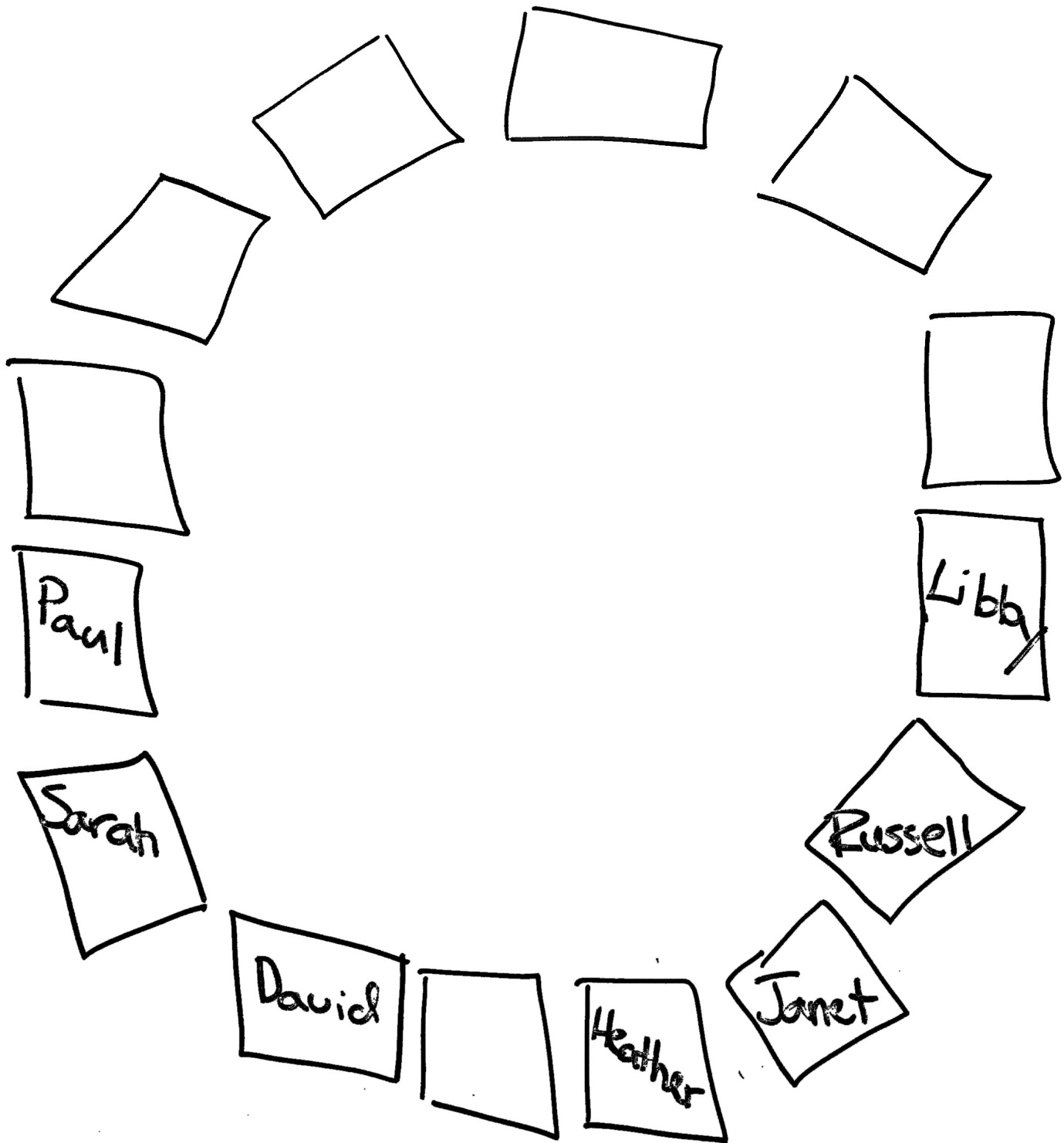


BOARD, FRONT



Obstacles

Saturday AM SIG

Shana

- * instructional coach
- * teaching PD course for teachers
 - ↳ to experientially model PBK as alternative to D.I.

Russ

* Dabobler in
inquiry

* Al gobora I
w/4 sections

Heather

- * Singapore Math Program
- * Teaches 6th grade
- * Students doing PBL in 7th grade
(and 8th, 9th)

Janet

- * PBL in...
7th, 8th grade
- * 7 years of PBL

Libby

- * planning for
some PBL units
Geometry, Hon Pre-Calc,
Honors Discrete

David

- * Geometry + CS
(senior) \rightarrow PBL units
- * PBL / three-act math
classes

Sarah

- * Pre-Calc \rightarrow collaborative
- * K-6 Singapore Math) present + share
- inquiry
- * 7TH, 8TH grade } past
- * HS direct instruction
- * Algebra I - PBL link \star } model going forward
- between JS and SS
- * other sections w/ D.I.
- * 80% common midterm/exam

Paul

* Alg I in Fall

* Alg II in Spring

* IBL / PBL

↓
past

↓
forward

* Why not "mathematician" as identity, as people are "artists", "musicians", et cetera?

* + traditional school environment

Groups we are accountable to / mindful of:

- students
- parents
- leadership / admin
- colleagues
- curriculum
- ourselves (be true to you)
- future destinations

Discussion Norms

- * be kind
- * be specific
- * respect time

Students

- concern for "less" guidance / teaching
- group of unhappy pupils
- comparisons to other sections doing D.I.
- effort / struggle req'd
- tutors

Parents

- it's different than what I did (familiarity)

- standard algorithm desire

perception of what it is

↓
do mathematics

Leadership

Colleagues

the
"new" (fear? insecurity?)

real
support

Curriculum

- textbooks / resources
(comparisons to)

Ourselves

- turnout
- resisting the
urge to tell
(patience)

Destinations

- inadequate preparations

Assessment

- change in style

(quantity vs. quality)

A hand-drawn, irregular cloud-like shape with a scalloped border, drawn with a thick black line. The word "Trust" is written in the center in a cursive, handwritten style.

Trust

SOLD. 1005. OF AT LEFT ST. ST. ART. N. S. P. S. ! ! T. S. !

Shamelessly
adopt
excellent
material
that is out
there

Parents: we
need
creative
problem
solvers

Partners
in classroom
to support
(eyes on...)

Observations
of PBL in
practice

(Widely or in person)
to develop capacity,
to implement PBL!

Ideally Math
Problems
(Experiential)

Communication

- personal care for each student
- supporting research
(for PBL, "against" the status quo)

Comparisons
to other
classes

↳ same (better?)
achievement
of same curriculum

Proactive

Communication

- calls to parents
anticipation/identification
of "problem" students

Less is More
(re: burnout)

Cultivate
firm advocate
in leadership

Family

Math

Night

• Student

presentations

of learning

Regular
feedback
cycle w/
students on
pedagogy