



[K-5] Building a Culture of Math Learning Session 1 Facilitator's Guide

Summary

Effective teaching of mathematics requires cultivating a culture of math learning within the classroom - this culture encourages students to take academic risks, to persevere when content becomes challenging, to utilize a myriad of mathematical tools and models to approach new problems, to share their own thinking, and to offer feedback on the thinking of others. To cultivate this kind of culture, teachers must model through words and actions the importance of grappling with content to build a deep understanding; they must equip students with the content knowledge and problem solving tools to find multiple pathways to a given solution; and they must facilitate regular opportunities for students to engage in the practices of mathematics, including analyzing their own misconceptions and refining their approaches as part of the learning process.

Throughout this content cycle, teachers will explore these instructional moves and connect them directly to the mathematical content and standards for mathematical practices within the *Kentucky Academic Standards (KAS) for Mathematics*. While this content cycle will do a deep dive of the 3 Standards for Mathematical Practice indicated below, the *KAS for Mathematics* require teachers to implement all 8 Standards for Mathematical Practice. To support teachers in elevating different SMPs during their instruction, the *KAS for Mathematics* tag relevant MPs to every content standard. The inclusion of those tagged MPs does NOT mean those are the only ways students can engage in the practices while learning that content. The inclusion of tagged MPs also doesn't mean that those practices automatically happen throughout instruction on that content standard. How instruction is designed will determine how students engage with the content. This content cycle will support educators in purposefully planning and designing instruction to provide students with opportunities to engage in the practice standards while engaging with the content standards.

This content cycle focuses specifically on:

- SMP1. Make sense of problems and persevere in solving them
- SMP4. Model with mathematics
- SMP3. Construct viable arguments and critique the reasoning of others

See the [Mathematics Professional Learning Modules](#) for additional learning around the Standards for Mathematical Practice or for guidance/support with implementing the *KAS for Mathematics*.

Essential Questions

- How do the Standards of Mathematical Practice support teachers in creating and sustaining a culture of learning in math classrooms?
- How can teachers explicitly introduce and authentically incorporate the Standards of Mathematical Practice within their instruction?
- How can teachers create a “culture of error” where students feel comfortable taking academic risks, struggling through high-quality tasks and discussing their misconceptions to advance their own learning?



- Specifically, how can an emphasis on problem-solving (SMP 1), modeling to understand “concepts before procedures” (SMP 4) and justification of answers (SMP 3) create an environment where students are encouraged to own their own learning?

Enduring Understandings

- Teachers should communicate that perseverance, which requires a willingness to take risks and make mistakes, is a critical part of the learning process.
- In order for students to own their own learning, teachers intentionally design instruction which places equal value on the development of mathematical content and mathematical practices.
- True conceptual understanding of math comes from connecting multiple representations (concrete, representational/pictorial, and abstract).
- To build deep and enduring understanding of math, teachers must place emphasis on the “how” and “why” and push students to justify their answers,
- Meaningful teacher and peer feedback allow students to monitor their progress toward learning outcomes and provides students with opportunities to reflect on their own learning.

Key Components of Cycle

The Learning Cycle includes the following components to support shifts in instruction:

- **Shared Learning:** Learning sessions where teachers learn new knowledge and skills aligned to the topic of the content cycle. This might be designed in a variety of ways, including reading and discussing an article, studying a classroom video or doing some group practice of a particular planning component.
- **Planning & Practice:** Opportunities for teachers to apply the content they are learning within this content cycle to review/revise classroom instruction. This could include analyzing units/lessons using tools to evaluate alignment to the *KAS for Mathematics*, rehearsing lessons, watching and reflecting on videos of their classroom practice, etc.
- **Student Progress Monitoring:** This is an opportunity for teachers to examine student progress aligned to the topic of the cycle. This can include formative student work analysis, end of unit assessments, culminating tasks, etc.

Over the course of this 12-week learning cycle, teachers will:

- Examine instructional materials and tasks using the *KAS for Mathematics* and supporting resources;
- Consider the implications of these materials as they relate to changes in both teacher planning and practice;
- Engage in lesson study, practice in content delivery and peer-feedback, and reflect on progress by regularly revisiting goals and analyzing student data

Note that these components do not necessarily happen in a perfect rhythm. For example, depending on the content, there may be several shared learning sessions before a planning & practice, or there may be several cycles of shared learning and planning & practice before student progress monitoring.



Session	Type of Learning	Objective(s)	Supporting KAS Resources	Assessment of Learning
Session 1	Shared Learning Introduction to the SMPs	<ul style="list-style-type: none"> Internalize the Standards for Mathematical Practice Analyze how the SMPs support mathematical understanding and productive struggle 	<ul style="list-style-type: none"> KAS for Mathematics Getting to Know the KAS for Mathematics Module Engaging the SMPs: Look fors and Question Stems 	<ul style="list-style-type: none"> Session tasks: SMP jigsaw, video observation notes Self-reflection

Preparation:

This Facilitator’s Guide is designed to accompany

- [\[K-5\] BCML Session 1 PowerPoint](#)

Participants should be given access to the following documents to engage in the learning for this session:

- [\[K-2\] BCML Session 1 Handout 1](#)
- [\[3-5\] BCML Session 1 Handout 1](#)

Session Agenda Time (60-90 min)

- Slides 1 - 4: Welcome, norms, objectives & agenda **(10 min)**
- Slides 5 - 6: Internalize language of SMPs using KDE’s “Engaging the SMPs” resource, jigsaw **(20 min)**
- Slides 7 - 9: Video observation and debrief **(15 min)**
- Slide 10: Criteria for success **(5 min)**
- Slide 11 - 13: Reflection and closing whip around **(10 min)**



Facilitator Notes

Slide 1:

(2 min) Welcome teachers to the session. Facilitator says:

- “For the next 12 weeks, our team will explore the elements of a Building a Math Culture of Learning. For students to be successful mathematicians -- and more importantly, life-long learners -- they must engage with more than just “content” and academic standards. Students must develop and continuously cultivate crosscutting academic practices that allow them to take academic risks, to persevere through new challenges, to utilize their understanding and mathematical “toolkit” to apply learning to real world contexts, and to effectively communicate and defend their reasoning.”
- “The National Council of Teachers of Mathematics has created a framework centered around 8 Standards of Mathematical Practice (SMPs) that illustrate critical student practices that support student learning in math across all content strands and standards. We will use this framework to create our own criteria for success: “What teacher actions support students in building these mathematical practices? What should all students be able to say and do because of these practices? What impact will this have on student learning?”
- “While there are 8 SMPs, we’ll focus this learning cycle on 3 critical SMPs - SMPs 1, 4, and 3 - which will support teachers in building a strong foundation for a culture of math learning in their classrooms.”
- “While this content cycle will do a deep dive of 3 Standards for Mathematical Practice, the KAS for Mathematics require teachers to implement all 8 Standards for Mathematical Practices. To support teachers in elevating different SMPs during their instruction, the KAS for Mathematics tag relevant SMPs to every content standard. The inclusion of those tagged SMPs does NOT mean those are the only ways students can engage in the practices while learning that content. It also doesn’t mean that throughout instruction on that content standard those practices automatically happen. How instruction is designed will determine how students engage with the content. See the [KY Standards Mathematics Professional Learning Modules](#) for guidance.”

Accompanying Slide





Slide 2:

(2 min) Facilitator says:

- “Here you’ll see our 12-week arc of learning. Can I have someone read out our guiding principle in the yellow box?”
- “In green, you’ll see our four major topics of learning. For each topic of learning, we’ll engage in a three-week learning cycle that will include a shared learning session, a planning and practice session, and a student progress session. Our first topic of learning will include an overview of all 8 Mathematical Practices, so we can get a big picture idea of what excellence in math learning should look like for students. In the next 3 topics, we’ll narrow our focus to cover just one SMP so we can better internalize and apply our learning. As you’ll see, the three SMPs we will focus on are:
 - Standard for Mathematical Practice 1: Make sense of problems and persevere in solving them.
 - Standard for Mathematical Practice 4: Model with mathematics.
 - Standard for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.”
- “While this content cycle will do a deep dive of 3 Standards for Mathematical Practice, the KAS for Mathematics require teachers to implement all 8 Standards for Mathematical Practices. To support teachers in elevating different SMPs during their instruction, the KAS for Mathematics tag relevant SMPs to every content standard. The inclusion of those tagged SMPs does NOT mean those are the only ways students can engage in the practices while learning that content. It also doesn’t mean that throughout instruction on that content standard those practices automatically happen. How instruction is designed will determine how students engage with the content. See the [KY Standards Mathematics Professional Learning Modules](#) for guidance.”
- **[CLICK for animation]** You’ll see that today we are starting with Topic 1: Introduction to the Standards for Mathematical Practice (SMPs).
- **[CLICK for animation]** Our first session in this topic will be shared learning, where we can build a bank of common experiences and language to use throughout this content cycle.

Building a Culture of Math Learning

The Standards for Mathematical Practice support a culture of math learning where students feel empowered to take academic risks, persevere in problem solving, make meaning of mathematics, explain their thinking, and reflect on their own learning.

12-week Content Cycle			
Introduction to the Standards for Mathematical Practice (SMPs)	SMP 1: Make sense of problems and persevere in solving them.	SMP 4: Model with mathematics.	SMP 3: Construct viable arguments and critique the reasoning of others.
Week 1: Shared Learning Week 2: Planning & Practice Week 3: Student Progress	Week 1: Shared Learning Week 2: Planning & Practice Week 3: Student Progress	Week 1: Shared Learning Week 2: Planning & Practice Week 3: Student Progress	Week 1: Shared Learning Week 2: Planning & Practice Week 3: Student Progress



Slide 3:
(5 min) Review team norms and/or facilitate a quick team connector/ice-breaker.

Our Norms

- Add your school or team norms here

Slide 4:
(1 min) Ask teachers to popcorn out the objectives and agenda.

Objectives

1. Internalize the **Standards for Mathematical Practice**
2. Analyze how the SMPs support mathematical understanding and productive struggle

Agenda

- **Break down the language** of the Standards for Mathematical Practice
- **Observe a lesson** where a teacher explicitly incorporates the SMPs and **analyze the impact on student learning**
- Reflect on **Criteria for Success** and **set goals**
- Closing and next steps

Slide 5:
(1 min) Teachers popcorn out just the bold text of the SMPs on Handout 1 (left column). Facilitator then assigns teachers 2-3 SMPs to per teacher (depending on cohort size) to jot down notes for. Teachers will jigsaw and share out findings after jotting.

(4 min) Teachers take 4 minutes to capture notes for their assigned SMPs, using the guiding questions in the blue box at the top of the left-hand column. Teachers should jot all notes in the left hand column. The right hand column will be used for a video observation activity.

The Standards for Mathematical Practice (SMP)

Read aloud the bold print of the standards.

Using the *KAS for Mathematics* “Engaging the SMPs: Look-fors & Question stems” resource on **Handout 2**, **jot down key takeaways** for your assigned SMP in the left-hand column of **Handout 1**.



Slide 6:

(15 min) Teachers spend 30 sec - 1 min per SMP explaining the key teacher and student competencies embedded within the practice. While each teacher presents, the other teachers jot down notes in the left-hand column of their handout to complete their chart. Facilitator supports discussion by reiterating key takeaways and supporting teachers in making distinctions/connections during their discussion.

***Note: Listen for and reinforce these key ideas...**

- SMP 1 forms the foundation for all other SMPs. In order for students to decontextualize/contextualize, model with mathematics, find patterns, etc they must first make sense of problems in order to employ the best practices/strategies to access the problems. To support students in persevering through challenges, SMP 1 gives students the language of productive struggle - students should make a plan, try the plan, and iterate should the plan not work. Teachers must create a safe space for learning in order for students to willingly share their work, as well as their misconceptions.
- SMP 2 asks students to contextualize or go from an abstract representation of a problem to a related real-world application of the problem ($3 \times 5 = 15 \rightarrow$ There are 3 baskets with 15 candies in each basket. How many candies are there all together); students must also decontextualize by representing a real world problem abstractly, such as in an equation.
- SMP 3 requires that students justify and defend their answers - the solution to a problem is not sufficient without the ability to clearly articulate the thought process and rationale for the answer. Additionally, students have the opportunity to critique the reasoning of others by asking questions and posing counter-solutions.
- SMP 4 involves modeling with mathematics. In this way, students demonstrate full command of a standard by being able to represent it multiple ways, e.g. from concrete (base ten blocks) to representational or pictorial (quick ten drawings) to abstract (vertical subtraction sentence). SMP 4 supports SMP 1 by giving students multiple tools to access challenging problems
- SMP 5 is around using tools appropriately - different from SMP 4, SMP 5 focus on using *tools*, not methods, e.g. calculators, rulers, conversion charts, and graphing software. Often times, these tools allow students to arrive at more precise answers in an efficient way.
- SMP 6 focuses on precision - not only in calculations (fluency), but in language (vocabulary, explanations). This may include ensuring students have the correct units in their solution, which can demonstrate true conceptual understanding (e.g. When solving for area, answers should be in units

Jigsaw

Share out your key takeaways. **Handout 1**

- What does incorporating this SMP look like for teachers? For students?
- Where do we see connections between/among the SMP? How might SMPs build or amplify related student skills and habits?
- How might focusing on SMPs support equitable learning experiences for all students?



squared. With a rectangle that is 7 inches wide and 3 inches tall, 21 inches *squared* represent the number of 1 in x 1 in squares it takes to cover the surface of the rectangle).

- SMP 7 centers on finding and using structure in math. Students might be able to see the expression 7×14 and convert it into an easier problem by finding the sum of 7×10 and 7×4 (distribution). This same structure supports student in making sense of factoring in higher level math: $7y + 7x = 7(y+x)$
- SMP 8 focuses on repeated reasoning; for example, when dividing 13 by 3, a student might see that we are left with a remainder of 1; by placing a decimal after the ones place to find the tenths place of the quotient, we are left with 1.0 divided by 3, which yields 0.3 with a remainder of 0.10, which necessitates that we begin the process over again to find 0.10 divided 3, yielding 0.03 (a multiple of 10 divided by 3). Instead of continuing to divide, students notice that we will always be left with a remainder (which is a multiple of 10) being divided by 3, thus producing another 3 in the next decimal place of the quotient. We can stop dividing knowing that this process will continue indefinitely and represent our answer as 4.3 repeating.

***Note: Upcoming Slides**

- Grades K-2, use slide 7-9, then proceed to 13.
- Grades 3-5, use slide 10-12, then proceed to 13.

Slide 7:

(1 min) Facilitator says:

- “Now that we understand the language of the SMPs, we’ll have an opportunity to see what these SMPs might actually look like in the classroom. During this clip, you’ll see Ms. Lewis employing many different SMPs. As you watch, record evidence of Ms. Lewis’s use of the SMPs in the right-hand column of the corresponding row. You might choose to script what Ms. Lewis says or describe the action she takes. You will also see evidence of students using the SMPs and should record those observations as well.”
- “Remember, the video we’re watching isn’t perfect instruction - Try to focus on what’s effective about the teacher moves we see here. Afterward, we’ll share our own experiences with this practice and discuss ways we can continue to evolve and refine our usage of the SMPs.”

(4 min) Play [video clip](#) from 0:00 through 3:31

(2 min) Facilitator says:

- “Take another 2 minutes to finish up your notes.”

SMPs in Action (Grades K - 2)
Inside Mathematics Video:
Tracy Lewis, Grade 2
Lesson 2 - Regrouping in Addition

What **planning** steps did Ms. Lewis take to incorporate these SMPs into her instruction?

Handout 1 7



- **[CLICK for animation]** In addition, I'd also like you to consider the "behind the scenes" prep and planning Ms. Lewis might have done in order to incorporate these SMPs into this lesson. While we don't see her lesson plan or hear about her planning process in this clip, what prep work can *infer* Ms. Lewis did to successfully connect the lesson's objectives with the SMPs? You can include those notes in the right-hand column as well."

Slide 8:

(6 min) Teachers share which SMPs they observed and describe the teacher and student actions that demonstrated those SMPs.

****Note: Listen for and reinforce these key ideas...***

- Students evaluate another student's work (SMP 3) and make sense of the work shown for the answer $63 + 19$ (SMP 1). One student explains, "they (the student whose work is presented) used numbers, words, and picture to tell use how they did it and they used base ten blocks."
 - We can infer that Ms. Lewis has taught these students each of these representations (SMP 4).
- The teacher helps students make sense (SMP 1) of the presented work by asking probing questions like "Did this mathematician break these numbers up? Where is the 63?"
- The teacher then pushes students to verbalize how the answer of 82 was derived since the picture only shows 7 tens drawn. A student connects the concept of regrouping to the drawing (SMP 4) by sharing that the 3 ones and 9 ones from the addends are combined to create the 8th ten, leaving 2 remaining ones for an answer of 8 tens and 2 ones or 82.
- One student makes a generalization (SMP 8) that the answer to the subtraction problem $92 - 85$ cannot be greater than 92 by applying current understanding of the properties of subtraction and evaluating the reasonableness of the answers presented.

Share Out (Grades K-2)

What instructional steps did Ms. Lewis take to incorporate SMPs into this lesson? What impact did this have on student learning?

What **planning** steps were taken to explicitly connect the lesson objectives to the SMPs?

Handout 1



Slide 9:

(2 min) Teachers share their own experiences with utilizing SMPs. Reflections from the video may prompt teachers to share their own best practices and consider adjustments/new learning based on the video.

Share Out (Grades K-2)

What SMPs have you already incorporated into your instruction? What does this look like in terms of teacher and student actions?

In watching Ms. Lewis's instruction and continuing to reflect on your own practice, what might you try next?

Handout 1 9

Slide 10:

(1 min) Facilitator says:

- “Now that we understand the language of the SMPs, we’ll have an opportunity to see what these SMPs might actually look like in the classroom. During this clip, you’ll see Ms. Buljan employing many different SMPs. As you watch, record evidence of Ms. Buljan’s use of the SMPs in the right-hand column of the corresponding row. You might choose to script what Ms. Buljan says or describe the action she takes. You will also see evidence of students using the SMPs and should record those observations as well.”
- “Remember, the video we’re watching isn’t perfect instruction - Try to focus on what’s effective about the teacher moves we see here. Afterward, we’ll share our own experiences with this practice and discuss ways we can continue to evolve and refine our usage of the SMPs.”

(5 min) Play whole [video clip](#)

(2 min) Facilitator says:

- “Take another 2 minutes to finish up your notes.
- **[CLICK for animation]** In addition, I’d also like you to consider the “behind the scenes” prep and planning Ms. Buljan might have done in order to incorporate these SMPs into this lesson. While we don’t see her lesson plan or hear about her planning process in this clip, what prep work can *infer* Ms. Buljan did to successfully connect the lesson’s objectives with the SMPs? You can include those notes in the right-hand column as well.”

SMPs in Action (Grades 3 - 5)

Inside Mathematics Video:
Mia Buljan, Grade 3 Math
Lesson 1a - Interpreting Multiplication

What **planning** steps did Ms. Buljan take to incorporate these SMPs into her instruction?

Handout 1 10



Slide 11:

(6 min) Teachers share which SMPs they observed and describe the teacher and student actions that demonstrated those SMPs.

****Note: Listen for and reinforce these key ideas...***

- Ms. Buljan begins by having all students “think in their heads” of a possible strategy to answer the question. This provides all students think time to determine a plan to access the problem (SMP 1).
 - We can infer that this Ms. Buljan purposefully planned for silent think time to allow all students time to plan/determine an access point to solving the problem (SMP 1).
- Multiple students share their different answers (70, 69, 56, etc), but the teacher asks students to explain how they arrived at their answer (SMP 3).
 - We can infer that Ms. Buljan has created a culture where defending the answer is expected; students seem ready to explain how they arrived at their individual answers.
- One student shares she made 5 groups of 14, another chimes in that he made 14 groups of 5 (SMP 4, SMP 7).
- The first student then shares how she decomposed the number 14 and counted the “ones [place]” to find that $4 \text{ ones} \times 5 = 20$. She then skip counted the tens place to determine that $10 \times 5 = 50$, which led her to her answer of $50 + 20 = 70$ (SMP 4, SMP 7). The student’s thinking shows a clear understanding of place value, which will support later understanding of distributing across addition/subtraction.

Share Out (Grades 3-5)

What instructional steps did Ms. Buljan take to incorporate SMPs into this lesson? What impact did this have on student learning?

What **planning** steps were taken to explicitly connect the lesson objectives to the SMPs?

Handout 1 11

Slide 12:

(2 min) Teachers share their own experiences with utilizing SMPs. Reflections from the video may prompt teachers to share their own best practices and consider adjustments/new learning based on the video.

Share Out (Grades 3-5)

What SMPs have you already incorporated into your instruction? What does this look like in terms of teacher and student actions?

In watching Ms. Buljan’s instruction and continuing to reflect on your own practice, what might you try next?

Handout 1 12



Slide 13:

(5 min) Teachers read aloud CFS - teacher and student look-fors. Provide teachers with an opportunity to discuss look-fors, connect look-fors to today's session, and add look-fors.

- “In order to translate our collaborative learning into improved outcomes for student achievement, we as teachers must have our own set of “criteria for success” we can use to set goals and reflect on as we continue to grow our practice.”
- “During each topic of learning, we’ll review teacher look-fors and student look-fors. On page 4, you’ll see that the student look-fors are familiar - they are the same Standards of Mathematical Practice we explored today. Remember, just as the KAS tell us what content standards students should master, the SMPs tell us what practice standards students should be engaging in during their learning.”
- “In the left hand column, you’ll see teacher look-fors: these look-fors answer the question: ‘What should teachers be doing to ensure that students can engage in the SMPs?’”
- “Take a minute to review the teacher look-fors, called the Mathematical Teaching Practices (MTPs). With a partner, draw parallels between the MTPs (what teachers are doing) and the SMPs (what students are doing as a result.”

***Note: Listen for and reinforce these key ideas...**

- There are many connections between the MTPs and SMPs. Teachers may highlight connects between:
 - MTP 7 and SMP 1 - Teachers must create the conditions (learning culture) where students feel safe to take risks in order for students to persevere during challenging work. When teachers communicate growth mindsets to students, they are empowered with language/behaviors that demonstrate that making mistakes is part of the learning process.
 - MTP 3 and SMP 4 - By exposing students to a variety of representations - from concrete to representational/pictorial to abstract, teachers provide students with the tools to model their thinking.
 - MTP 2/MTP 4 and SMP 3 - In order for students to have productive, rich conversations about their own work and the work of peers, they must engage in rigorous tasks. Students cannot have meaningful discussions if the problems they engage with are not grade-level aligned and offer opportunities for a variety of methods for problem solving. Similarly, teachers must model what productive discourse looks like and create systems/structures for students to engage in whole group or small group conversation (sentence stems, protocols, role-specific responsibilities).

Criteria for Success

Read the teacher and student look-fors found on your handout.

How do these teacher and student look-fors connect to the focus for our learning this cycle?

Are there any look-fors you would add to the list?

Handout 1 13



- This list of connections is not exhaustive; teachers may find other connections and justify their own rationale for how those teacher practices model, encourage, and support students in engaging with the SMPs.

***Note: Criteria for Success**

- Because this session is an introduction to the SMPs, all of the MTPs and SMPs align to the session’s content. Iterate to teachers that they are not expected to show mastery on all indicators after just one session of shared learning. Instead, they should consider these indicators as an “end goal” of what instruction and student actions would look like based on implementation of the SMPs. In the upcoming Reflection and Looking Ahead activity, ask teachers to select 2-3 indicators that they’d like to focus on as goals for this topic’s 3-week cycle. Remind teachers that we will return to these MTPs/SMPs throughout the twelve week learning cycle; additionally, as we zone in on specific SMPs, the list of relevant MTPs will also narrow.

Slide 14:

(3 min) Teachers complete reflection.

***Note: Facilitators may choose to**

- Collect page 4 of Handout 1 as an artifact of teacher learning
- Have teachers having teachers bring this reflection to 1:1 coaching meetings
- Have teachers bring this reflection to future Planning & Practice and Student Progress sessions

Reflection and Looking Ahead

Complete the reflection on today's session learnings, including a possible application of this learning to upcoming planning and instruction.

Handout 1 14

Slide 15:

(5 min) Facilitator says:

- “For today’s closing whip-around, I want to connect all our new learning to equity, which is the driving force that pushes us to do this work and grow our practice. This is our “why”. Take a moment to read our closing question; then I’d like for us to whip around and share our thoughts/build upon one another’s.”
- Teachers share out.

Closing Whip Around

How might explicitly teaching the SMPs support mathematical understanding for all students, especially those who face the most significant obstacles to success?

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Slide 16:

(2 min) Facilitator previews next session and reminds teachers of any pre-work/action items to be completed before the next meeting. Teachers may also choose to keep their Reflections and Looking Ahead sheet to refer back to their goals and selected student subgroups during upcoming sessions.

What's Next?

Session 2: Planning and Practice

- Apply shared learning to planning and practice
- Give and receive feedback from colleagues in order to revise plans and refine practices