

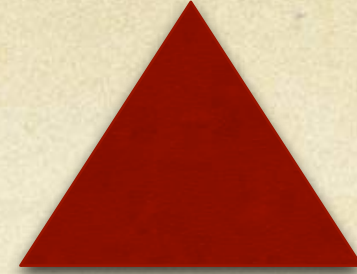
A³ – Assess, Analyze and Address

WELCOME to day 4 !!!

I cannot teach anybody anything.
I can only make them think.
-Socrates



Feedback



What have you learned??

1. Randomness is a slippery concept – What does it truly mean? Can we ever know?
2. 6-8 statistics/probability standards are dense and complex – and there are a LOT of them
3. K-8 vocabulary for SP also follows a progression – and there is a LOT of that as well
4. Probability vs. Statistics ?? – from mutually exclusive to completely intertwined ?
5. Models are invaluable when confronting difficult probability situations – arrays, lists, trees, tables, area models.....
6. The Counting principle
7. Making sense of outliers - more than just a definition
8. MAD lays the groundwork for Standard deviation
9. CGI is referenced in the CCSS

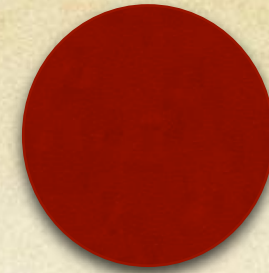
Feedback



What squared with your thinking??

1. Others are feeling the same way I am
2. Visuals (like the wait for a date problem) are so helpful
3. Experiencing multiple methods of solving problems is important... and... being able to choose the most appropriate or efficient method is also important
4. Vocabulary is important – and – “understanding” the vocabulary is more than just defining words. “students need to understand the vocabulary to understand the mathematics.”
5. “The progression piece feels more valuable to me each day.”
6. “Progression of vocabulary is as important as progressions of content” and finally.....
7. Chris is erudite

Feedback



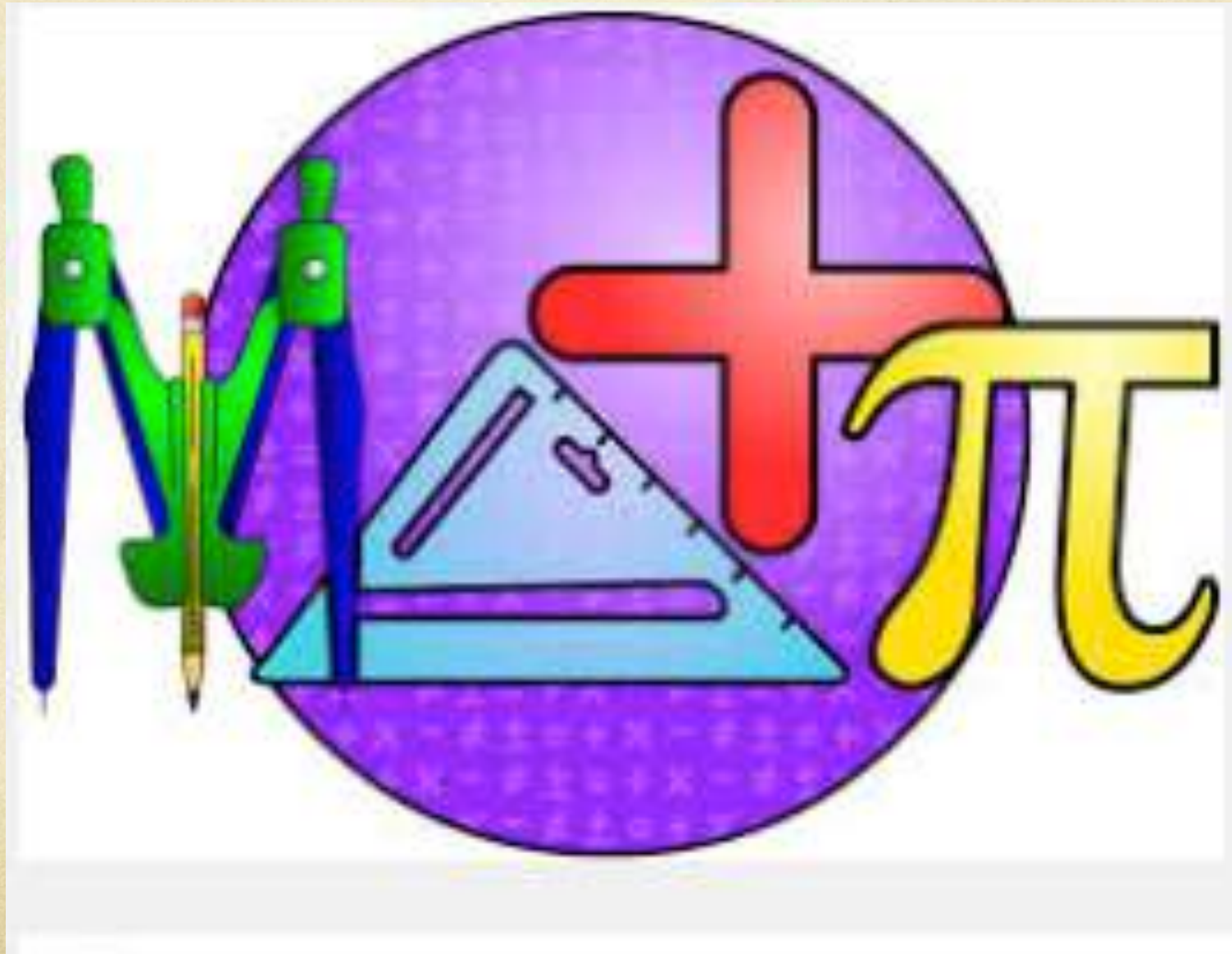
What is still circling in your head ??

1. Why are we sitting in the dark?
2. I need more time to struggle with these probability problems
3. What really is truly random??
4. Is there a way to generalize the cube problem for B black faces, W white faces and R rolls?
5. Are students really developmentally ready for this stuff? 7th graders wrapping their heads around compound probabilities like the dice problem.
6. Instructional issues
 1. How to incorporate all I'm learning here into my classroom
 2. Time to look at our existing curriculum and compare it to the progressions and for vocabulary - Using our existing texts while honoring the progressions
7. "Where will this take me on my own professional journey?"and.....
8. At what point is Chris going to move beyond all of our our mental capacities?
9. How do I get kids to understand, use and remember vocabulary?

Making
Mathematical Meaning
through Motion



Let's do some....



BREAK



Focusing on Probes....

- Re-familiarize yourself with probe A and the Learning Intentions and Success Criteria developed at our April meeting.
- Discuss the following with your team:
 - Decide what grade level this probe would be appropriate for based on the standards progression.
 - What would an exemplar response look like for this probe?
 - Write out the sample student response (one per team) that you would consider to be exemplary to share under the doc camera
 - Be prepared to share your sample response and ideas.

Focusing on Probes....

- How would your Learning Intentions, Success Criteria and exemplar response change if you gave this probe to a 5th grader?
- Read the two variations for the probe (B and C).
 - What would an exemplar response look like for a 5th grader? 7th grader?

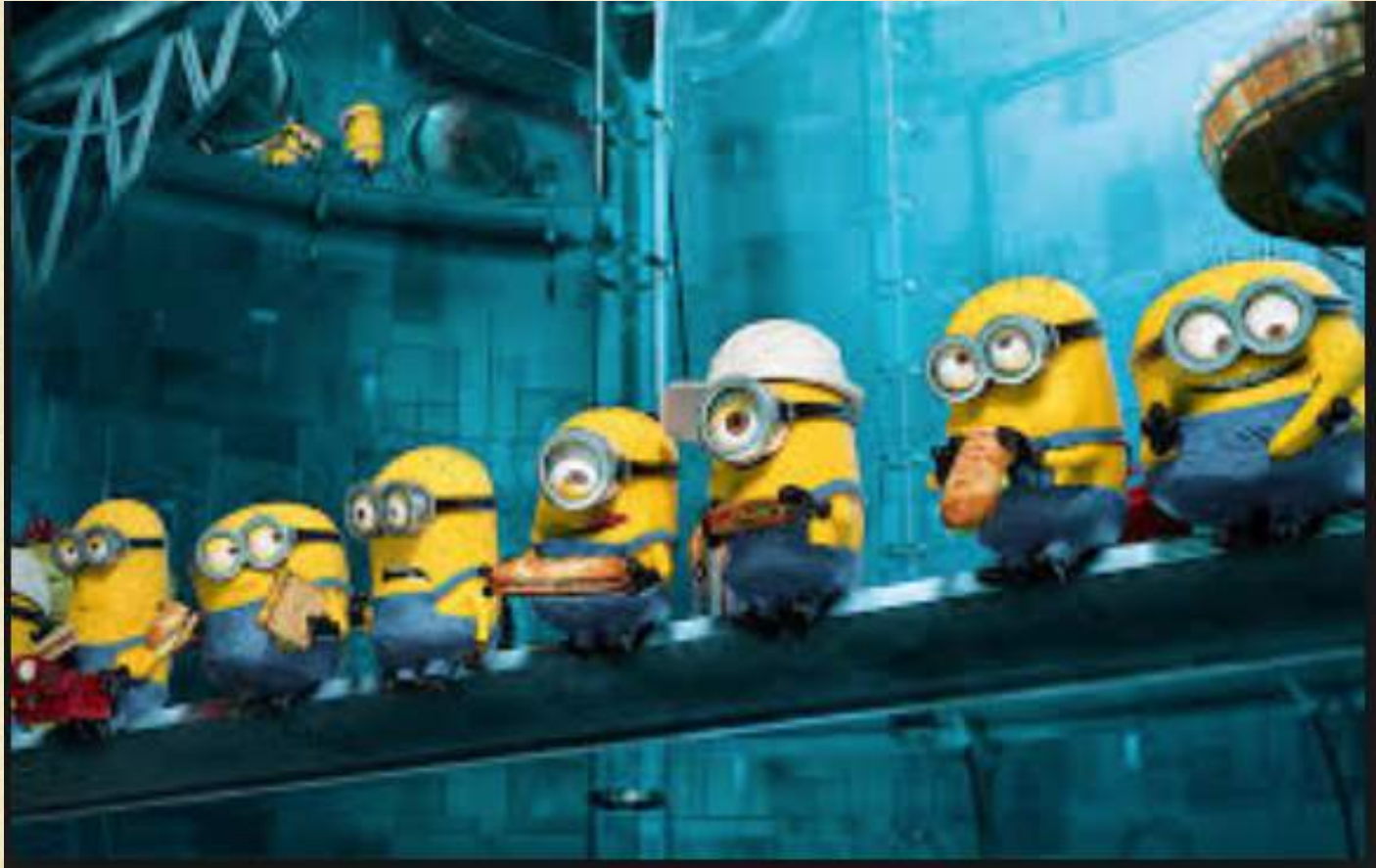
Focusing on Probes....

- Read the new probe (D) that Cheryl has created for the new CCSS aligned book.
- How has this probe changed?
- What changes do you see and why do you think she made these changes?

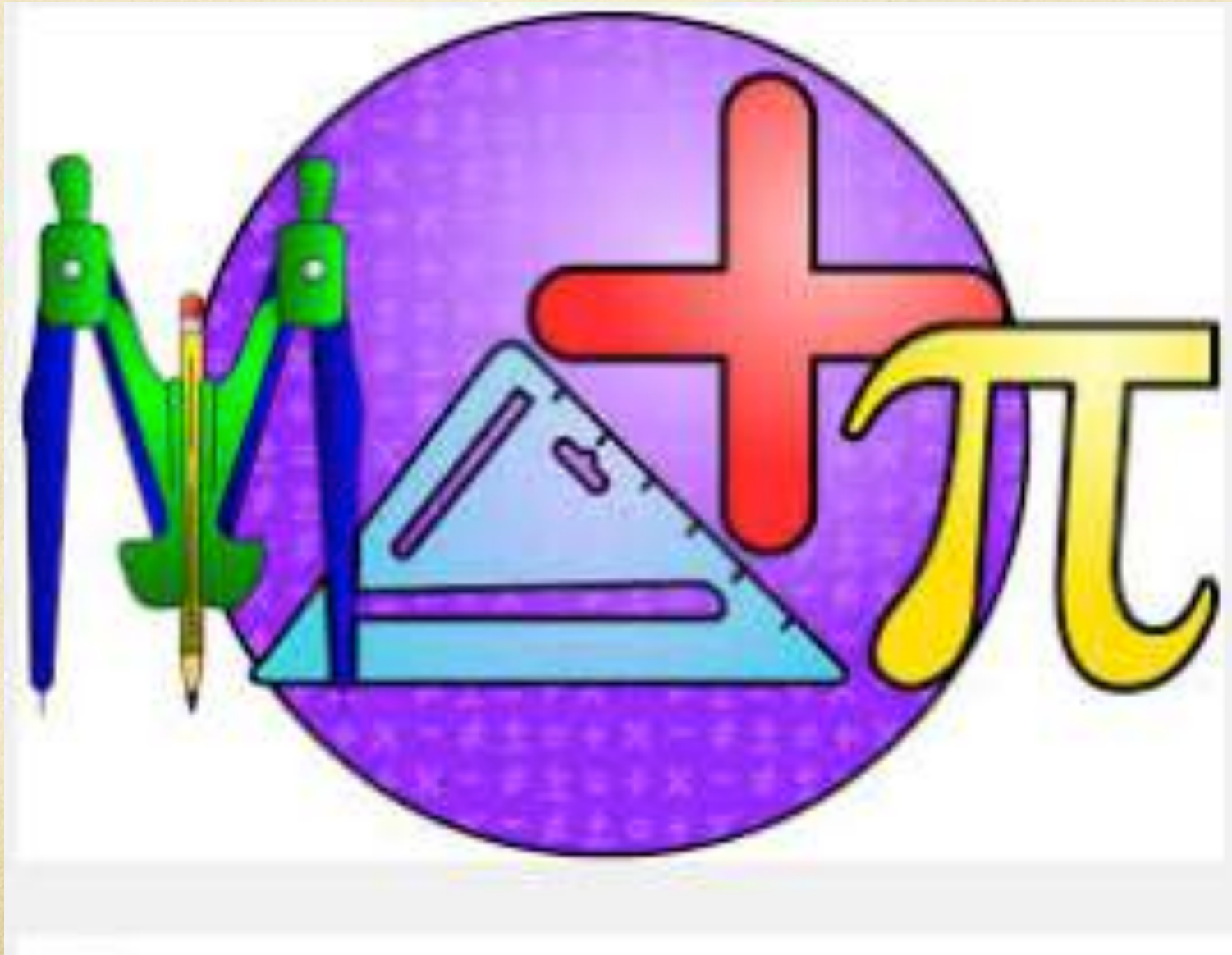
Focusing on Probes....

- Some Probes are designed to help us dig deeply.....
- Other Probes help us assess horizon knowledge of underlying mathematical concepts.....

Lunch Time!



Let's do some....



BREAK - 15 minutes



Reflecting on our work

1. The ideas from these four days that I would want every teacher of mathematics to understand are.....
2. If my students asked me what I learned these past four days and how I plan to use it....I would say.....
3. If my administrator asked me what I learned these past four days and what should be shared with my colleagues.....I would say.....
4. Additional comments....

Wrap up..

