RAMP-A
June 26, 2014

Welcome!!

The RAMP-A Team

Recall our Goal

- Build our capacity to create environments and lessons that develop all students' understanding of mathematics described in the CCSS with depth, by making sense, and by making connections. To do this, we strive to:

- 1) Develop our PLCs as learning communities that support our continued growth as teachers.
- 2) Practice inquiry ways of understanding how our students learn math (from the struggling learner to the fast learner) and how we could use our understanding in the planning and implementation of our lessons.
- 3) Develop ways of examining the CCSS to understand how to use its focus, coherence, rigor, and SMP.

Integrating tasks

- Given the four tasks focused on particular CCSS standards for Algebra 1. where in your scope and sequence would you use them?
- What prior knowledge would you expect students to bring?
- How could you use the tasks to help students build on their prior knowledge to develop deeper understandings, connections, and sense-making?

Reflection

- In what ways, if at all, did doing and examining the tasks affect your understanding of the standards?

DTAMS

Back of Reflection sheet

- IF you are a Spokane Public Schools Teacher, would you rather replace the missing day in next year's dates with:
- A: Two half-Saturdays, dates to be determined
- B: Four 2-hour after-school sessions
- C: One of the two dates (Oct. 10 or March ?) for which there is no school.
- D: Other _____

Break: Snacks!

Parabola Surprises

- How could we use the graph of a parabola as a springboard for conjectures and reasoning in an Algebra 1 class?
- What do you know about parabolas that surprises you?

There are 5 Parabola Surprises

- Come up with a catchy name related to parabolas for your group.
- Choose any of the first four Surprises and take an envelope for your table (there are 8 papers in each envelope, so take extras if needed).

Parabola Surprises

- Consider what your students would do and what tools and knowledge they would bring.
- When you have ***one*** paper with the best combined solution and explanations from your table, post it on its poster with your group's title and choose another surprise.
- You can choose #5 after you have solved #3.
- When we have 2-3 solutions on each poster, we'll stop and discuss them.

Mathematical Practices

- What SMP did you and your colleagues use?
- What SMP could your students use on these tasks?
- How could you encourage students' development of the practices to become more proficient at learning and doing mathematics?

Reflection

- How could you integrate more opportunities for students to become aware of and develop proficiencies in the SMP?

Beliefs Inventory

- Take the Beliefs Inventory and turn it in.

- PLC discussion: What do you believe about each of the following: lessons/activities/tasks appropriate for students? Use post-its to write statements: Yellow we agree/Blue some disagreement

	LOW	MEDIUM	HIGH
ABILTY			
PRIOR KNOWLEDGE			
MOTIVATION			

Giving Good Feedback

Evaluations

- Your evaluations are important to us. They are not just for clock hours, they guide and inform our work.

- Please take time to give thoughtful and complete responses. You may identify yourself or may remain anonymous.