

Tunstall's

# MATH

## PROFESSIONAL DEVELOPMENT

*with* Reagan Tunstall & Kristina Grant

### Information and Agenda

## Math 2 Professional Development

Hsp

## **Math 2 Professional Development:**

**Math for All (K-2)** Babette Moeller, Barbara Dubitsky, Marvin Cohen, Karen Marschke-Tobier, Hal Melnick, Linda Metnetsky, Andrea Brothman, Randi Cecchine, 2013-01-29 Demonstrate a collaborative inclusive approach for teaching mathematics in Grades K-2. This complete resource guides you in leading the highly acclaimed Math for All program for K-2 teachers. Staff developers will find a user friendly facilitator's guide and DVD including presentations and video case studies for conducting a series of five workshops. With the Math for All Participant's Book this resource helps you Show general and special education teachers how to collaborate to meet the needs of all students including those with disabilities and support the CCSS. Demonstrate how to identify students' different strengths and challenges. Build familiarity with the key neurodevelopmental functions that shape children's learning. Suggested use Order one comprehensive package for the facilitator plus as many individual Math for All Participant's Books as needed for each individual in your group. Includes Participant book Facilitator's Guide 2 DVDs [Math for All Participant Book \(K-2\)](#) Babette Moeller, Barbara Dubitsky, Marvin Cohen, Karen Marschke-Tobier, Hal Melnick, Linda Metnetsky, 2013-01-09 A mathematics professional development program for inclusive classrooms. Developed by the Education Development Center and Bank Street College of Education this professional development program shows general and special education teachers how to collaborate to provide a high quality standards based mathematics education to all students including those with disabilities. The Math for All learning experiences detailed in the corresponding facilitator's kit help teachers Assess students' strengths and needs. Use multiple instructional strategies to teach specific math concepts. Tailor lessons based on individual student's strengths and needs to help them achieve high quality learning outcomes in mathematics and meet the Common Core State Standards. This program emphasizes how the neurodevelopmental demands of a math lesson interact with individual student's strengths and needs. The authors provide step by step guidance for adapting materials, activities, and instructional strategies to make lessons accessible to all students. This participant book includes the handouts and reproducibles for the program. The corresponding kit includes a facilitator's guide and a corresponding DVD. This detailed and informative resource provides a neurodevelopmental guideline for planning math lessons appropriate for learners with a variety of learning needs. Renee Peoples Math Instructional Facilitator Swain County Elementary Schools Bryson City NC Math for All will directly impact the way teachers observe, reflect, and support students who struggle with some aspect of math learning. It is a multi layered book that will appeal to facilitators of professional development and teachers because it is grounded in everyday practice. Claire Wurtzel Director of Professional Development The Churchill School Center New York NY **Productive Math Struggle** John J. SanGiovanni, Susie Katt, Kevin J. Dykema, 2020-03-09 Seldom has a book been as timely or as necessary as Productive Math Struggle is today. One of the remarkable accomplishments of SanGiovanni, Katt, and Dykema's work lies in how they seamlessly connect the research on high quality tasks, high expectations, identity, and equity to productive math struggle. This

is perhaps their greatest contribution. The authors see productive math struggle as a critical feature of mathematics classrooms that support access, equity, and empowerment specifically arguing that every student is worthy of struggle. From the Foreword by Matt Larson, Ph.D., Past President 2016-2018 National Council of Teachers of Mathematics Associate Superintendent for Instruction Lincoln Public Schools Nebraska. Struggle is hard. Productive struggle is power. All students face struggle and they should. It is how they learn and grow. The teacher's job is not to remove struggle but rather to value and harness it, helping students develop good habits of productive struggle. But what's missing for many educators is an action plan for how to achieve this, especially when it comes to math. Persevering through difficult challenges to reach new learning is the core of Productive Math Struggle. When left unsupported, struggle can become unproductive and demoralizing, negatively influencing students' mathematical identities. The authors guide teachers through six specific actions including valuing, fostering, building, planning, supporting, and reflecting on struggle to create a game plan for overcoming obstacles by sharing Actionable steps, activities, and tools for implementation. Instructional tasks and vignettes representative of each grade level. Real world examples showcasing classroom photos and student work samples. A book study guide is available under the Free Resources tab that helps math educators to learn together on how to incorporate productive math struggle in their classrooms. Revolving around the idea that math is a way of thinking and understanding and not just the pursuit of answers and procedures, this book empowers students to embrace productive struggle to build essential skills for learning and living both inside and outside the classroom.

**Professional Development in ESEA** United States. Congress. Senate. Committee on Health, Education, Labor, and Pensions, 1999

*Beyond the Bubble* Maryann Wickett, Eunice Hendrix-Martin, 2011. Multiple choice testing is an educational reality. Rather than complain about the negative impact these tests may have on teaching and learning, why not use them to better understand your students' true mathematical knowledge and comprehension? Maryann Wickett and Eunice Hendrix Martin show teachers how to move beyond the student's answer, right or wrong, to uncover understanding and/or misconceptions. By asking a few simple follow-up questions, teachers can learn a great deal about student understanding and make better, more informed instructional decisions. The *Beyond the Bubble* books, grades 2-3 and grades 4-5, are each divided into five strands: number, measurement, algebra, geometry, and probability, with six problems per strand. Each problem includes an overview of the objective of the test question, a sample question typical of those found on standardized tests, strategies students employ to solve the problem, conversation starters, student work, student-teacher conversations, and instructional strategies to advance student learning. Teachers will also find suggestions for differentiation, reproducible sample questions, and a comprehensive list of additional resources. With dozens of sample test questions and numerous student samples, *Beyond the Bubble* shows educators how to use multiple choice tests to provide more purposeful, focused mathematics instruction for all of their students.

**Math Professional Development, Grades K-2 Participant Guide Number Sense** Hsp, 2003-10

*Math for All Participant Book (K-2)* Babette

Moeller, Barbara Dubitsky, Marvin Cohen, Karen Marschke-Tobier, Hal Melnick, Linda Metnetsky, 2013-01-09 Develop new skills and strategies for inclusive mathematics teaching The highly acclaimed Math for All workshop program helps general and special education teachers collaborate to reach all students with standards based mathematics lessons This participant book is the companion to the Math for All K-2 facilitator's guide and includes all the reproducibles plus classroom assignments that extend learning between workshop sessions Participants will find A user friendly overview of the eight neuro developmental functions that shape mathematics learning Hands on activities and tools that help teachers accurately identify students strengths and challenges then adapt instructional strategies accordingly Techniques for reaching ELLs and students with disabilities [Resources in Education](#), 1988-12 **Middle School Math, Course 2** McDougal Littell Incorporated, 2004

[Second Handbook of Research on Mathematics Teaching and Learning](#) Frank K. Lester, 2007-02-01 The audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community's willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community

**A Guide to Detracking Math Courses** Angela Torres, Ho Nguyen, Elizabeth Hull Barnes, Laura Wentworth, 2023-05-03 Create a pathway to equity by detracking mathematics The tracked mathematics system has been operating in US schools for decades However research demonstrates negative effects on subgroups of students by keeping them in a single math track thereby denying them access to rigorous coursework needed for college and career readiness The journey to change this involves confronting some long standing beliefs and structures in education When supported with the right structures instructional shifts coalition building and educator training and support the detracking of mathematics courses can be a primary pathway to equity The ultimate goal is to increase more students access to and achievement in higher levels of mathematics learning especially for students who are historically marginalized Based on the stories and lessons learned from the San Francisco Unified School District educators who have talked the talk and walked the walk this book provides a model for all those involved in taking on detracking efforts from policymakers and school administrators to math coaches and teachers By sharing stories of real world examples lessons learned and prompts

to provoke discussion about your own context the book walks you through Designing and gaining support for a policy of detracked math courses Implementing the policy through practical shifts in scheduling curriculum professional development and coaching Supporting and improving the policy through continuous research monitoring and maintenance This book offers the big ideas that help you in your own unique journey to advance equity in your school or district s mathematics education and also provides practical information to help students in a detracked system thrive [Brain-Compatible Activities for Mathematics, Grades 2-3](#) David A. Sousa,2009-11-24 Aligned with NCTM standards and focal points this resource offers ready to use lessons that include brain compatible math activities step by step instructions for the teacher and all the necessary reproducibles [Mathematics Formative Assessment, Volume 2](#) Page Keeley,Cheryl Rose Tobey,2016-12-08 This one of a kind resource helps you build a bridge between your students initial ideas and correct mathematical thinking Includes an annotated reference guide [Guidelines for the Continuing Mathematical Education of Teachers 1988](#) Mathematical Association of America. Committee on the Mathematical Education of Teachers,1988

[Leadership and Professional Development for Social Justice](#) Brad W. Kose,2005 **Teaching by Design in Elementary Mathematics, Grades 2-3** Jennifer Stepanek,Melinda Leong,Linda Griffin,2010-11-19 This professional learning programme for Key Stage 2 mathematics teaching is grounded in the latest research on the characteristics of effective professional development The materials help teachers deepen their content knowledge for important mathematical concepts in their grade increase their understanding of how students learn these mathematical ideas use their knowledge to develop effective lessons and improve instruction enhance their collaboration skills The mathematical content of Teaching by Design in Mathematics matches content topics in number and operations identified for each grade by the NCTM Curriculum Focal Points The culminating activity of the programme is the co creation of a prototype lesson which is taught to students by team members the team then investigates the impact of the lesson on student learning The cycle of investigating planning teaching observing debriefing and revising a lesson together contributes to a climate of continuous professional learning

**Subtraction&regroup Grades K-2** HSP,2004-07-01 **Introduction to Communication, Grades Prek-2** Susan O'Connell,Kelly O'Connor,2015-05-06 NCTM s Process Standards support teaching that helps children develop independent effective mathematical thinking The books in the Heinemann Math Process Standards Series give every teacher the opportunity to explore each standard in depth With language and examples that don t require prior math training to understand the series offers friendly reassuring advice and ready to use examples to any teacher looking to improve and enhance their math instruction In Introduction to Communication Susan O Connell and Kelly O Connor show you ways to help students explore express and better understand mathematical content through talking and writing They offer an array of entry points for understanding planning and teaching including strategies that help students put their ideas into words clarify them elaborate on them and ultimately produce clear and organized math writing The book and accompanying online

resources are filled with activities that are modifiable for immediate use with students of all levels customizable to match your specific lessons In addition a correlation guide helps you match the math content you teach with the mathematical processes it utilizes If your students struggle to describe their mathematical thinking or if you're simply looking for new ways to work the communication standard into your curriculum Introduction to Communication will be much used dog eared resource And if you'd like to learn about any of NCTM's process standards or if you're looking for new classroom tested ways to address them in your math teaching look no further than the entire Math Process Standards Series You'll find them explained in the most understandable and practical way from one teacher to another Scott Foresman-Addison Wesley Mathematics ,2008 Math Professional Development, Grades K-2 Participant Guide Meaning/add & Sub Hsp,2004

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individual case study prestige telephone prestige telephone company has established a computer services subsidiary prestige data services which specialize in offer data processing for telephone companies including its parent company and  
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to reduce the need for rate increases prestige telephone co realized that a centralized service that could plan control and account for its own operations could benefit themselves and other businesses in the region utilize the current telephone circuits and sell extra computer time not needed by the telephone company

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statements will show the true contribution that the prestige data service is providing for prestige telephone company there are certain costs within prestige date that benefit the main company but they are only being seen as

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the results of operations of prestige data services are quite unattractive the enterprise reported loses upward of 100 000 in 3

months hbs it does not appear as if the subsidiary is itself the problem with prestige telephone company many of the challenges it faced early on were coincidental