

District XYZ Math Teacher Professional Development Activities

Ideal State: All elementary teachers would be confident in the math content of their grade level, and would create and implement math lessons that help all elementary students gain conceptual understandings and reach mastery of their grade level standards.

Audience: All elementary teachers and students.

Current Reality: The elementary teachers do not feel confident in the math content they teach, as measured by their organization and planning of units, use of resources, and use of district assessments; and students have weak conceptual understanding as evidenced by classroom observations and assessments.

Problem: Teachers are not planning and delivering math instruction that help students build their conceptual understanding, because they themselves are struggling with their confidence and competence in the math content they teach.

Resources (S8: What we need to act):	High Leverage Actions (S6: What we do to close the gap between current/ideal state):	Output (S7: tangible evidence actions produce):	Short Term (S5: knowledge):	Intermediate (S4: behaviors):	Long-Term (S3: conditions):
4 TOSAs 1 POSA Sub days to cover all teachers 3x per year	Provide Professional Development (PD) workshops for teachers on - Standards of Mathematical Practice (SMPs) - Formative Assessment - Questioning Strategies - Modifying resources - Lesson Planning Implement Lesson Studies for math instruction as an ongoing process. Model math lessons for teachers by experts. Teacher co-plan & co-teach lessons with expert teachers. Develop Math Fellows program to coach & develop math teacher leaders.	% of observations of math lessons where students are engaged in SMPs. Increase in the level of teachers' confidence in math content (as rated by survey). Increase in the number of formative assessments used in math instruction by grade level. Exemplar lesson plans for each grade level Exemplar lesson videos for each grade level	Teachers know what student behaviors indicate each SMP. Teachers know how to question students to elicit SMPs. Teachers know their grade level math content progression. Teachers can use formative assessment to inform their math instruction.	Teachers plan lessons in response to student understanding. Teachers monitor and adjust within a lesson based on students' progress and understandings. Teachers modify resources to account for student understanding. Teachers plan lessons with SMP objective.	Teachers are confident and competent in math instruction, and can design and implement balanced student-centered math lessons with appropriate math content and practice standards objectives.

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