Sit with…

- People who have the same job you have but not from your institution:
  - Elementary school teachers
  - Middle grades teachers
  - High school teachers
  - Curriculum directors
  - College faculty
    - Content
    - Methods
  - Other?
- Don't get planted; you're going to move twice!

Supporting Teacher Effectiveness

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Structure of Session

- Sketch challenges

- Sketch needs of different audiences

- You will create one activity for your audience.

- You will create an action plan for your site.

The Challenges

- We need to
  - start in multiple places at once.
  - educate ourselves first/ simultaneously.
  - be strategic.
  - avoid overwhelming teachers.

Michael Fullan, 2001

It is one of life's great ironies:

Schools are in the business of teaching and learning, yet they are terrible at learning from each other.

If they ever discover how to do this, their future is assured.

(p. 11)

More of Fullan

In schools…the main problem is not the absence of innovations but the presence of too many disconnected, episodic, piecemeal, superficially adorned projects. Rather than contributing to substantial improvements, adopting improvement programs may also add to the endless cycle of initiatives that seem to sap the strength and spirit of schools and their communities.

(p. 12)

The last of Fullan

The most powerful coherence is a function of having worked through the ambiguities and complexities of hard-to-solve problems.

(p. 13)

Translation

- We cannot do this TO teachers; we must do it WITH them.

- This will take collective effort.

- This is going to be hard; we will all struggle.

- But, in the end, we will have ownership and will be more committed to the process.

Where to start?

- Curriculum materials alignment/availability
- Teacher education (preservice & inservice)
  - Content
  - Practices
  - Pedagogy
  - Resources
- Administrator education
- Parent education

Curriculum

- State level leadership to align materials with standards
- Local leadership to facilitate "cutting up and rearranging" student and teacher materials
- Local leadership to identify gaps and find/create new materials
- Collaboration and cooperation

Inservice Teacher Education

- Needs assessment
  - Existing assessments of student learning
  - Survey teachers, coaches, administrators
- High value targets
- Decide what can be done by teachers on their own in team meetings, study groups vs. what needs to be done at the district level or through organized PD
- Divide and conquer

Preservice Teacher Education

- Content courses
  - Appropriate materials
  - 2-3 grades above what they will teach
  - Attention to middle grades, which often get lost in K-8 or 6-12
  - Secondary teachers need content courses akin to those taken by K-8 teachers
  - Experience and explicitly discuss mathematical practices
- Look at *Mathematical Education of Teachers II* for recommendations.

PSTEd, cont'd.

- Methods
  - Representations (e.g., tape/strip diagrams)
  - The standards themselves
  - Student learning progressions
  - Curriculum progressions
  - Standards for mathematical practice

Administrators

- What do K-12 administrators need to understand about the Common Core?
  - Fullan Dip
  - Lack of aligned resources
  - Lack of clarity about assessments
  - Need for planning time
  - Adjustment for students and teachers

Parents

- What do parents need to understand about the Common Core?

Now move to sit with

- People from your grade band but not your institution (mix K-12 and higher ed)

- Choose a task from Progressions or Illustrative Mathematics

- Create an activity for students or teachers
  - Attend to content standards
  - Which mathematical practices are likely to arise?
  - To what other ideas is this activity connected–within this grade or above/below it?

Now move to sit with

- People from your institution/district
- Sketch out an action plan
  - What are your highest priorities? Why?
  - What resources do you have?
  - What resources do you need?
  - Who else needs to be involved in this conversation?
  - What will you do tomorrow? Next week? Next month? Next year?