Teacher Team Meeting Agenda with Facilitator Notes

15 minutes prior to meeting	**Sign-in and verify email address** (The email will be used to inform participants of upcoming opportunities to be involved in the Model Curriculum development process.)
10 minutes	**Welcome and Introductions** Welcome Introduce ODE personnel and other observers Participant introduction: name, district, grade
30 minutes	**Standards Revision – Overview of the Common Core State Standards for Mathematics** PowerPoint presentation and talking points provided by ODE Common Core State Standards Definitions (Document) **Goal and Overview of Today's Work (Model Curriculum)** PowerPoint presentation and talking points provided by ODE Goal – to brainstorm instructional strategies and instructional resources to populate the Model Curriculum Model Curriculum Definitions (Document)

30- 60 minutes	**Task and Student Work Analysis**
	Use the Task and Student Work Analysis document to guide the chosen task
	(LCE may choose a task different from the Quilt Making task to better fit the assigned grade and domain. Other sources for tasks are provided on the Correlation of Inside Mathematics to the CCSS document.)
	Review Student Work
	    Discussion of instructional strategies, misconceptions and implications for instruction through the Task Analysis Questions
	    • **What are the key mathematical understandings?**
	    • **What previous learning is a foundation for these understandings?**
	    • **What should students do to develop these understandings?**
	    • **What misunderstandings might lead to errors?**
	    • **What experiences would lead students to success?**

Up to 60 minutes	**Brainstorming Activity**
	Learning Progressions
	Review assigned Common Core focus
	    Read all standards within the cluster and each cluster in the domain
	Brainstorm: (Think – Write – Pair – Share)
	    Instructional Strategies
	    Resources/Tools
	    Misconceptions
	    Differentiation
	    • Use the five questions from the "Task and Student Work Analysis" section of the agenda to guide the thinking and discussion
	    • At this time teachers do not need to classify their ideas into the four categories
	    • Provide 10 minutes for teachers to individually think and write about the identified cluster; record on the Individual Recording Sheet (Document)
	    • Teachers work with a partner to discuss, consolidate, and record their ideas on the Small Group Recording Sheet (Document)
	    • In large group setting, share small group results and record on chart paper

30 minutes	**Refining and Prioritizing**
	Classify the brainstorming ideas into the four categories:
	    Instructional Strategies (S)
	    Resources/Tools (R)
	    Misconceptions (M)
	    Differentiation (D)
	    • Classify the ideas collected using the four categories by coding (S, R, M, D)
	Prioritize ideas
	    • Identify ideas that are seen as extremely important with an asterisk (*)
	Review Lenses
	    Review and revise the refined instructional strategies and resources/tools through the following lenses
	    Use the following documents to reflect on the whole group's list by supplementing their ideas to address these four areas:
	    Common Core Mathematical Practice (pages 6 – 8 of the CCSS)
	    21st Century Skills
	    Multiple Modes of Media and Technology
	    Universal Design for Learning *(Meeting the needs of ELL, special needs and gifted students)*

Extra Time	Brainstorm, Refine and Prioritize a second Domain/Cluster

Remaining 5-10 minutes	Next steps
	    • *Thank the teachers/participants for their time and input in this process*
	    • *Tell participants that their information on this domain will be blended with input from like sessions in other Ohio regions*
	    • *Remind teachers to watch the ODE website, Ides and email throughout the year for additional information about the model curriculum*
	Adjourn

July 7, 2010