VDOE 2019 SOL Institute EOC Session -- Reflection

| **Module I: Overview – Visible Learning, Equity, and Identity*** I can recognize strategies in teaching and learning that have high impacts (effect size) on student achievement.
* 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.
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| **module 1 table**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? |  |  |

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| **Module II: Task Implementation (Before)*** I can identify how teacher clarity about learning intentions and success criteria contributes to student success.
* 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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| **Decorative**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 want the presenter to know is... |  |  |
| **Module III: Task Implementation (During/After)*** I can implement a rich mathematical task to support deeper learning for all students.
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| DecorativeBased on Module III... | **In My Classroom** | **Professional Development for Others** |
| What did we learn today? |  |  |
| So What? (Why is this useful or important?) |  |  |
| Now What? (How does this fit into the unit, affect their thinking, or can they predict what comes next.) |  |  |
| **Module IV: Assessing Student Understanding*** I can use a rubric to score student work samples and work collaboratively to calibrate my scores.
* I can use success criteria to provide effective feedback to students to deepen student learning.
* 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.
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| Based on Module IV, graffiti a thought about one of the following:Decorative | **In My Classroom** | **Professional Development for Others** |
| Rubric |  |  |
| Calibration Protocol |  |  |
| Feedback |  |  |

| **Session Closure*****Content:**** I am learning about strategies and approaches that make teaching and learning more visible.

***Language:**** I am learning to use the language of a visible learning mathematics classroom.

***Social:**** I am learning how to listen and respond to my peers’ ideas in ways that move everyone forward as learners.
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| Based on today’s presentation…Decorative | **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... |  |  |