**Illinois State Board of Education**

**2014 Statewide System of Support**

**Foundational Services for Mathematics**

**Updated 11/16/16 Facilitator Guide Module 2 Model Math Resources**

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| Training Title | **Mathematics Foundational Services Training – Module 2 Model Math Resources** |
| Objectives | 1. Utilize the resources in the ISBE Model Math Resources to train Illinois educators 2. Create and analyze real-world problems using the problem-solving structures described in the New Illinois Learning Standards |
| Planning Considerations | * Date: Consult district calendars and publicize early for optimal attendance. * Time: Prepare for 2.5 hour presentation * Location: Secure centralized, regional location with adequate space. * Resources: * Arrange for equipment: computers (provided or brought by participants), projector, screen, speakers, microphone. * Prepare materials: posters, chart paper, tape, adhesive notes, markers, pens, index cards. * Organize meeting room: ideally round tables of 4-6, materials table, visual access to screen. * Print Training Takeaway packet for each participant (all activity handouts are included). * Ensure access to Internet for each participant. Notify participants in advance that device is needed. |

| Content Focus | Content and Process | Materials/  Resources | Time | Notes |
| --- | --- | --- | --- | --- |
| Registration | * Have each participant sign-in and verify contact information (name, district, address, email, phone number) on participant list * Give each participant the agenda and links document along with a paper copy of the pre-post for this session | Links | 30 min. | The |
| Objectives | **Facilitator** previews session outcomes as central to the state-wide provision of foundational services. Ask participants to complete the pre section of the pre-post and indicate that they will complete the post section after the training and use this formative assessment to assist in the on-line evaluation and for them to take away from the session to guide their next steps towards implementation. | PPT slides 2 | 2 mins. |  |
| Introductions | **Facilitator** introduces self, then introduces participants by asking then to stand if the statement made is true about them. (“That’s Me!”)  **Participants** stand when applicable statements are made | PPT slides 3 | 2 mins. |  |
| Norms | **Facilitator** introduces norms, asks for agreement. | PPT slide 4 | 1 min. |  |
| Opening Activity | * Opening math tasks * Reflection on math tasks * Mathematical Practice Standards   **Facilitator** distributes math tasks to participants and directs them to work through the tasks as a student. Then they will analyze the tasks for the Mathematical Practice Standards.  **Participants** collaboratively work on the tasks and identify mathematical practices being used to address the tasks. | * Tasks * Handout 1: Mathematical Practices Reflection   PPT slides 5-6 | 20 mins. |  |
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| Scope and Sequences | * Grade Level Scope and Sequences (How we use Content Emphases by Cluster/MCF/Evidence Statements) * Grade-to-Grade Coherence   **Facilitator:** Show the scope and sequence for each grade level and explain the reasoning for the sequence of the units.  **Participants**: Examine each scope and sequence. Note what is consistent with current curriculum plans and what is different. Consider the reasoning for the sequence and note questions others may ask. | Chart Paper to capture observations  PPT Slide 7-9 | 30 mins. |  |
| The Unit Map | * Read the Unit Map * Fill in Confirmed/Enlightened/Questioned document * Share out from groups.   **Facilitator:** Explain the components of the Unit Map prior to assigning participants to read 1 of the unit maps for their grade level.  **Participants:** Read the unit map and note examples of content that they are already teaching this way, examples that are new ways of approaching the content, and questions that occur during reading. | PPT slides 10-20  Handout 2: Unit Map Reflection | 45 mins. |  |
| Problem Solving Structures | * Addition/Subtraction Structures (& unknown locations) * Multiplication/Division Structures (& unknown locations) * Multi-Step Problems (& unknown locations) * Grade Level Progression (Whole, Fraction, Decimal, etc.)   **Facilitator:** Prior to the segment, post the posters on the walls around the room in the same order as the ppt.Direct participants to first write a 1-step word problem. Then have them examine each of the scenarios in the ppt to consider the structure and the location of the unknown. Have them reflect on their problem. When you have discussed each structure, have participants walk to the poster on the wall that represents their problem structure and unknown location. Critique with others.  **Participants:** Write a 1-step word problem. Consider the structure and the location of the unknown. Reflect on the problem. Walk to the poster on the wall that represents the problem structure and unknown location. Critique with others. | Posters  Handout 3 Problem Solving Structures  PPT slides 21-45 | 45 mins. |  |
| Afternoon Wrap-Up | Question Collection – exit slip  **Facilitator**: Distribute index cards to collect questions from participants. Address questions. Ask participants to complete the post section of the pre-post, complete the on-line evaluation and moves around the room to note participant responses.  **Participants**: Generate questions by writing them on index cards. Turn in to the facilitator. Complete the post assessment, complete the on-line evaluation and take the pre-post with them to assist in next steps toward implementation. | Index Cards | 5 mins. |  |