

# Seventh-Grade Math Leadership Team Workshop

## *Schedule of Activities*

### **8:00–8:05: Welcome**

Workshop leader welcomes everyone, thanks them for coming, and articulates our belief that if we tap all the knowledge and expertise of everyone in the group, we can do great things.

### **8:05–8:25: Introductions**

Workshop leader explains that after introductions, we'll review our plan of action for the day.

#### **Procedure for Introductions**

- Explain that one person is going to introduce everyone at the table to the group, so that person should take notes.
- Tell everyone that we have a unique way to figure out who will introduce everyone.
- Ask everyone to close their eyes.
- Then, they should point at the person who'll do the introductions. The person who gets the most fingers pointed at becomes the spokesperson.
- Then, they open their eyes and find out who will introduce everyone to the group.
- At the tables, everyone introduces themselves to each other—stating their name, what school they teach at, and some other interesting fact about themselves.
- Then, the designated introducer introduces each person at his or her table to the larger group.

### **8:25–8:30: Introduction to Unit Organizer**

Workshop leader goes through the unit organizer describing events, times, and outcomes.

### **8:30–9:00: Vignettes**

Workshop leader reads each vignette; then, people at each table discuss (a) whether the vignette is accurate, (b) whether something was left out of the vignette, (c) and how the vignette makes each person feel.

### **9:00–9:45: Team Norms**

Workshop leader explains the importance of norms and explains that if we create the right kind of team culture, we will accomplish a great deal. Then, the workshop leader explains the activity.

- Participants at each table write down some of the norms that they think are important.
- They lay their cards on the table and explain to their table groups why they think these norms are important.
- The instructional coach (IC) at the table leads a discussion in which the group at the table synthesizes the norms into key ideas—these ideas are written on a flip chart and reported back to the larger group. The IC reports back for the group.

(These norms will be refined by the leader and returned to the group, desktop published.)

### **9:45–9:50: Revisit Unit Organizer**

Workshop leader revisits the unit organizer and previews what the next activity will be.

### **9:50–10:00: Break**

### **10:00–11:30: Developing New Scope and Sequence**

Workshop leader explains the plan and oversees activities.

#### **Finding Key Indicators in the Text (45 minutes):**

- Participants are given pieces of paper that list the 24 key indicators (each group gets either four or five key indicators).

- Participants are directed to find where the key indicators are located in the new text and write the page numbers on the pieces of paper.
- Participants report back to the group, guiding them through the key indicators and where they're located in the text (the person reporting back is someone who hasn't spoken to the group yet).

### **Placing Key Indicators on a Timeline (45 minutes):**

- Participants take their 24 key indicators and place them on the line.
- Each group takes turns placing individual indicators.
- The group discusses the location until they are satisfied with the location.
- Then, another group places another indicator.

### **11:30–12:00: Lunch**

### **12:00–12:45 Developing Unit Organizers**

- Workshop leader explains the plan and oversees activities.
- Each of the five groups picks a unit they want to develop.
- The group brainstorms all ideas, concepts, vocabulary, skills, and big ideas that need to be taught in the unit.
- Each piece of information is written on a sticky note and added to a flip chart.
- When all the pieces of information are on the flip chart, the group arranges them into no more than seven categories.
- The groups of stickies are given headings (which might be a word from a flip chart).
- These groupings will be the unit organizers.

### **12:45–1:30: Carousel Review of the Draft Unit Organizers**

- As with a jigsaw cooperative learning activity, the original groups break into five new groups made up of participants from each group (Groups 1–5); each new group must contain at least one member from each old group.
- The groups rotate through each unit organizer, adding terms and making adjustments to the groupings until everyone has visited and contributed to all five organizers.

## **1:30–1:45: Break**

## **1:45–2:30: Portfolio Smorgasbord**

Workshop leader explains that a key outcome from our work is the development of portfolios containing activities, formative assessments, expectation sheets for activities and transitions, learning sheets, and other good stuff.

Workshop leader explains the activity.

- The large group will self-organize into three groups.
- Three different learning situations will be set up.
  - *Expectations*. Tricia will give a 15-minute overview of expectations, explaining the activity and transition planning sheets and whatever else she can cram into 15 minutes.
  - *Formative Assessment*. Workshop leader will give a 15-minute overview of some of Richard Stiggins' ideas about formative assessment.
  - *New Textbook*. Workshop leader will give a 15-minute overview of some of the features of the new textbook.
- Each group will rotate through and listen to each of the three 15-minute presentations.

## **2:30–3:15: Teachers' Guide**

Workshop leader explains that one of the outcomes of this project will be the development of a teaching guide for math. The teaching guide will be written largely by this group, so we can all learn the good teaching practices that individuals among us are using.

Workshop leader explains and oversees the activity.

- In each group, participants take 15 minutes to note down all of the things they consider best teaching practices.
- First, each member makes a personal list of teaching practices on teaching cards (label these cards as *teaching practices*).
- Then, the list is synthesized by the table group and noted on a flip chart.
- A member of the table group who hasn't presented yet explains what the group recorded on the list.
- The workshop then, essentially, ends with an upbeat discussion of effective teaching practices.

Workshop leader explains the next steps.

- We'll be meeting on April 22.
- At that time, the following will be shared:
  - A values statement that embodies the norms identified by the group
  - A draft course organizer based on the identified scope and sequence
  - Five draft unit organizers based on the work completed today
  - A rough draft of the Teachers' Guide