

## **AGENDA**

### **Getting Started with *Do The Math***

#### **OVERVIEW**

This professional learning develops teachers' understanding of the *Do The Math* methodology and how it supports students who are below grade level in math. Teachers learn how to support the development of whole-number and fraction proficiency for struggling students. Teachers consider what it means to provide intervention instruction as they spend time exploring the program and planning for their first week of instruction.

#### **OUTCOMES**

*Do The Math* Getting Started professional learning is designed to help teachers:

- Develop an understanding of the *Do The Math* program design and how it supports struggling students
- Investigate the print and digital resources of *Do The Math* for the purpose of effectively implementing the program
- Prepare to teach the first week of *Do The Math*

#### **Opening**

The opening includes introductions, outcomes, an overview of *Do The Math*, and pertinent logistical information.

#### **Considering Intervention Instruction**

Having a common understanding of what intervention means sets the foundation for understanding instructional strategies utilized in *Do The Math*. Participants read an article written by Marilyn Burns and consider how specific strategies support the advancement of struggling learners.

#### **Getting to Know *Do The Math***

There are many teacher tools and resources embedded in *Do The Math* that can go unnoticed by the teachers using the program. In this session, participants learn about the components of *Do The Math* as they engage in a scavenger hunt.

#### **Exploring the Digital Tools**

*Do The Math* includes digital tools to support and engage both the teacher and the student. In this session, participants engage with the digital tools and games to develop an understanding of how they enhance teaching and learning.

## **Math Solutions Course Agenda: Getting Started with *Do The Math***

### **Assessment and Progress Monitoring**

To develop a full understanding of what students understand, it is essential to monitor students' progress. Participants review *Do The Math* assessments, including ProgressSpace, and develop strategies for using assessment results to tailor instruction.

### **Planning for the First Week**

*Do The Math* modules build on one another and progress in a way that supports struggling students. Students are assessed and then work through a series of lessons designed to develop deep understanding of the content. Recognizing what students need to understand during a given week, then exploring and planning those lessons allows teachers to fully understand the learning progression.

### **Closing**

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

### **Math Solutions Guiding Principles**

Drawing upon academic work and our own classroom-grounded research and experience, Math Solutions has identified the following four instructional needs as absolutely essential to improving instruction and student outcomes:

- Robust Content Knowledge
- Understanding of How Students Learn
- Insight Into Individual Learners Through Formative Assessment
- Effective Instructional Strategies

These four instructional needs drive the design of all Math Solutions courses, consulting, and coaching. We consider them our guiding principles and strive to ensure that all educators:

- Know the math they need to teach—know it deeply and flexibly enough to understand various solution paths and students' reasoning
- Understand the conditions necessary for learning, what they need to provide, and what students must make sense of for themselves
- Recognize each student's strengths and weaknesses, content knowledge, reasoning strategies, and misconceptions
- Have the expertise to make math accessible for all students, to ask questions that reveal and build understanding, and help students make sense of and solve problems