathematics Teachers . . .

Reference for this material:

*Sensible Mathematics: 10 Instructional Shifts That Raise Student Achievement*, by Steve Leinwand, pp.90-95.  
Heinemann, 2009.

# Effective Mathematics Teachers . . .

Reference for this material:

*Sensible Mathematics: 10 Instructional Shifts That Raise Student Achievement*, by Steve Leinwand, pp.90-95.  
Heinemann, 2009.

# What does 'teacher collaboration' mean?

Talk with the person to your right about these questions:

- How do you define collaboration?
- What makes collaboration productive?
- What hinders collaboration?

# What does 'collaboration' mean?

**Collaboration** is a recursive process where two or more people or organizations work together in an intersection of common goals — for example, an intellectual endeavor that is creative in nature—by sharing knowledge, learning, and building consensus.

Wikipedia



# Essential Elements for Effective Teacher Collaboration

- Knowledge of content and process standards
- Common perspective on effective teaching and learning
- Plan/protocol for collaboration
- Supportive leadership

# Conditions for Effective Teacher Collaboration

- Respect for each other's ideas
- Commitment to share information and experiences
- Willingness to take the risk to go public with teaching strategies
- Focus on improved student learning
- Commitment to patience and persistence

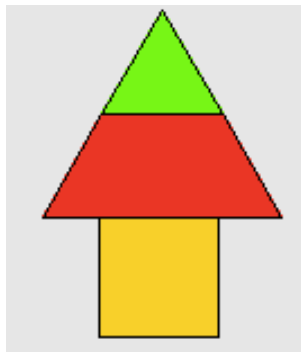
# Norms of Support and Trust

- Suspend certainty
- Reserve judgment
- Leave room for differences
- Actively listen to self, others, and the group
- Assume positive intention

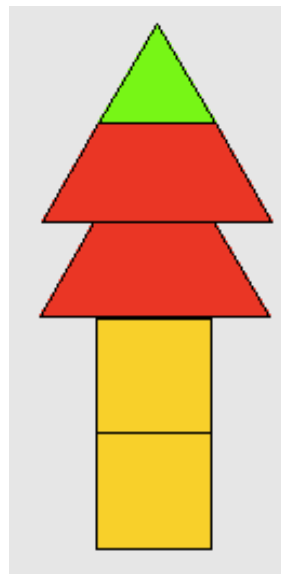
# Some Contexts for Collaboration and Learning

- Content Standards
- Common assessments and assignments
- Student assessment data
- Lesson observations
- Student work
- Lesson planning
- Book study or lesson study
- Common vision for teaching and learning
- Implementation of new teaching practices

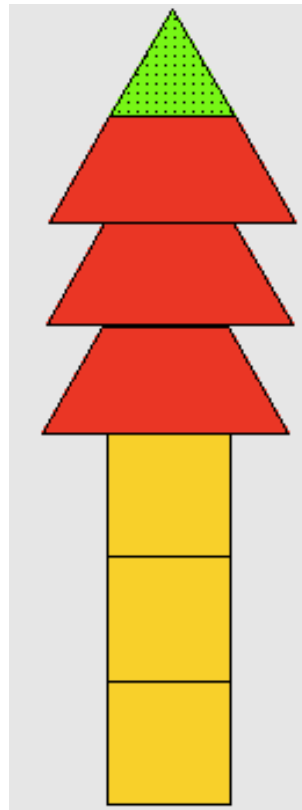
# What will this tree look like on its 5<sup>th</sup> birthday?



1



2



3

What would the tree look like on its 5<sup>th</sup> birthday?  
How many of each block would you need?

On its 10<sup>th</sup> birthday?

# Observation Questions

As you watch the lesson, look for examples of the use of:

- context and connections
- multiple representations
- problem solving, reasoning, and sense-making

What evidences of student learning do you see and hear from students?

How is your approach to teaching this content similar and different?

# Lesson Video

- Link to video:

[http://www.mathsolutions.com/index.cfm?  
page=wp8&crid=386](http://www.mathsolutions.com/index.cfm?page=wp8&crid=386)

# Observation Questions

As you watch the lesson, look for examples of the teacher's use of:

- context and connections
- multiple representations
- problem solving, reasoning, and sense-making

What evidences of learning do you see and hear from students?

How is your approach to teaching this content similar and different from what you observed?



# Debriefing Questions

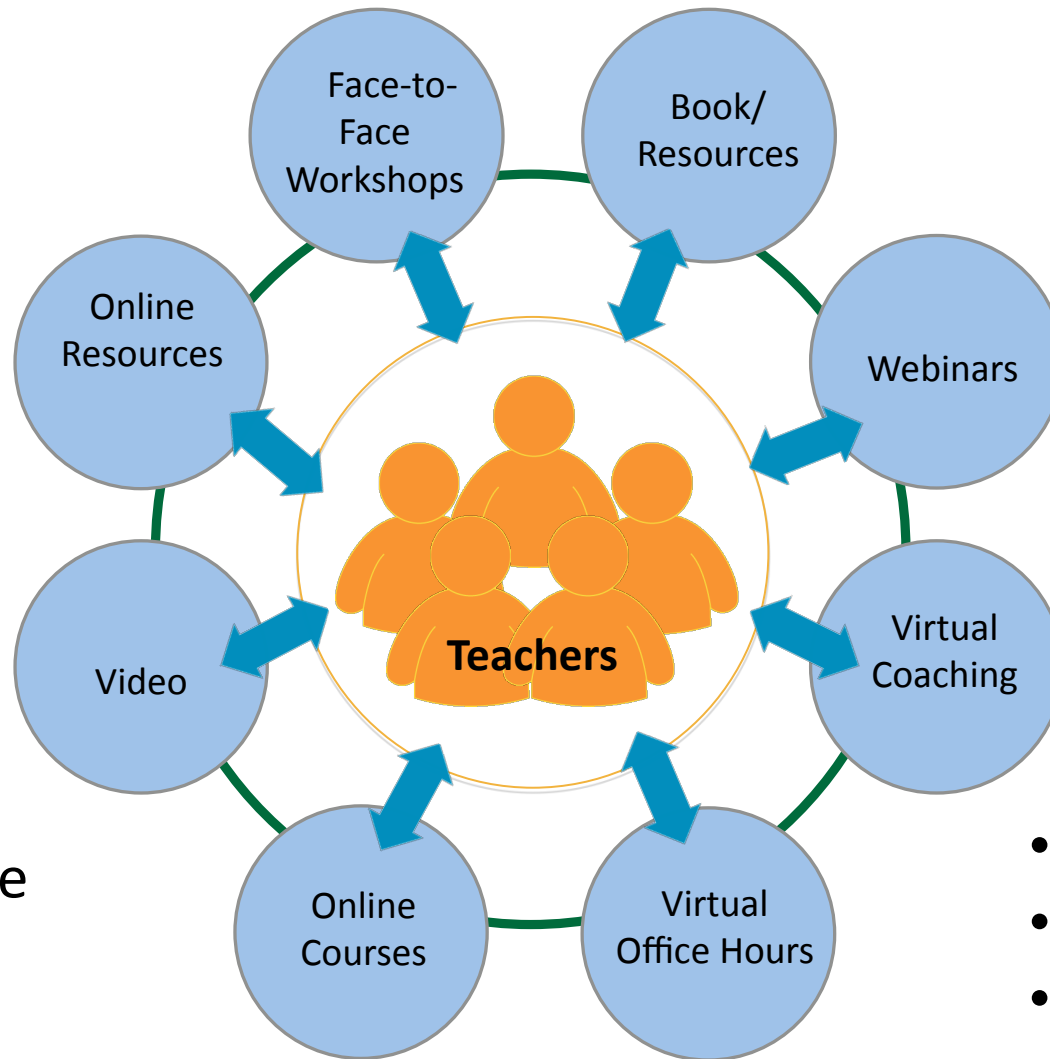
- What questions /thoughts would you have for Nickie about this lesson?
- How could experiences like this help strengthen instruction?

## Technology Is Only a Tool

We are innovating the wrong thing. Our instructional practices are what need changing, not the technology. ...Technology should be able to enrich our ability to individualize, extend, and support instructional experiences and connections in ways that would not be possible otherwise. That is innovation...”

--Don Hall, CIO, Muscogee County School District ISTE magazine

## Models for Collaborative Professional Development



- Authentic
- Collaborative
- Continuous
- Applied
- Relevant

- Just-in-time
- Ongoing
- Customized

# Virtual Coaching

- Can be effective as follow-up to face to face workshops or as a stand-alone
- Groups can be formed by district based on needs and schedules
- Delivered on available platforms (e.g., Elluminate, Wimba, Ilinc)

# Virtual Coaching-Sample Activities

- Plan a lesson and share results
- Share videos of classes taught
- Analyze student work
- Plan formative assessment
- Plan transition activities
- Get advice from an experienced coach

Let's take a look

# The Participant Interface

The screenshot displays the Elluminate Live! interface for a session titled "ELLUMINATE TRAINING ROOM 1". The interface is divided into several functional areas:

- Participant Window:** Located on the left, it lists participants: Amanda Reed (M...), Deborah, Elizabeth, Fred (Me, Profile), John, and Mike. It includes icons for muting/unmuting and a "6 Participants" status.
- Chat Window:** Below the participant list, it shows a "Show All" dropdown, a message "Joined on June 2, 2009 at 5:39 PM", and a "Send" button set to "This Room".
- Audio Window:** At the bottom left, it features a "Talk" button and two volume sliders.
- Whiteboard Window:** The main area on the right, titled "Whiteboard - Main Room", displays a "World Map" and a "Follow Moderator" checkbox. It includes a toolbar with various drawing and navigation tools.

At the bottom right of the interface, a status bar indicates "In session for 8 hours, 46 minutes."

# Session on Number Sense:

The screenshot displays the Elluminate Live! virtual room interface. The main window is titled "Whiteboard - Main Room (Scaled 135%)". The whiteboard content includes the text "6, 5, 1" in the top left, "Clear the Board" in orange text in the top right, and a 12-number grid in the center. The grid is organized into two columns of six numbers each, ranging from 1 to 12. The "Math Solutions" logo is visible in the bottom right corner of the whiteboard area.

On the left side of the interface, there is a "Participants" list showing several users, including "Melissa Conklin (Moderator, Profile)". Below this is a "Chat" section with a "Show All" dropdown and a message indicating a user joined on February 19, 2010 at 11:06 AM. At the bottom left, there is an "Audio" section for "Melissa Conklin" with a volume slider and a "Ctrl+F2" button.

The bottom of the screen shows a Windows taskbar with various open applications, including "Elluminate.com", "2010", "Retreat\_February 2...", "Document1 - Mic...", "Microsoft PowerPo...", and "Elluminate Live! - ...". The system clock in the bottom right corner indicates the time is 3:59 PM.

1	8
2	9
3	10
4	11
5	12
6	



# Clearing the '1'

The screenshot shows the Elluminate Live! virtual room interface. The main window is titled "Whiteboard - Main Room (Scaled 135%)". The whiteboard content includes the text "Clear the Board" in orange, a handwritten equation  $6 - 5 = 1$ , and a list of numbers 1 through 12 arranged in two columns. The left sidebar contains a "Participants" list with names: Melissa Conklin (Moderator, Profile), Amy, Genni Steele, Lisa, nrizzo@mathsolutions.com, Patty, and Paula Hidalgo. Below the participants list is a "Chat" section with a "Show All" dropdown and a message "Joined on February 19, 2010 at 11:06 AM". At the bottom of the sidebar is an "Audio - Melissa Conklin" section with a microphone icon and a volume slider. The bottom status bar shows the session duration "In session for 56 minutes." and the time "3:59 PM".

Participants:

- Melissa Conklin (Moderator, Profile)
- Amy
- Genni Steele
- Lisa
- nrizzo@mathsolutions.com
- Patty
- Paula Hidalgo

Whiteboard - Main Room (Scaled 135%)

Clear the Board

6, 5, 1

$6 - 5 = 1$

1 2 3 4 5 6

8 9 10 11 12

Math Solutions.

In session for 56 minutes.

3:59 PM

# Clearing the rest of the numbers

Elluminate Live! - MELISSA'S VIRTUAL ROOM

File Session View Tools Window Help

Participants

- 1
- Participants
- Melissa Conklin (Moderator, Profile)
- nrizzo@mathsolutions.com
- Amy
- Genni Steele
- Lisa
- Patty
- Paula Hidalgo
- sjnjie@gmail.com

Chat

Show All

Joined on February 19, 2010 at 11:06 AM

nrizzo@mathsolutions.com: 6 - (5-1)

Lisa: that is hard

Send to This Room

Audio - Multiple Talkers

Ctrl+F2

Whiteboard - Main Room (Scaled 144%)

Clear the Board

Follow Moderator

6, 5, 1

Clear the Board

3, 4, 2

1  $6 - 5 = 1$   $(6-1) \div 5 = 1$

2  $(6-5) \times 1 = 1$   $6 - (5 \times 1) = 1$

3  $(1+1) - 5 = 2$   $1 - (5-1) = 1$

4  $(1-1) + 1 = 2$

5  $4 - 3 + 2 = 3$

6  $(3-2) \times 4 = 4$

7  $4 \times 2 = 8$

8  $3 \times 4 \div 2 = 6$

9

10

11

12

7

Math Solutions.

In session for 1 hour, 17 minutes.

6:47 AM

# Additional Reflections

The screenshot displays the Elluminate Live! interface for a session titled "MELISSA'S VIRTUAL ROOM". The interface includes a menu bar (File, Session, View, Tools, Window, Help), a toolbar, and several panels:

- Participants Panel:** Lists participants including Melissa Conklin (Moderator, Profile), Amy, Genni Steele, Lisa, nrizzo@mathsolutions.com, Patty, Paula Hidalgo, and sjnje@gmail.com.
- Chat Panel:** Shows a chat log with messages from nrizzo@mathsolutions.com and sjnje@gmail.com. The messages discuss the difficulty of a game and its educational value for students.
- Whiteboard - Main Room (Scaled 144%):** Displays a slide titled "Reflecting on the Lesson" with three bullet points:
  - What do you like about this game?
  - How might you use it in your own classroom?
  - **How might you assess students using this game?**The slide also features the Math Solutions logo and a copyright notice for 2009.
- Audio Panel:** Shows the audio status for Melissa Conklin.

The bottom of the interface includes a timeline bar and a taskbar with various open applications and the system clock showing 4:11 PM.

# Balancing Number Puzzles

Eluminate Live! - MELISSA'S VIRTUAL ROOM

File Session View Tools Window Help

Participants

Participants

Melissa Conklin (Moderator, Profile)

Amy

Genni Steele

Lisa

1 nrizzo@mathsolutions.com

3 Patty

2 Paula Hidalgo

snrjie@gmail.com

Chat

Show All

Lisa: that is hard

nrizzo@mathsolutions.com: 4 divided by 2 times 3

snrjie@gmail.com: It allows students to work within their comfort zone regarding which operations they feel most comfortable using. It also gives them lots of practice with computation

nrizzo@mathsolutions.com: I could learn a good deal about level of confidence students exhibit. (Thought I'd chat since I'm experiencing audio trouble.)

nrizzo@mathsolutions.com: A balance scale.

Send to This Room

Audio - Melissa Conklin

Ctrl+F2

Whiteboard - Main Room (Scaled 144%)

Balancing Number Puzzles

Follow Moderator

Balancing Number Puzzles

What does this remind you of?

```
graph TD; A[ ] --- B[ ]; A --- C[ ]; B --- D[ ]
```

Math Solutions.

© 2008 Math Solutions

What do you know... 32:44

In session for 1 hour, 58 minutes.

4:12 PM

# First example

Elluminate Live! - MELISSA'S VIRTUAL ROOM

File Session View Tools Window Help

Participants

Participants

- Melissa Conklin (Moderator, Profile)
- Amy
- Genni Steele
- Lisa
- 1 nrizzo@mathsolutions.com
- 3 Patty
- 2 Paula Hidalgo
- snrjie@gmail.com

Chat

Show All

nrizzo@mathsolutions.com: 4 divided by 2 times 3

snrjie@gmail.com: It allows students to work within their comfort zone regarding which operations they feel most comfortable using. It also gives them lots of practice with computation

nrizzo@mathsolutions.com: I could learn a good deal about level of confidence students exhibit. (Thought I'd chat since I'm experiencing audio trouble.)

nrizzo@mathsolutions.com: A balance scale.

snrjie@gmail.com: That's exactly what I was going to say

Send to This Room

Audio - Melissa Conklin

Ctrl+F2

Whiteboard - Main Room (Scaled 144%)

What do you know?

What do you know?

64

100

Math Solutions.

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In session for 1 hour, 59 minutes.

4:13 PM

# Now with the equation

The screenshot displays the Elluminate Live! virtual room interface. The main window is titled "Whiteboard - Main Room (Scaled 144%)". The whiteboard content includes the question "What do you know?" in orange text, followed by the equation  $4 + 3x = 10$  written in black. Below the equation is a flowchart with three boxes: a box containing "64" connected to a box containing "100" by a horizontal line, and a box containing "36" connected to the "64" box by a vertical line. The bottom right of the whiteboard features the "Math Solutions" logo and the text "© 2008 Math Solutions".

On the left side of the interface, there is a "Participants" list showing several users, including "Melissa Conklin (Moderator, Profile)". Below this is a "Chat" window with a message history and a "Send" button. The "Audio" section at the bottom left shows a volume slider and a "Ctrl+F2" button.

The bottom of the screen shows a taskbar with several open applications, including "Elluminate.com", "US DOE 03\_10 CW v...", "100309\_DOE\_Paula", "Elluminate Live! - M...", and "Meeting with DOE...". The system clock indicates the time is 6:50 AM.

# Another Puzzle

Elluminate Live! - MELISSA'S VIRTUAL ROOM

File Session View Tools Window Help

Participants

- Participants
- Melissa Conklin (Moderator, Profile)
- Amy
- Genni Steele
- Lisa
- nrizzo@mathsolutions.com
- Patty
- Paula Hidalgo
- snjie@gmail.com
- snjie@gmail.com 1

Chat

Show All

nrizzo@mathsolutions.com: 4 divided by 2 times 3

snjie@gmail.com: It allows students to work within their comfort zone regarding which operations they feel most comfortable using. It also gives them lots of practice with computation

nrizzo@mathsolutions.com: I could learn a good deal about level of confidence students exhibit. (Thought I'd chat since I'm experiencing audio trouble.)

nrizzo@mathsolutions.com: A balance scale.

snjie@gmail.com: That's exactly what I was going to say

Send to This Room

Audio - Melissa Conklin

Ctrl+F2

Whiteboard - Main Room (Scaled 144%)

How would you balance this puzzle?

100

32

100 =

Math Solutions.

© 2008 Math Solutions

What do you know? 38:13

In session for 2 hours, 4 minutes.

4:14 PM

# One Possible Solution

Elluminate Live! - MELISSA'S VIRTUAL ROOM

File Session View Tools Window Help

Participants

- Participants
- Melissa Conklin (Moderator, Profile)
- Amy
- Genni Steele
- Lisa
- nrizzo@mathsolutions.com
- Patty
- Paula Hidalgo
- snjie@gmail.com
- snjie@gmail.com 1

Chat

Show All

nrizzo@mathsolutions.com: 4 divided by 2 times 3

snjie@gmail.com: It allows students to work within their comfort zone regarding which operations they feel most comfortable using. It also gives them lots of practice with computation

nrizzo@mathsolutions.com: I could learn a good deal about level of confidence students exhibit. (Thought I'd chat since I'm experiencing audio trouble.)

nrizzo@mathsolutions.com: A balance scale.

snjie@gmail.com: That's exactly what I was going to say

Send to This Room

Audio

Ctrl+F2

Whiteboard - Main Room (Scaled 144%)

How would you balance this puzzle?

100

32

32

36

100 = 32 + 32 + 36

Math Solutions.

© 2008 Math Solutions

What do you know? 39:17

In session for 2 hours, 5 minutes.

4:15 PM



# Continuing the Exploration

The screenshot displays the Elluminate Live! virtual room interface. The main window is titled "Elluminate Live! - MELISSA'S VIRTUAL ROOM". The interface includes a menu bar (File, Session, View, Tools, Window, Help), a toolbar, and a sidebar with a "Participants" list and a "Chat" window.

The "Participants" list shows the following users:

- Melissa Conklin (Moderator, Profile)
- Amy
- Genni Steele
- Lisa
- nrizzo@mathsolutions.com
- Patty
- Paula Hidalgo
- sjnje@gmail.com

The "Chat" window shows the following messages:

- sjnje@gmail.com: Thats exactly what I was going to say
- Patty: I din't hear anyone.
- nrizzo@mathsolutions.com: Oh well. Probably just as well. Sure, go ahead.
- Patty: Melissa, you are cutting in and out.
- nrizzo@mathsolutions.com: For me as well.
- nrizzo@mathsolutions.com: I think I did, accidentally. Sorry.

The main area is a "Whiteboard - Main Room (Scaled 135%)". It displays the text "Find a possible solution" in orange. Below the text is a tree diagram with a root node labeled "200". The root node has two children. The left child has two children of its own. The right child has one child. The diagram is as follows:

```
graph TD; A[200] --- B[ ]; A --- C[ ]; B --- D[ ]; B --- E[ ]; C --- F[ ]
```

The "Math Solutions" logo is visible in the bottom right corner of the whiteboard. The bottom status bar shows the session duration: "In session for 2 hours, 13 minutes." and the time: "4:16 PM".

# Analyzing Student Work

Elluminate Live! - MELISSA'S VIRTUAL ROOM

File Session View Tools Window Help

Participants

- 1 **Melissa Conklin (Moderator, Profile)**
- 2 Patty
- 3 Genni Steele
- nrizzo@mathsolutions.com
- Amy (Away)
- Lisa
- Paula Hidalgo
- sjnjie@gmail.com

Chat

Show All

nrizzo@mathsolutions.com: Oh well. Probably just as well. Sure, go ahead.

Patty: Melissa, you are cutting in and out.

nrizzo@mathsolutions.com: For me as well.

nrizzo@mathsolutions.com: I think I did, accidentally. Sorry.

nrizzo@mathsolutions.com: This is more complex because it has us decomposing numbers within numbers.

nrizzo@mathsolutions.com: I know you want it out loud, but  $50 + 50$

Whiteboard - Main Room (Scaled 144%)

Slide 17

Follow Moderator

Math Solutions

© 2006 Math Solutions

Slide 17 1:02:11

Elluminate Live! - MELISSA'S VIRTUAL ROOM

In session for 1 hour, 58 minutes.

6:57 AM

# Using Simulations/Digital Objects

- ePD Coaching allows us to do web tours and play with various simulations available online
- Math Solutions has permission to use digital objects from several companies (e.g., ETA Cuisinaire, Gizmos)
- Instructors choose the simulation/digital objects appropriate to the topic and objective of the session

# Simulation on Ratios

Elluminate Live! - GENNI'S VIRTUAL ROOM

File Session View Tools Window Help

Participants

- Participants
- Genni Steele (Moderator)
- Teleconference (Bridge)
- Ali
- Carla Wietgreffe
- Kona
- Marshall Taxer
- Melissa Inglis-Elliott
- Paula Hidalgo
- Percents
- Percents LL
- Ratios

Chat

Show All

Joined on February 26, 2010 at 11:01 AM

Melissa Inglis-Elliott: have phone service back! I'll call in!!!!

Melissa Inglis-Elliott: !!!

Ali: we hear you!

Paula Hidalgo: yes

Send to This Room

Audio - Multiple Talkers

Ctrl+F2

Web Tour - Illuminations: Free Ride

gears. Can you capture all five flags on a course?

Instructions

Exploration

Free Ride Choose Route Random Route Reset

Free Ride

0

Rear Gear

- 10
- 15
- 20
- 25
- 30

Gear Ratio

$\frac{1}{1}$

Pedal Count

0

Front Gear

- 20
- 30
- 40

NCTM Resource

Navigating through Connect in 9-12

In session for 48 minutes.

5:25 PM

# Simulation on Radius and Diameter

The screenshot displays a virtual classroom environment titled "Elluminate Live! - GENNI'S VIRTUAL ROOM". The interface includes a menu bar (File, Session, View, Tools, Window, Help) and a toolbar with icons for session controls. On the left, a "Participants" list shows the moderator "Genni Steele" and several other users. Below this is a "Chat" window with a message history and a "Send" button. At the bottom left, there is an "Audio - Multiple Talkers" section with a volume slider and a "Ctrl+F2" key combination.

The main area of the screen is occupied by an "Application Sharing" window titled "The Geometer's Sketchpad - [pispiral.gsp]". This window displays a geometric diagram of a circle with a green circumference. A red line segment connects a point on the circle to the center, representing a radius. A blue line segment connects two points on the circle's circumference, representing a chord. A red arc is drawn on the left side of the circle. The diagram is labeled with points A, B, and C. A status bar at the bottom of the application window reads "Press to stop this action".

The bottom of the screen shows a Windows taskbar with several open applications: "Math Solutions Mail...", "Screenshots for ePD...", "Elluminate Live! - G...", and "Course Logs". The system clock indicates the time is 5:31 PM, and a session timer shows "In session for 1 hour, 33 minutes."

# Simulation on Radius and Diameter

Elluminate Live! - GENNI'S VIRTUAL ROOM

File Session View Tools Window Help

Participants

- Genni Steele (Moderator)
- Teleconference (Bridge)
- Ali
- Carla Wietgreffe
- Kona
- Marshall Taxer
- Melissa Ingls-Elliott
- Paula Hidalgo
- Percents
- Ratios

Chat

Show All

Melissa Ingls-Elliott: I'm on hold until a moderator arrives....

Ali: Paula...I'm currently on a headset! 😊

Melissa Ingls-Elliott: no noise here

Ali: Chris and Kevin were chatting right next to me

Ali: sorry

Melissa Ingls-Elliott: sorry!

Melissa Ingls-Elliott: that is very cool

Send to This Room

Audio - Multiple Talkers

Ctrl+F2

Application Sharing

The Geometer's Sketchpad - [pispiral.gsp]

File Edit Display Construct Transform Measure Number Graph Window Help

Animate Points

Drag or Select Point B

Math Solutions

© 2002 Math Solutions

The Geometers ... 1:01:36

Math Solutions Mail... Screenshots for ePD... Elluminate Live! - G... Course Logs

In session for 1 hour, 33 minutes.

5:32 PM

# Simulation on Radius and Diameter

Elluminate Live! - GENNI'S VIRTUAL ROOM

File Session View Tools Window Help

Participants

- Genni Steele (Moderator)
- Teleconference (Bridge)
- Ali
- Carla Wietgreffe
- Kona
- Marshall Taxer
- Melissa Ingis-Elliott
- Paula Hidalgo
- Percents
- Ratios

Chat

Show All

Marshall Taxer: 4

Paula Hidalgo: LOVE IT!!!

Paula Hidalgo: 14

Ali: 3.14

Ali: 😊

Ali: great visual!!!

Paula Hidalgo: VERY VERY COOL

Send to This Room

Audio - Multiple Talkers

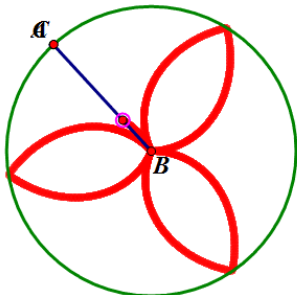
Ctrl+F2

Application Sharing

The Geometer's Sketchpad - [pispiral.gsp]

File Edit Display Construct Transform Measure Number Graph Window Help

Animate Points



Selected: 1 Point

Math Solutions

© 2010 Math Solutions

1:06:58

Math Solutions Mail... Screenshots for ePD... Elluminate Live! - G... Course Logs

Drag indicator to move within the recording.

In session for 1 hour, 34 minutes.

5:32 PM

# Working in Small Groups

The screenshot displays the Elluminate Live! - GENNI'S VIRTUAL ROOM interface. The main window is titled "Whiteboard - Main Room (Scaled 144%)". The whiteboard content includes the question "What would you like to investigate?" and a list of instructions:

- You will be assigned a room with a problem based on the type you selected.
- Once you are in the room, please discuss with your peers how you might think about solving the problem.
- Be prepared to share in whole group room.

The interface also features a "Participants" list on the left, a "Chat" window, and an "Audio - Multiple Talkers" section. The bottom status bar shows the session duration as "In session for 1 hour, 15 minutes." and the time as "5:31 PM".

**Participants:**

- Genni Steele (Moderator)
- Teleconference (Bridge)
- Ali
- Carla Wietgreffe
- Kona
- Marshall Taxer
- Melissa Inglis-Elliott
- Paula Hidalgo
- Percents
- Percents LL
- Ratios

**Chat:**

Show All

Melissa Inglis-Elliott: That's OK, I didn't get that either! LOL

Ali: ha ha

Ali: I will admit...I'm terrible at reading directions.

Paula Hidalgo: sorry... it is updating firefox

Ali: MAC

Ali: ha haha

Ali: I'm here for you Marshall

**Audio - Multiple Talkers:**

Ctrl+F2

**Whiteboard - Main Room (Scaled 144%)**

What would you like to investigate?

Follow Moderator

Math Solutions

© 2012 Math Solutions

In session for 1 hour, 15 minutes.

5:31 PM



# Watching a Video

- The group discusses pre-watching questions
- The group as a whole watches selected segments
- Participants discuss videos in small groups
- Participants report back to the whole group and answer post-watching questions

# Self Reflection

The screenshot displays the Elluminate Live! - MELISSA'S VIRTUAL ROOM interface. The main window is titled "Whiteboard - Main Room (Scaled 144%)". The whiteboard content is titled "Reflecting on the Session" and contains two bullet points:

- As a result of the session, I learned more about....
- As a result of the session, I would like to implement....

The interface includes a "Participants" list on the left, a "Chat" window below it, and an "Audio" section at the bottom left. The chat window shows a conversation from "nrizzo@mathsolutions.com". The audio section shows a volume slider and a "Ctrl+F2" button. The bottom status bar indicates the session duration: "In session for 2 hours, 10 minutes." and the time: "4:23 PM".

**Participants**

- Melissa Conklin (Moderator, Profile)
- Amy
- Genni Steele
- Lisa
- nrizzo@mathsolutions.com
- Patty
- Paula Hidalgo
- sjrjie@gmail.com

**Chat**

Show All

nrizzo@mathsolutions.com: I'm seeing these boxes a variables rather than just places to right numbers.

nrizzo@mathsolutions.com: I mean "write."

nrizzo@mathsolutions.com: I think it's a better lesson if we don't complicate it in this way.

nrizzo@mathsolutions.com: I'll put my head down now.

nrizzo@mathsolutions.com: I agree.

nrizzo@mathsolutions.com: Nevermind.

Send to This Room

**Audio - Melissa Conklin**

Ctrl+F2

Reflecting on the Session

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Reflecting on ... 1:14:13

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In session for 2 hours, 10 minutes. 4:23 PM

“If we want to grow in our practice, we have two primary places to go . . .

to the inner ground from which good teaching comes and to the community of fellow teachers from whom we can learn more about ourselves and our craft . . .

The resources we need in order to grow as teachers are abundant within the community of colleagues. Good talk about good teaching is what we need—to enhance both our professional practice and the self-hood from which it comes.

Parker Palmer  
*Courage to Teach*



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