



Foundations for *Inspiring Connections*

Session 2

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Welcome!

Foundations for Inspiring Connections - Session 2



What should I do before we get started?

- + In the Public Chat, share how many hours you slept last night. (*This number will be used during your first team room.*)
- + Review our Virtual Routines.
- + Click the link in the Public Chat or Shared Notes to login as a student.

Virtual Routines

- Join with microphone.
- Private chat facilitator for individual support.
- Share your ideas.

Welcome!

Envisioning your *Inspiring Connections'* Classroom

Resources to Support Classroom Routines

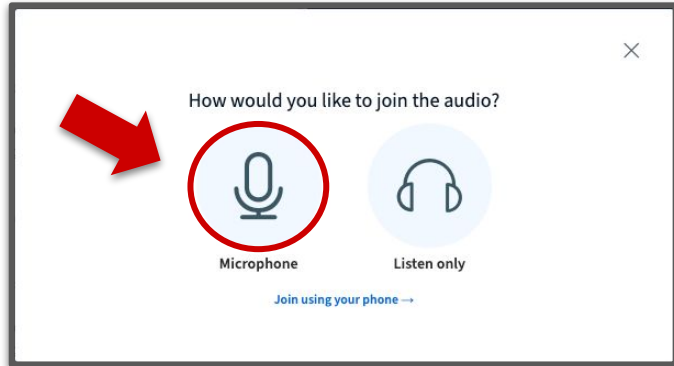
- + Table tent with the team's number
- + Team roles placemat in a dry erase pocket
- + Green/yellow/red cups for the Study Team and Teaching Strategy—Red Light Green Light
- + Team materials



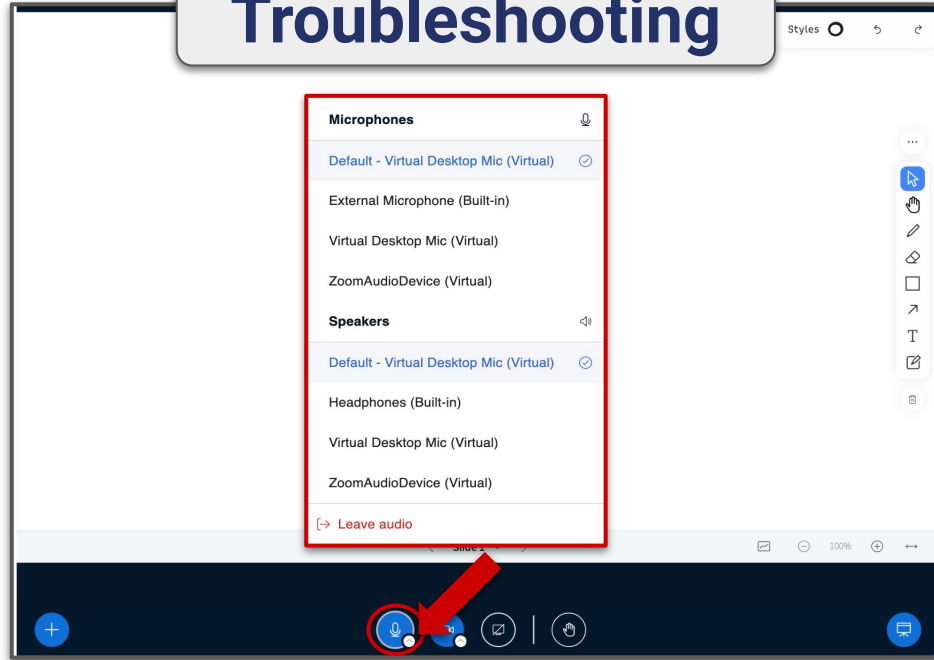
Tech Tip



Audio



Troubleshooting

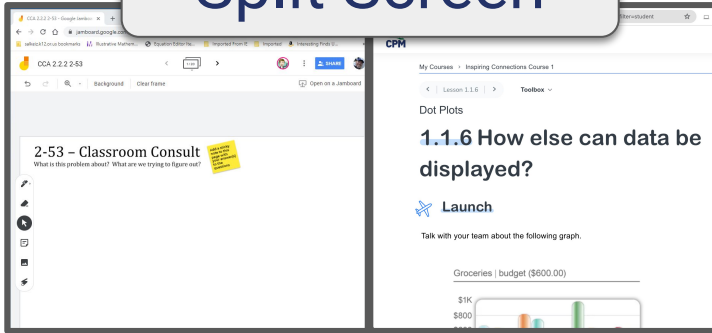


Tech Tip

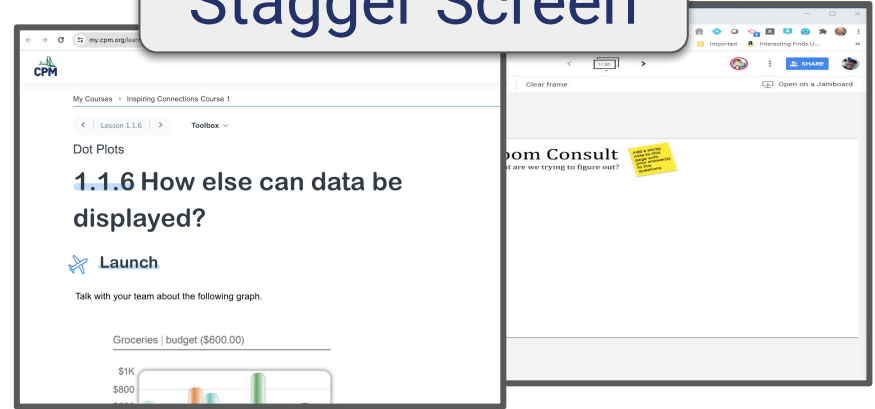
Setting up your screens



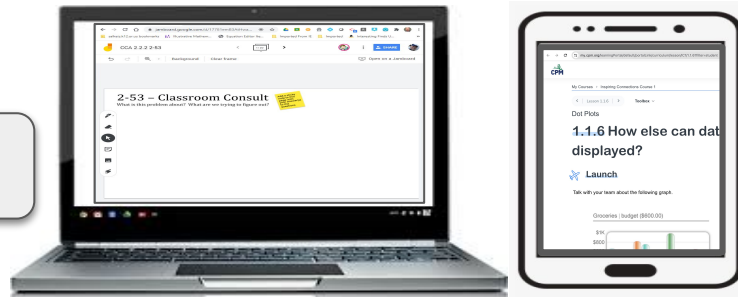
Split Screen



Stagger Screen



Multiple Devices



Overview

Foundations for Inspiring Connections Virtual Series



- + **Sessions 1 & 2: Positive Classroom Culture**
- + Sessions 3 & 4: Collaborative Learning Sessions 5 & 6: Problem-Based Learning
- + Sessions 7 & 8: Mixed, Spaced Practice
-
- + Follow Up Sessions 1 & 2: Supporting Productive Struggle
- + Follow Up Sessions 3 & 4: Formative Assessment

Opening

Day 1 Outcomes



Together we will...

learn how *Inspiring Connections* supports and develops a positive classroom culture.

explore and experience *Inspiring Connections*.

reflect on current practices and beliefs to develop a plan for the implementation of *Inspiring Connections*.

Agenda

Session 2



Focus: Positive Classroom Culture

- + **Opening**
- + IC1 0.1.7 Lesson
- + Course Support
- + Closure

Learning Target: I can get ready to learn.

Opening

Working Agreements



- + Be willing to take **risks**.
- + Have a **visionary** mindset.
- + Stay **engaged**.
- + Explore and reflect on our **beliefs**.
- + Give **grace** to others and ourselves.

Change takes time, effort, and support!

Set your status to thumbs up if you are ready to begin.



Agenda

Session 2



Focus: Positive Classroom Culture

- + Opening
- + **IC1 0.1.7 Lesson**
- + Course Support
- + Closure

Learning Target: I can use a task to create an inclusive learning environment.

Prelude Lesson

IC1 Lesson 0.1.7

What do we need to work together?




Learning Target:
I can explain my class's agreed-upon expectations for behavior when working in teams.



p.9 & 10

IC1
0.1.7 Collaborative Learning Agreements
What do we need to work together?

 **Launch** When you work with others, what do you need?

a. Use the following sentence frames to organize your thoughts about teamwork.

When my team is not working well together, I need ____.


When working on a team, I would appreciate ____.

When working on a team, I would like to be able to ____.

I wish my teammates would ____.

I would like my teammates to show they are listening to me by ____.

b. Work with your team to categorize your needs.


 **Explore**

Representative:

Investigator:

Coordinator:

Organizer:

 **Closure** Throughout this course, you will be asked to reflect on what and how you learn. The Reflection Journal titled "Lesson 0.1.7: Attitudes about Math" is located on the following page. Read the prompt and write a response.

Representative

Slept Most

Reports the team's thinking to the class
Answers questions asked of the team

Investigator

Almost
slept most

Asks teacher questions
Makes sure team justifies their work

Coordinator

Almost
slept least

Tracks tasks and time
Helps team agree on a method or solution

Organizer

Slept Least

Collects and returns materials
Ensures team members record their work

Team Task:

1. Determine your team role based on how much you slept. (2 min)
2. Write down your role at the top of page 10. Read your role and description out loud to your team. (2 min)
3. Independently respond to 1 or 2 prompts in the Public Chat on page 10 of your Participant Handbook. (2 min)
4. Pair & Share with the remaining time. (4 min)



Prelude Lesson

IC1 Lesson 0.1.7

What do we need to work together?



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p.9 & 10

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Tech Tip



Whiteboard Tools

The screenshot displays a whiteboard interface with several toolbars and a callout box. A red box highlights the main toolbar on the right, which includes icons for selection, hand, eraser, shape, arrow, text, sticky note, and trash. Another red box highlights a secondary toolbar on the left, which includes icons for selection, hand, eraser, shape, arrow, text, sticky note, and trash. A third red box highlights a settings panel in the center, which includes options for Color, Fill, Dash, Size, and Keep Open. A fourth red box highlights a 'Styles' panel on the right, which includes a 'Styles' dropdown and a 'Keep Open' checkbox. A red arrow points to a callout box at the bottom left that says 'Click here to turn on multi-user whiteboard', which points to a red circle around a 'Share' icon in the bottom toolbar.

Color

Fill

Dash

Size S M L

Keep Open

Styles ↶ ↷

Click here to turn on multi-user whiteboard

Slide 1 100%

Based on our needs, we expect the following from our teammates:

Exhibit Visit

Cross-Pollination (Inter-team talk)



Directions:

1. Display your work.
2. Visit another team's work to make sense of, discuss, critique, and connect it.
3. Rotate to the next team's work and repeat this process.
4. Reflect on the work you viewed. What did you learn? What are your key takeaways?

Variations include: Hosted Exhibit Visit, Silent Exhibit Visit, Guided Exhibit Visit, Feedback Exhibit Visit



Team 1

Based on our needs we expect the following from our teammates:

1. Be safe: No judgement
- support struggle kindness, think time, share/take risks
2. Be responsible: Have materials needed, finish team roles, check for understanding,
3. Be respectful: treat materials properly, appreciate learning style, encourage questions, social skills
4. Be engaged: stay on task w/team, contribute, find other ways to solve, answer, etc.



Team 2



Based on our needs we EXPECT
the following from our teammates:

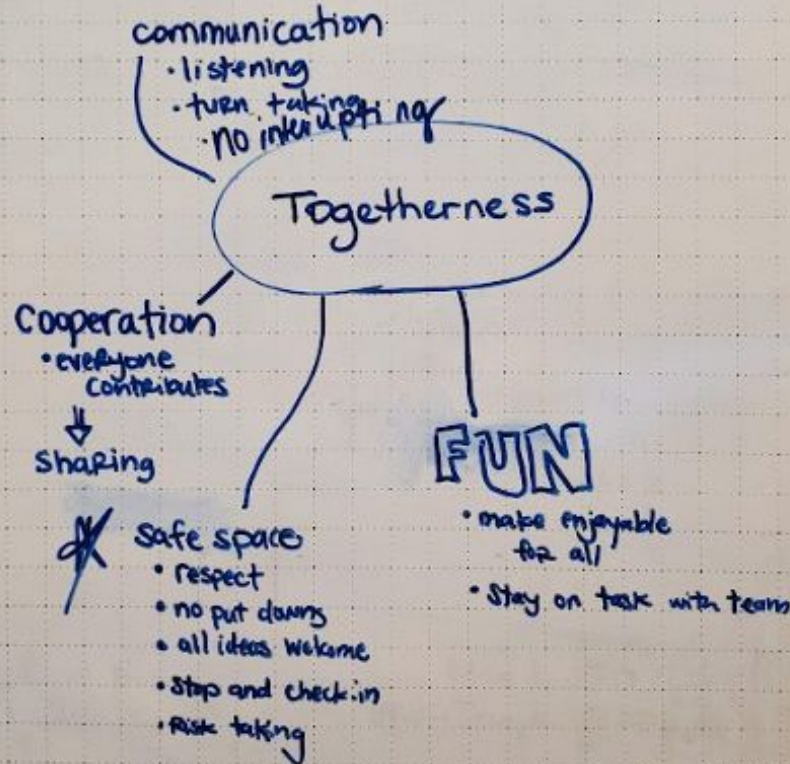
<u>Individual needs</u>	<u>Team needs</u>
<ul style="list-style-type: none">• think time• eye contact• follow team roles	<ul style="list-style-type: none">• One person speaks at a time• Show engagement• Supportive words• "Buy-in"

Team 3



Team 4

Based on our needs, we expect the following from our teammates:



Based on our needs, we expect the following...



Reflection Journal



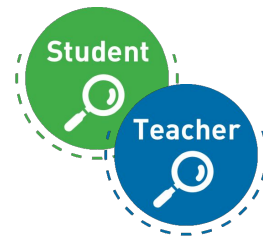
Lesson 0.1.7: Attitudes about Math

As you embark on a year of amazing mathematics, take time to do a self-assessment and reflect on your attitudes about math. As you progress through the course, you can refer back to this and see how you have changed.

Use the following sentence frames to reflect on your attitudes about mathematics.

- When I think of math, I think about _____.
- When I walk into math class each day, I feel _____.
- I do not feel confident with the following math topics: _____.
- I feel confident with the following math topics: _____.





Prelude Lesson

IC1 0.1.7—Lesson Reflection

How does this task create an inclusive learning environment?

Choose one:

1. What does this lesson tell students about math class?
2. What information will you gain about your students from this lesson?
3. What are the benefits and drawbacks of co-creating agreements?
4. How does co-creating agreements promote respect for students' differences?
5. How does this lesson establish/support positive interdependence?
("Positive interdependence arises when students feel mutual accountability for their learning and believe that their own learning will benefit through their interactions with each other.")



p.12

Prelude Lesson

0.1.7 Class Examples



Our class needs...

- We need teamwork to look / sound / feel

- ① to buy-in
- ② supportive words
- ③ positive community
inquisitive
- ★ ④ respectful
- ⑤ a safe space
- ⑥ to put in effort & take risks

Based on our needs we expect the following from our teammates...

- ① to be active listeners, participators and encouragers
- ③ to actively participate
- ② growth mindset (positive, willing to learn mistakes are okay)
- ④ to stay focused and be accountable (on task) (aware)
- ⑤ environment of respect where all students can collaborate b/c they feel safe sharing.
- ⑥ collaboration
- ⑦ respect
- ⑧ respect 4 ideas/people/task
- ⑨ wait time

Prelude Lesson

Teacher View: Navigation



Learning



Inspiring Connections



eBooks



eWorkspace



Assessment



Parent Support

0.1.7

**What do we need to
work together?**

Collaborative Learning
Agreements

Go to Lesson

Prelude Lesson

Teacher View: Notice & Wonder



Prelude Lesson

Teacher View: Notice & Wonder Debrief



CPM DB

My Courses > Inspiring Connections Course 1

Plan Teach

< Lesson 0.1.7 > Resources

Collaborative Learning Agreements

0.1.7 What do we need to work together?

Lesson at a Glance

Learning Intent

Students will co-create a list of working agreements for collaborative learning in this class.

Lesson Overview

- Lesson at a Glance
- Launch
- Explore Collaborative Learning Agreements 0-48
- 0-49
- Closure
- Reflection and Practice 0-50
- 0-51
- 0-52
- 0-53
- 0-54

Teacher Notes

Reminder

Move teams to VNPSs. Have them use their categories from the Launch to express their collaborative learning expectations.

Questions to Consider

What would your list or concept map look like if you completed one based on your experiences with teamwork? How will you ensure students' ideas are not influenced by your personal preferences?

My Notes [Add Note](#)

Authors' Vision

In this part of the activity, students use their responses from the Launch to create a list of expectations. That is, they are articulating what others can do to meet their needs.

Screen Break

Take a break and walk away from the computer.



Agenda

Session 2



Focus: Positive Classroom Culture

- + Opening
- + IC1 0.1.7 Lesson
- + **Course Support**
- + Closure

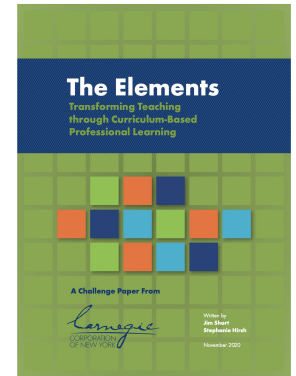
Learning Targets:

- + I can experience and explain the development of classroom community and mathematics content in my course.
- + I can navigate the curriculum materials.

Course Support

Why?

Teachers develop a deep understanding of the underlying concepts and structures that knit the curriculum together. As they learn, they enhance their **content knowledge** and their understanding of the **rationale** for the curriculum's **learning sequences**. Instead of redesigning lessons, they spend their limited time preparing to use high-quality instructional materials nimbly, freeing up energy to foster relationships with students and push them to meet rigorous standards.



Short, J., & Hirsh, S. (2020). *The elements: Transforming teaching through curriculum-based professional learning*. Carnegie Corporation of New York, 13.



Authors' Vision

Prelude

- + Develop collaborative learning expectations
- + Highlight different ways of thinking mathematically
- + Focus on respect and valuing perspectives
- + Build trust and routines

Chapter 1

- + Introduce the course content
- + Formative assessment of prerequisite knowledge

Course Support

Module Access



p.13

Open the link in the public chat

Tech Tip



Share Screen

Choose what to share

Choose what to share with m001068.rna1.blindsidenetworks.com

The site will be able to see the contents of your screen

Chrome Tab Window Entire Screen

- BigBlueButton - Session 1 - Default
- Helpful tips for Big Blue Button - Googl...
- 02 Session 0 (Orientation) - Slides (6.9...
- UPDATED TECH TIP for all teams - Goo...
- public chat big blue button - Google Se...
- New Tab
- Session 1
- VL Sessions in the Professional Learnin...

Also share tab audio

Cancel Share

Take presenter



Tech Tip



Joining your course team

Join breakout room Close Join room **2nd**

Choose a breakout room to join

- VL Session 5 - Mixed, Spaced Practice Pt 1 (Roc
- VL Session 5 - Mixed, Spaced Practice Pt 1 (Room - 1)** **1st**
- VL Session 5 - Mixed, Spaced Practice Pt 1 (Room - 2)
- VL Session 5 - Mixed, Spaced Practice Pt 1 (Room - 3)
- VL Session 5 - Mixed, Spaced Practice Pt 1 (Room - 4)
- VL Session 5 - Mixed, Spaced Practice Pt 1 (Room - 5)
- VL Session 5 - Mixed, Spaced Practice Pt 1 (Room - 6)

Course Support

Prelude Snapshot & Storyline



The Chapter Introduction provides an excellent starting point as you prepare to teach. Each introduction contains the chapter's Table of Contents, Learning Targets, and Progression, which details the storyline of the chapter.

Consider the question below for the Prelude and Chapter 1 as you review the Chapter Introduction and Mathematician's Notebook pages.

QUESTION TO CONSIDER

How would you describe this chapter in one sentence?

DIGITAL PLATFORM

- Review the Chapter Introduction.

Prelude - Chapter 1

MATHEMATICIAN'S NOTEBOOK

- Skim the chapter and Reference Materials.

File for the Prelude - Chapter 1.

Describe the chapter in one sentence.



p.13

Course Support

Reflection



Learning Targets:

I can experience and explain the development of classroom community and mathematics content in my course.

I can navigate the curriculum materials.



Share Around: Share one thing you noticed or wondered.



p.13

Add questions, comments, good ideas to share, and burning issues to the Parking Lot!

Course Support Walkthrough



YOUR TASK

- Access the **Student View** and complete the math in your Mathematician's Notebook.
- Use the **Task Card** to guide your work.

As needed, access the Teacher Plan View.

LINKS

- Task Cards (Prelude - Chapter 1)
- Prelude (Student View / Plan View)
- Chapter 1 (Student View / Plan View)

Complete the **bold tasks**.

Complete if time permits.

*Information necessary from to complete the task. For more information, refer to the Authors' Vision in the Digital Platform.

Lesson 0.1.5 Overview: Students will brainstorm different ways feedback is helpful. Students will practice offering feedback as they work on visualizing and solving problems.

Information/Task

Door Question: *What is one of your family's traditions?*

- Complete the **Launch***
- Read **0-34 problem stem (do not read/do parts a and b)***
- Complete 0-34
- Read Closure
- Reflection & Practice: 0-38

Materials

Sticky notes: several pads per team
Poster paper: one sheet per class
VNPSs and writing supplies: one per team

Highlighted materials are required to complete the bold tasks.

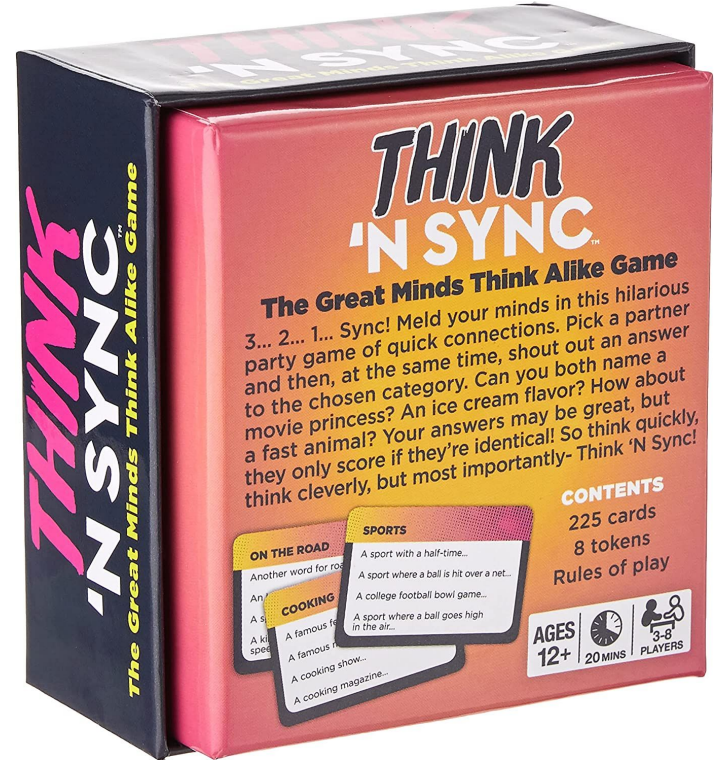
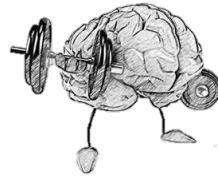
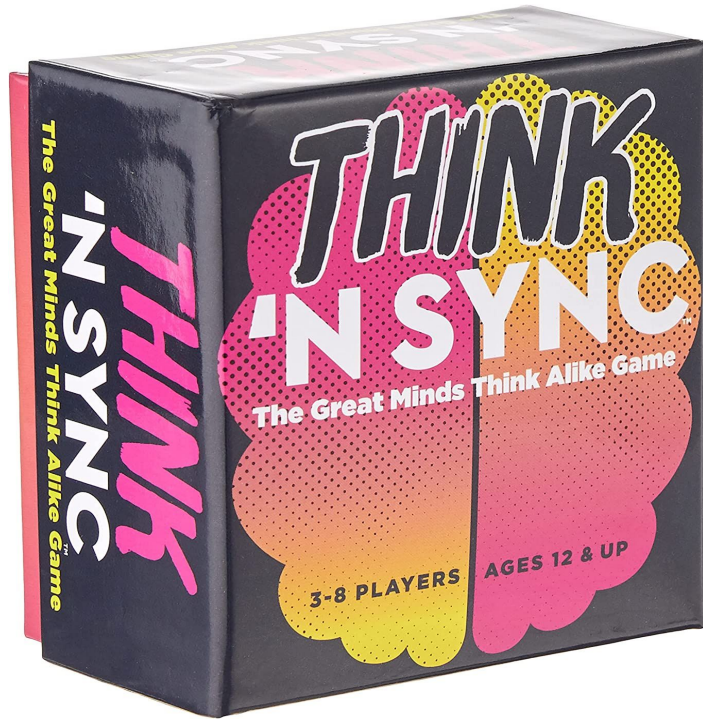
*Authors' Vision

- + Launch: After the **Go Chat**, write down an example of helpful feedback on a sticky note.
- + 0-34: Read 0-34 (without parts a & b) using the **Three Reads** mathematical language routine.
 - + 1st Read: Read the problem stem aloud and complete this sentence frame:
 - + "This is about ____."
 - + 2nd Read: Focus on the mathematics of the problem.
 - + "The math vocabulary I see is ____."
 - + "The math includes ____."
 - + 3rd Read: What mathematical questions might you ask?
 - + "A question I created is ____."
- + The teacher facilitates students sharing out.



Walkthrough

Brain Break



Agenda

Session 2



Focus: Positive Classroom Culture

- + Opening
- + IC1 0.1.7 Lesson
- + Course Support
- + **Closure**

Learning Target: I can reflect on how to develop a positive classroom culture and plan my next steps for the school year.

Closure

Integrated Instructional Supports



What have we experienced so far?

Reciprocal Teaching

Collaborative Talk (Intra-team talk)



Directions:

1. Find your partner.
2. Determine who will be Partner (1) and who will be Partner (2).
3. Partner (1), explain your concept while Partner (2) listens and asks clarifying questions if needed.
4. Partner (2), explain your concept while Partner (1) listens and asks clarifying questions if needed.
5. Be ready to summarize what you and your partner discussed.





Reciprocal Teaching

Collaborative Talk (Intra-team talk)



Use the following sentence frames as needed:

- + *I know _____.*
- + *We learned _____.*
- + *The most important thing to remember about _____ is _____.*
- + *We learned _____ about _____.*

Closure

Positive Classroom Culture Vocabulary



What is it?

How does it support positive classroom culture?

What questions do you still have about it?

Partner 1

Math Chats

Mathography

Door Questions

Partner 2

**Study Team and
Teaching Strategies**

Talk Moves

Prelude

Closure

Outcomes



Together we have had the opportunity to...

learn how Inspiring Connections supports and develops a positive classroom culture.

explore and experience Inspiring Connections.

reflect on current practices and beliefs to develop a plan for the implementation of Inspiring Connections.






p.3


Closure






Inspiring Connections Action Plan



Professional Learning

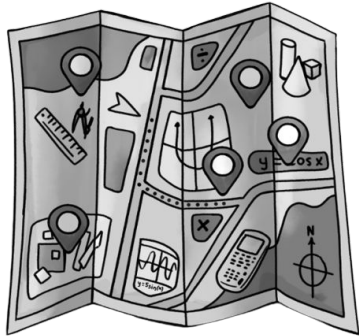
-  Professional Learning Portal
-  Event Registration
-  Podcast

Danielle Boggs 

-  My Dashboard
-  Profile
-  Learning Log
-  File Cabinet
-  Action Plans

Closure

Inspiring Connections Action Plan



DAY ONE

POSITIVE CLASSROOM CULTURE

How will you use the resources in *Inspiring Connections* to develop a positive classroom community?

Consider:


- Beliefs
- Research
- Big ideas
- Vocabulary
- Tools and resources to support you

To co-create a positive classroom community, I will _____.

No response yet

Closure



- + **Parking Lot**
- + **Attendance**
 - Enter passcode in the PL Portal: #####
- + **Before Next Session:**
 - Reflection & Practice for IC1 Lesson 1.1.1 (1-5 to 1-9)
 -  **p.14-16**
 - Review the FIC Virtual Learning Checklist



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