REGIONAL COMMON CORE SPECIALIZED CONTENT WORKSHOP

BEYOND THE COMMON CORE: A MATH WORKSHOP

Facilitated by: Edward Nolan

Venue: Teacher Resource Center, 801 Coronado, Los Lunas, NM 87031
Dates: Monday, January 26, 2015 (Grades K-6)
Tuesday, January 27, 2015 (Grades 6-12)

Solution Tree, in collaboration with Knowledge Delivery Systems, invites you to attend this free REGIONAL CONTENT WORKSHOP sponsored by NM PED and hosted by the Los Lunas Schools.

OVERVIEW

Our vision for this professional development proposal is to begin to build a solid foundation of content knowledge for teaching mathematics and apply that knowledge to planning for student engagement in the Standards for Mathematical Practice. In order to engage students in the practices, teachers must first make sense of the content, then select tasks that support developing student understanding of the content, and finally, teachers must plan for how to engage students in the practices.

This one-day workshop will use key topics within the designated grade bands to illustrate this process. Topics that will be addressed in this professional development include:

- Focusing on mathematical content through research-based learning progressions
- Making sense of the practices as they connect to targeted content
- Developing and maintaining high cognitive demand tasks
- Embedding formative assessment processes
- Developing mathematics action plans within a Professional Learning Community (PLC) culture

Throughout the experiences provided in this one-day workshop, participants will continuously connect what they learned to the ideas of focus, coherence, and rigor that should to be evident in daily mathematics instruction for all students. Focus provides the opportunity to teach for depth. Coherence insures that the mathematics taught is connected to mathematics within the same grade or course and mathematics across topics in other grades or courses. Planning for rigor ensures that both concepts and procedures are emphasized as students solve problems and make sense of mathematics.

PARTICIPANTS

Common Core regional content workshops will be open to all teachers/educators) from the districts in Common Core Region 3 (Central New Mexico) who have chosen to send a Common Core PD Team and/or a representative to the two regional mentoring sessions in October & January.

MAXIMUM ATTENDEES

Registration will be accepted on a first come, first serve basis until the maximum capacity of **100 PER DAY** is met. After that, interested attendees will be placed on a waiting list and contacted when a space becomes available. Please be considerate of your colleagues and if you are registered and find out you cannot attend, please contact Yleana Baca immediately (see contact info below).

TO REGISTER

Districts are encouraged to send a complete roster of intended participants to Yleana Baca, NM CCPD Project Manager, at Yleana.baca@solution-tree.com. Please include the following information for each attendee:

Name	**Title/Position**
School	**School District**
Email Address	**Phone Contact**

Agenda is included with this flyer.

AGENDA

One-day workshops for Grades K-6 (Grade 6 teachers who are in elementary schools) and Grades 6-12 (Grade 6 teachers who are in middle schools)

8:30-10:00 Focusing on content and practices
- Examining and connecting standards through tasks
  - Investigating prerequisites and supporting student needs
- Exploring connections between content and mathematical practices
  - Maintaining high cognitive demand during implementation
- Working in a collaborative team

10:15-10:30 Morning break

10:30-11:45 Finding coherence through learning progressions
- Examining the progression of tasks though the grade band
- Connecting student needs to task selection

11:45-12:45 Lunch

12:45-2:15 Planning for Rigor
- Selecting and implementing high cognitive demand tasks
  - Exploring what makes a task high cognitive demand
- Adapting tasks to increase cognitive demand

2:15-2:30 Afternoon break

2:30-3:30 Building focus, coherence, and rigor
- Linking the work of the collaborative team to the process of formative assessment to support student achievement

Facilitator Bio for Edward Nolan

Beyond the Common Core: A Mathematics Workshop

Edward Nolan

Edward C. Nolan is preK–12 director of mathematics for Montgomery County Public Schools in Maryland. He has 19 years of classroom experience in both middle and high schools and was department chair for 15 years. His research interests lie in supporting students to develop algebraic thinking and reasoning. Edward is also a consultant for the Resident Teacher Professional Preparation Program at the University of Central Florida, where he provides support for pre-service teachers and their in-service mentors on the Common Core State Standards for mathematics.

He has been published in state and national journals, and he has presented at state and national conferences, including webinars for the National Council of Teachers of Mathematics (NCTM) and TODOS mathematics organization.

Edward won the Presidential Award for Excellence in Mathematics and Science Teaching in 2005. An active member of the NCTM, he is executive director of the Maryland Council of Teachers of Mathematics and president-elect of the Maryland Council of Supervisors of Mathematics.

Edward is a graduate of the University of Maryland. He earned a master's degree in educational administration from Western Maryland (now McDaniel) College.

He is a co-author of the recently published series by Solution Tree, *Beyond the Common Core: A Handbook for Mathematics (Grades K-5; Grades 6-8; and Grades 9-12).*

Edward has presented professional development in the following topic areas:

- Building Lessons for ALL Students
- Co-Teaching in the Mathematics Classroom
- Targeting Student Reasoning and Sense Making in Algebra 1
- Using Multiple Representations in Algebra
- Measures of Center and Variation From Middle School to AP Statistics
- Exploring the Depth of the CCSS
- Investigating the Depth of the CCSS
- Planning for the Depth of the CCSS