

## Example Sponsoring PD

### An opening...

Good morning, everyone! As always, I am excited for our day of working and learning together with our math consultant, Andrea. For the last year, we have been trying to figure out how to best address the gaps we see in the state math assessments for our English language learners. We have learned that getting students to actually talk about their thinking, take risks with how they communicate with one another, and use academic language to describe how they have come up with a solution and justify their answers is especially complex. But we know that learning how to help our students engage in math content in this way, developing their own thinking, and learning how to press each other is at the root of their performance issues. One thing we've learned together is that planning for robust and rigorous student discussion opportunities is a very sophisticated practice, requiring deep expertise of the math content you are teaching and deep knowledge of and appreciation for your students as individuals and as mathematicians. We have figured out how to have students talk about a procedure they have used, and we see that the entire department is asking students to report out their answers. We see that more students are talking in class and that students use the posted charts to support their conversations. But setting up tasks that are accessible for students and that require students to develop and communicate their thinking is our next step. And because we are adding a new textbook this year, we can leverage our learning time together to use this text to help us plan for the kind of mathematical tasks that support students' rich mathematical talk. As a team, we will continue to prioritize specific math goals based on standards and our students' needs, and now we have the curriculum materials as a base for choosing or adapting complex tasks that require students to justify their thinking. Today, we will continue to examine structures and processes to develop and support mathematical discourse, analyzing what is working well with the anchor charts and the public records of student thinking, how we will deepen our practice with these processes, and how to respond to student talk. We will dig into the new textbook as we design a task for a studio lesson that Andrea, Diane, and Sadie will try out together in Sadie's classroom during fourth period, with all of us focusing on particular students and their discourse during the lesson. As is always the case during these studio sessions, we all have the role of learning from one another and from the students' thinking. As we go through the course of the day, Andrea will take the lead facilitator role and my role is to learn alongside you. You will probably notice that I will ask clarifying or probing questions in the spirit of figuring out how to best support the team as we move forward. At the end of the day, together, we will agree on specific next steps we will take as the result of our learning. We want to be very clear about how the teaching practice we are getting better at will help our students and what, specifically, we can look for as evidence that students are indeed getting better. As an administrative team, we want clarity about what feedback will be most helpful and how best to work with you to keep the practice moving forward. I am going to turn this over to Andrea now. . . .

## **A closing...**

Thank you everyone for your participation and learning today. I want to especially thank Andrea for your facilitation and expertise—and also Sadie for opening your classroom for our studio lesson. Make sure you extend our thanks to your students as well for opening their mathematical thinking and risk-taking for all of our learning. I am leaving today thinking in particular about Edgar, one of Sadie’s ELL students whom many of us know. I have watched a transformation in him this year in math. He came to us late in the year last year and he used to barely make it to math class, and when he did make it, he would sit in the back with his head down. Now, look at him. Today I heard him say to his partner and then to the whole class, after Sadie’s encouragement and language support, “I understand that we have three different ways to solve this problem right now. If all three of these methods work, what does that mean? What is the pattern here?” Let’s keep collecting examples like this of students developing more confidence and academic language skills. And, I am excited for all of us to continue to reflect, as you did all day, on what we do as teachers to make moments like this possible. For instance, today I heard a lot of positive buzz after the studio lesson. I heard you sharing examples of student discourse with each other and I noted something that Samantha said that I want us to all hear again. She said, “OK, it really was worth it to slow down and create the task together while thinking through all the possible misconceptions and how to respond if they come up. I don’t usually do that, but I can see the benefit. We were able to make better guesses about the kinds of support the kids would need in their language as well as in the math.” I see many of you nodding right now. This was also probably my biggest learning today as well, so thank you, Samantha, for saying it! I will continue to encourage you to slow down like this as much as you can. You know your students better than you did last year; we have all acknowledged that. You have better information about what the students can do because of the tasks you are creating together—so you can truly plan with the standards and the students in mind. That was so powerful to see today. You have Sadie and Diane to lead that work in the PLCs. You have them available for some coaching. You have Nadia and me available to observe you and cheer you on with some formative feedback. I am going to give you some time to reflect. Think about the students in your focus group—your ELL students. Get specific. What do you want to hear them saying by the end of the year as they work on these tasks? Ask yourself, what will you do next to support them? And, what support do you need from the leadership team? I am eager to hear these thoughts and excited for your students.