**VDOE 2019 SOL Institute K-2 Session -- Reflection**

| **Learning Intentions**   * *Content Learning Intention*: I am learning about strategies and approaches that make teaching and learning more visible. * *Language Learning Intention*: I am learning to use the language of a visible learning mathematics classroom. * *Social* *Learning Intention*: I am learning how to listen and respond to my peers’ ideas in ways that move everyone forward as learners. | | |
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| **Module I: Overview – Visible Learning, Equity, and Identity**  **Success Criteria**   * I can recognize and support equitable learning opportunities for all students that promote positive student mathematical identity and agency. * I can describe how to create a classroom environment that supports the development of assessment-capable mathematics learners. * I can recognize strategies in teaching and learning that have high impacts (effect size) on student achievement. | | |
| **reflection for participants**  Based on Module I... | **In My Classroom** | **Professional Development for Others** |
| What is one idea that squared with your thinking? |  |  |
| What is a question circling in your mind? |  |  |
| What point(s) would you like to remember, that might impact your work? |  |  |

| **Module II: Task Implementation (Before)**  **Success Criteria**   * I can identify how teacher clarity about learning intentions and success criteria contributes to student success. * I can identify strategies, methods or approaches to meet the learning needs of individual students. * I can distinguish between tasks that will engage students in higher levels of cognitive demand versus lower levels of cognitive demand. * I can describe the factors associated with the decline or maintenance of the cognitive level of a rich mathematical task. * I can anticipate student solution strategies and misconceptions associated with the implementation of a mathematical task. | | | |
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| **module 2 task implementation reflection**  Based on Module II... | **In My Classroom** | **Professional Development for Others** |
| 3 things I have learned are... |  |  |
| 2 questions I have are... |  |  |
| 1 thing I intend to implement is... |  |  |
| **Module III: Task Implementation (During/After)**  **Success Criteria**   * I can implement a rich mathematical task to support deeper learning for all students. | | | |
| 3-2-1 image  Based on Module III... | **In My Classroom** | **Professional Development for Others** |
| What? (What did you learn?) |  |  |
| So What? (Why is this useful or  important?) |  |  |
| Now What? (How does this support you  you with implementing tasks) |  |  |
| **Module IV: Assessing Student Understanding**  **Success Criteria**   * I can use a rubric to score student work samples and work collaboratively to calibrate my scores. * I can analyze student work to identify what students know and are able to do in order to plan instruction that moves all students forward as learners. * I can use success criteria to provide effective feedback to students to deepen student learning. | | | |
| graphic of four squaresBased on Module IV, jot thought about the following: | **In My Classroom** | **Professional Development for Others** |
| Rubric |  |  |
| Calibration Protocol |  |  |
| Feedback |  |  |

| **Session Closure**  **Learning Intentions**   * *Content Learning Intention*: I am learning about strategies and approaches that make teaching and learning more visible. * *Language Learning Intention*: I am learning to use the language of a visible learning mathematics classroom. * *Social* *Learning Intention*: I am learning how to listen and respond to my peers’ ideas in ways that move everyone forward as learners. | | |
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| Decorative  Based on today’s presentation… | **In My Classroom** | **Professional Development for Others** |
| One thing I could stop doing is... |  |  |
| One thing I could continue doing is... |  |  |
| One thing I could start doing is... |  |  |