



MC² Professional Learning Illustrative Mathematics



Phases of Professional Learning	Professional Learning Focus	Expected Outcomes
<p>Phase 1</p>	<p>Introduction Kickoff</p> <ul style="list-style-type: none"> Introduction to Illustrative Mathematics and problem-based mathematics including a deep-dive into a lesson and a typical student experience. <hr/> <p>Grade Level Unit Overviews</p> <ul style="list-style-type: none"> Build content knowledge on IM units and unpack the routines and structures of Illustrative Mathematics. Teachers collaboratively plan for problem-based instruction, focusing on different aspects of the curriculum. <hr/> <p>Leadership Professional Learning</p> <ul style="list-style-type: none"> Leaders collaboratively experience problem-based instruction. Learn strategies that support teachers' implementation of Illustrative Mathematics. Use IM-created tools for monitoring implementation and providing feedback. 	<p>Introduction Kickoff</p> <ul style="list-style-type: none"> Knowledge and awareness of problem-based learning structures. How to engage students through problem-based experiences. <hr/> <p>Grade Level Unit Overviews</p> <ul style="list-style-type: none"> Teacher content knowledge increases Teachers collaboratively plan for a months' worth of instruction at a time. Understand the "why" behind routines and structures used to support mathematics learning. <hr/> <p>Leadership Professional Learning</p> <ul style="list-style-type: none"> Build leadership knowledge of Illustrative Mathematics to better support routine teacher implementation. Understand and recognize key elements of research-based best practices for mathematics teaching and learning during classroom observations and walk-throughs.
<p>Phase 2</p>	<p>Modules of Pedagogical Practice</p> <ul style="list-style-type: none"> Focused study and practice of high-yield strategies embedded in the Illustrative Mathematics curriculum. <p><i>For example, Math Language Routines [MLR] such as Three Reads and Collect and Display and Instructional Routines such as 5 Practices Lessons and Notice and Wonder.</i></p>	<p>Modules of Pedagogical Practice</p> <ul style="list-style-type: none"> Teachers collaboratively and purposefully study the instructional practices embedded in the IM curriculum Teachers become skilled at routinely using high-yield strategies specific to mathematics in their classrooms. Mathematical discourse in classrooms increases.
<p>Phase 3</p>	<p>Sustainable Implementation Through PLCs</p> <ul style="list-style-type: none"> Build the capacity within the school site to maintain and grow teacher professional knowledge of Illustrative Mathematics. Use PLC protocols to plan a lesson and rehearse an activity. Describe connections between working in a productive PLC and one's own growth as a teacher and learner. 	<p>Sustainable Implementation Through PLCs</p> <ul style="list-style-type: none"> Teachers participate in and lead productive professional learning communities that suit their learning needs and the needs of their students. Routine for planning deeply for student learning. The adults build community and cohesiveness about what is important for their students' mathematical learning.

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