



Pro. Dev. Model

- 3 Regular Education Math Trainers
 - k-2 Laurie Karl (AVMR)
 - 3-5 Shannon Gilmore (GT)
 - 5-8 Julie Montgomery (GT)
- 2 Special Education Math Trainers
 - K-5 Dawn Dibley (Math Recovery Spec.)
 - 6-12 Scott Pearson (Assessment Staff)



Trainer Responsibilities

- MCA-II/III
- Assessment
- Math Recovery
- AVMR Follow-up
- New Teachers



Expectations / Overview of Cohort

Purpose: To provide in depth professional development support for secondary special education teachers in the areas of math.

- Focus on the MCA III Math Standards: What are the changes in the standards and how will math teachers address these issues:
 - Technology in the classroom
 - Algebra I 8th Grade/ Algebra II HS
 - Vertical/Horizontal Articulation
 - Common Assessments (Formative Summative)
- Teachers will develop a strategies tool box that can be used with students at each of the RTI Tiered levels
0-9, 10-24, 25-40
 - Vocabulary
 - Graphic Organizers (k8accesscenter.org)



Responsibilities (Cohort)

- Attend all scheduled meetings.
- Will create a building profile of learners and their needs
- If the meeting includes a trainer modeling an instructional practice or the coaching of a cohort member's instructional practice, it is important to schedule time for both a pre and post conference.
- Complete any outside reading and or assignments for the scheduled sessions.
- Act as a liaison to your special education team.
- Share information from cohort sessions to your grade levels as appropriate. At the cohort meetings, cohort members will be provided with a content outline they can use to help organize these meetings.
- Facilitate special education math discussion in your school on workshop days.



Teacher Tools

- Planning Calendars 6-12
- IEP Goal and Objectives Bank
- IEP Data Collection Process
- Common Assessment (Standards Based)



7th Hour Observation

Co teaching team to model and implement the following researched based practices aimed at impacting student learning in the academic area of mathematics:

- *Analyzing and reflecting on Minnesota Standards(GRAD and MCA-III)
- *Develop and implement Standards based common assessments
Learning targets: Number Sense and Computation, Function and Algebra, Geometry and Measurement and Data and Probability.
- *Smart Board Tools / teaching strategies
specific for the needs of special education students. -SMART Senteo Responders Data Collection
- *Lesson Plan design utilize the Universal Design for Learning framework and Guidelines:
 - Recognition networks: Gathering facts.
 - Strategic networks: Planning and execution
 - Affective networks: How students are engaged and motivated.
- *Collaboration
Teachers will collaborate on planning, instruction, assessment and reflection