# Erie 2 BOCES- Mathematics Learning Expedition

# [July 18-20](https://wincapweb.com/profdev_public/view_activity.aspx?activityid=2ddd1302-95bc-464a-9273-b71ddd371ed5) or [July 18-August 1](https://wincapweb.com/profdev_public/view_activity.aspx?activityid=def0e0e4-f23d-4cd4-be6e-076337cd4fff)

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4 and 5** |
|  | **7/28/2014** | **7/29/2014** | **7/30/2014** | **7/31/2014 and 8/1/2014** |
| **8:30 - 10:30** | *Plenary*  **Learning Targets** | *Plenary*  **Checking for Understanding/ Using Data with Students** | *Plenary*  **Creating a Culture for Mathematical Learning- Feedback** |  |
| **10:15 - 11:30** | I can identify 2-3 long term learning targets that span across the unit and describe these targets in student-friendly language.  I can write supporting learning targets that outline the incremental steps towards achieving the long-term learning targets.  I can use the language in the standards to confirm that my targets are aligned to the standards in the type of learning and the complexity of thinking required. | I can analyze my assessments to determine what type of evidence of student understanding and performance they provide.  I can reflect on the benefits of including my students in the data analysis process and describe what this might look like at my grade level. | I can identify a complex skill or procedure required by my learning targets that would be hard to develop without models, critique, or descriptive feedback.  I can provide descriptive feedback to a sample student response that is kind, specific, and helpful. (Ultimately we want students to be able to provide this type of feedback to each other, but we will start by practicing how we would model this complex skill for our students.) | Days 4 and 5 will provide time to continue planning.  Optional Breakout sessions will be offered based upon participant interest.  [The survey for breakout sessions can be found at this link.](https://docs.google.com/forms/d/1xjsvt5AVtjsLPLCF78Pm5fACbe1YxraU1fb_bCoXNBU/viewform?usp=send_form) |
| **11:30 - 12:30** | **LUNCH** | **LUNCH** | **LUNCH** | **LUNCH** |
| **12:30-2:30** | Option 1: Design Time  I can develop a process and a plan to give my students an opportunity to reflect upon their progress towards meeting the short and long term learning targets on a daily basis. | Option 1: Design Time | Option 1: Design Time  I can plan my instruction by highlighting the instructional input, fluency practice, application problems, reflection questions, and checks for understanding that are necessary to equip the students and track their progress towards meeting the learning targets. | Option 1: Design Time  Continue planning instruction for the fall |
|  | Option 2:  I can craft character learning targets that highlight the mathematical practices developed through this unit and the students’ progress towards thinking and working like a mathematician. | Option 2:  I can develop a tool and a plan for my students to analyze and track errors. | Option 2:  I can create a model or create a plan for gathering models of exemplary responses. | Option 2:  Standards Based Grading/Report Cards |
|  | Option 3:  I can create a learning target map that illustrates how the learning targets in my first unit of instruction are related. | Option 3:  Focus on the Mathematics  Breakout Sessions  ([Topics Based Upon Participant Requests)](https://docs.google.com/forms/d/1oM6yGzoRyma4PMnmZBXaviOdmaLyMF9kiHxlKjWewZg/viewform?usp=send_form) | Option 3:  Focus on the Mathematics  Breakout Sessions  ([Topics Based Upon Participant Requests)](https://docs.google.com/forms/d/1oM6yGzoRyma4PMnmZBXaviOdmaLyMF9kiHxlKjWewZg/viewform?usp=send_form) | Option 3:  Focus on the Mathematics  Breakout Sessions  ([Topics Based Upon Participant Requests)](https://docs.google.com/forms/d/1oM6yGzoRyma4PMnmZBXaviOdmaLyMF9kiHxlKjWewZg/viewform?usp=send_form) |
| **Online** | *Session Evaluation* | *Session Evaluation* | *Session Evaluation* | *Session Evaluation* |

Revised 6/18/13