

Reviewing Universal Mathematics Training Agenda



Teams will come away with a broader and deeper understanding of instructional practices and environments that support the state mathematics standards (particularly the Standards of Mathematical Practice), a baseline of where their school is at with developing these, and a prioritized set of actions to move their school forward.

All of the materials developed for the workshop are designed to take back to schools for use with others not in attendance and to continue the work. Each participant will also receive a copy of the NCTM *Principles to Actions: Ensuring Mathematical Success for All* to guide work back in their schools and districts.

We've also included (*below*) a break-down of the activities and outcomes by day.

Day 1:

- Brief, brief overview of what a multi-level system of support (i.e. Rtl framework) is / means
- Analysis of your school's collaborative structures (around teaching, learning, and data)
- Analysis of your school's strengths and needs in the area of Math (aggregated and disaggregated by populations of concern in your district, e.g. Spec Ed, ESL, free / reduced lunch, etc)
- Overview of the shifts in content expectations for Math standards
- Review of the Standards of Mathematical Practice (what they are, what they look like at each grade level)

Day 2:

- Analysis of your school's use of the Standards of Math Practice
- Overview of Wisconsin's Guiding Principles for Teaching and Learning in the Math Classroom
- Principle 1: Every student has the right to learn significant mathematics.
 - Content in and examples of high expectations for all and growth mindset
 - Analysis of your schools' incorporation of growth mindset for staff and students
- Principle 2: Mathematics instruction must be rigorous and relevant.
 - Content in and examples of rigor and relevance, including using Webb's Depth of Knowledge to assess rigor and factors that influence rigor
 - Analysis of your schools' rigor and relevance
- Principle 3: Purposeful assessment drives mathematics instruction and affects learning.
 - Content in and examples of formative assessment in the mathematics classroom
 - Analysis of your schools' formative assessment practices
- Principle 4: Learning mathematics is a collaborative responsibility.
 - Content in and examples of classroom discourse and Math Talks
 - Analysis of your schools' use of discourse

Day 3:

- Principle 5. Students bring strengths and experiences to mathematics learning.
 - Content in and examples of culturally responsive practices in the math classroom
 - Analysis of your schools' use of culturally responsive practices
- Principle 6. Responsive environments engage mathematics learners.
 - Overview of time allocation recommendations
 - Introduction to a Mathematical LESRA Instructional Framework: Launch, Explore, Summarize, Reflect, Apply
 - Alignment of Principles of teaching and learning to the Instructional Framework
 - Analysis of your schools' use of time and LESRA
- Meta-analysis of work from all 3 days to identify instructional priorities for action that will address your student outcomes identified in Day 1.
- Action planning and next steps.