**MC2 Summer 2017 Leadership Academy**

**Thursday Agenda**

**Outcomes:**

* Increase shared knowledge and language about mathematics content, skills and growth mindsets that teachers are acquiring in MathLab
* Develop awareness and knowledge of what principals should see in effective mathematics classrooms
* Explain how effective math teaching connects with *Teacher Evaluation Indicators – Domains 2 & 3*
* Identify the principals’ role in supporting ongoing teacher and student learning at their school site after MathLab
* Develop awareness of the MC2 Leadership Framework and how it can be used to impact math teaching and learning on a day to day basis
* Clearly articulate the roles and responsibilities of MC2, principals, and teachers for impacting instruction leading to increased student learning of mathematics

**Overview:** What are teachers learning in MathLab? What are they expected to implement in their classrooms during math lessons each day? How can teacher learning be supported at their school site each day? What is the role of the principal in creating a powerful learning space for teachers? What is the impact on student learning?

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| **Time** | **Activity** | **Materials** |
| 8:30 – 9:00 | **Welcome and Grounding** | *Create the Learning Space Protocol*  *Colors Work Style Activity (SAVI, 2011)*  *Seven Norms for Collaboration*  *Paths of Talk Graphic and Protocol* |
| 9:00 – 10:00  (Part 1) | **Teacher Learning in MathLab**  *Standards Based Learning Environment (SBLE)* Implementation Framework/Connection to *Math Teaching Practices*   * *Domains 1, 2 & 3* * *Growth Mindset* | *Structured Stationery: MC2  Implementation Framework (blank)*  *MC2 Implementation Framework*  *Principles to Action Executive Summary: Principal’s Role*  *(pgs. 5-6)*  *Teacher Evaluation Domains 2 & 3*  *Growth Mindset Carol Dweck Video: A Study on Praise and Mindsets* |
| 10:00 – 10:15 | **Break** |  |
| **Time** | **Activity** | **Materials** |
| 10:15 – 11:30  (Part 2) | **Teacher Learning in MathLab**  Instructional Practices   * *Number Talks* * *Questioning and Discourse* | *Eight Math Teaching Practices (NCTM)*  *Crosswalk MTP with Domains 2& 3*  *Video Link to Jo Boaler: Number Talks* |
| 11:30 – 12:30 | **Lunch** |  |
| 12:30 – 1:00  (Part 3) | **Teacher Learning in MathLab**  Planning effective lessons   * Using the *Launch, Explore, Summarize (LES) Model* * Using data to find the compelling why | *Sample of Highly Effective Lesson Plan using LES model*  *Video Link to LES Pizza Lesson*  *Tale of Two Classrooms* |
| 1:00 – 1:30  (Part 1) | **The Role of the Principal**  Grounding: Explore the role of the principal from four perspectives   1. Beliefs: After teachers leave MathLab, what do you *believe* the role of the principal should be? 2. Experiences: What have you learned from experience that is effective for supporting teacher learning from MathLab? What doesn’t work and isn’t effective? 3. Research: What is the position of *NCTM Principles to Action*? 4. Perspectives/Knowledge of Others: What are the perspectives of knowledgeable others in the field? | *Structured Stationery: Four Perspectives*  *Principles to Action Executive Summary: Principal’s Role*  *(pgs. 5-6)*  *Teacher Evaluation Domains 2 & 3* |
| 1:30 – 2:20  (Part 1, cont.) | **The Role of the Principal**  The *MC2 Leadership Framework* overview | *MC2 Leadership Framework Graphic* |
| 2:20 – 2:30 | **Break** |  |
| 2:30 – 3:00  (Part 2) | **The Role of the Principal**  How can the *MC2 Leadership Framework* be used in a real school setting? | *Case Study Vignette: Three Excited Teachers*  *How to Use the MC2 Leadership Framework Protocol* |
| 3:00 – 3:15 | **Prepare to Learn with Teachers** | *Teacher Observation Guide* |
| 3:15 – 3:45 | **Learn with Teachers** | *Teacher Observation* G*uide* |
| 3:45 – 4:00 | **Reflection** |  |

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* Identify the principals’ role in supporting ongoing teacher and student learning at their school site after MathLab
* Develop awareness of the *MC2 Leadership Framework* and how it can be used to impact math teaching and learning on a day-to-day basis
* Clearly articulate the roles and responsibilities of MC2, principals, and teachers for impacting instruction leading to increased student learning of mathematics

**Overview:** How is teacher learning after MathLab supported? What does a principal do and say to ensure quality professional learning for teachers that results in increased student learning? What is the implementation plan after MathLab that is co-created and agreed upon between principal, math teachers, MC2 facilitators? What is each person’s commitment to implementing the plan? What evidence will you gather to know if student learning is increasing?

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| **Time** | **Activity** | **Materials** |
| 8:30 – 8:50 | **Grounding** |  |
| 8:50 – 9:20 | **From MathLab to the Classroom - A Tale of Two Schools Activity** | *Case Study: Three Excited Teachers*  *A Tale of Two Schools* |
| 9:20 – 10:00 | **Logic Model - Tool for Creating Change** | *Case Study: Three Excited Teachers*  *MC2 Implementation Logic Model Template*  *Using the Logic Model Protocol*  *Sample Logic Model* |
| 10:00 – 10:15 | **Break** |  |
| 10:15 – 11:00 | **Teacher Surveys**  Reflect on:   * What do surveys say? * What areas would you start on to best support teachers? * What areas on the *MC2 Leadership Framework* should be considered? What are priorities? What are the areas of focus? | *Results of Teacher Surveys* |
| 11:00 – 11:30  Part 1: Implementation | **How to Use the *MC2 Leadership Framework***  The *MC2 Leadership Framework* Toolkit   * Culture of Kindness, Collaboration, and Learning * Clarity of Purpose * Structures and Systems for Professional Learning * Reflection * Clear Communication | *MC2 Leadership Framework*  *How to Use the MC2 Leadership Framework Protocol*  *Toolkit* |
| 11:30 – 12:30 | **Lunch** |  |
| 12:30 – 1:00  Part 2 | **How to Use the *MC2 Leadership Framework*: Tools for Successful Implementation** | *How to Use the MC2 Leadership Framework Protocol* |
| **Time** | **Activity** | **Materials** |
| 1:00 – 1:15 | **Centers: Reflections from Work** |  |
| 1:15 – 3:45 | **Creating a Plan for Implementation: Collaborative Time with Principals, Teachers, MC2 Specialists**   * Logic Model * Timeline for Implementation * Roles and Expectations – Principals, Teachers, MC2 * Monitoring Plan with Feedback |  |
| 3:45 – 4:00 | **Reflections/Evaluations** |  |