



IT WORKED!

Aligning Professional Development and Professional Practice: A Continuous Discussion

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Aligning Professional Development and Professional Practice: A Continuous Discussion

My name is Michele Ziegler and I have been a Mathematics Resource Teacher for Carroll County Public Schools in MD for 9 years. As a math resource teacher in my building, one of my responsibilities is to ensure students are receiving instruction that optimizes their academic achievement. Another responsibility is to plan and implement professional development in the area of mathematics. I have found that by providing professional development on topics that can be incorporated into collaborative lesson planning I am able to continue important discussions about mathematics education, and students are able to reap the benefits of purposefully planned lessons.

Over the past two years, I have provided professional development that has focused on the Eight Teaching Practices (*Principles to Action: Ensuring Mathematical Success for All*, NCTM), Classroom Based Formative Assessment (*Classroom Based Formative Assessment: Guiding Teaching and Learning*) and the Concrete-Representational-Abstract Instructional Sequence of Learning. In order to ensure teachers were applying what was learned, school based funds were secured that enabled me to have several half days for collaborative planning with mathematics teachers from the same grade level.

The purpose of the collaborative planning days is to work with teachers to take what was learned during the professional development sessions and see how it is applied to daily lesson planning.

I created a lesson planning template (Table 1) that includes the aforementioned topics (8 Teaching Practices, CBFA and CRA), as well as the Standards for Mathematical Practice, and Differentiation. This planning template has helped ensure that lesson planning was purposeful and incorporated the professional learning that had occurred during the school year. It provides a reminder to dive deeply into the content as well as instructional delivery. It is a template that we continue to revise and use to purposefully plan lessons and has become a tool for reflection and discussion after a lesson.

As a result of incorporating the professional learning into lesson planning, I am able to continue to provide professional development through the application of what has been learned, and teachers are able to walk away with good lessons they are excited about using in their classrooms.

Date _____ Essential Question: _____	
Standard(s) _____	
Eight Teaching Practices: <input type="checkbox"/> Establish mathematics goals to focus learning. <input type="checkbox"/> Implement tasks that promote reasoning and problem solving. <input type="checkbox"/> Use and connect mathematical representations. <input type="checkbox"/> Facilitate meaningful mathematical discourse. <input type="checkbox"/> Pose purposeful questions. <input type="checkbox"/> Build procedural fluency from conceptual understanding. <input type="checkbox"/> Support productive struggle in learning mathematics. <input type="checkbox"/> Elicit and use evidence of student thinking.	
Standard(s) for Mathematical Practice: <input type="checkbox"/> Make sense of problems and persevere in solving them. <input type="checkbox"/> Reason abstractly and quantitatively. <input type="checkbox"/> Attend to precision. <input type="checkbox"/> Construct viable arguments and critique the reasoning of others. <input type="checkbox"/> Model with mathematics. <input type="checkbox"/> Use appropriate tools strategically. <input type="checkbox"/> Look for and make use of structure. <input type="checkbox"/> Look for and express regularity in repeated reasoning.	
Classroom-Based Formative Assessment: <input type="checkbox"/> Observation <input type="checkbox"/> Interview <input type="checkbox"/> Showme <input type="checkbox"/> Hinge Question <input type="checkbox"/> Exit task	
Objective:	Number Talk (2 times per week)
Objective:	Whole Group <input type="checkbox"/> concrete <input type="checkbox"/> pictorial <input type="checkbox"/> abstract
Ideas for Differentiation	
Partner Learning/Independent Work	
Journal	
Closure	
Practice (at home)	

So how do I know that the alignment of professional development with professional practice works? Often, teachers share with me that the lessons we planned together helped students understand the content in a way their students have not understood it in the past, and that they are looking forward to

"Thanks for all of your input and perspective, I can be closed-minded sometimes, unintentionally, so discussion is good for me." - 4th grade teacher

our next planning time together. Furthermore, this type of planning takes time. If teachers are willing to continue to take the time to purposefully plan using this format, they only do it because it is something that WORKS.

"I love the lessons we created!" - 5th grade teacher

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