

Continuing Through the Year with Facilitator-Led Bridges Implementation Meetings

Starting in January, the guides for your meetings will follow an abbreviated format in which we recommend resources and activities that you can incorporate into a generic meeting agenda. After using the detailed guides on this Web site to lead three meetings with your teachers, you've probably begun to feel more comfortable with the rhythm of the meetings and may have already begun to adapt the meeting plans to better address your teachers' needs.

You can use the generic agenda on the following page to plan and lead your Bridges Implementation Meetings. Each abbreviated meeting guide recommends resources to share with teachers (e.g., unit planners, assessment information), as well as key activities to model. You can follow the recommendations exactly, or you can adapt them based on the needs and interests of the teachers you're working with. This means you'll also need to identify and prepare the materials required for each meeting.

It will be up to you to decide how to orchestrate the group activities and discussions to help teachers prepare to teach the material effectively in their own classrooms. As you design your meetings, it may be helpful to keep the following points in mind:

- Create opportunities for participants to do hands-on work as often as possible.
- Vary the activities: include partner work, whole-group discussions, and games.
- Create opportunities for participants to get up and move around, and to talk with a wide variety of other participants.
- Promote participants' autonomy and create opportunities for them to collaborate with each other.
- Model the teaching practices that participants should be using in their own classrooms.
- Encourage participants to imagine that they are their own students when they are solving problems or doing model activities from the unit and Number Corner.

Thank you for helping teachers implement Bridges in Mathematics! The support and encouragement you provide is critical to the professional development of teachers and helps ensure the success of their students. Feel free to call or email if you'd like more information or need some suggestions for getting started planning your own meetings. We'd also love to know what is working well for you and your teachers.

Sincerely,
The Math Learning Center Professional Development Team
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Bridges Implementation Meetings Agenda

| Part | Time | Summary |
|--|------------|---|
| I Welcome & Agenda | 5 minutes | The group establishes a positive and professional environment and reviews the agenda and list of professional agreements. |
| II Number Corner Preview <i>See Key Pages and Recommended Mathematical Activities sections of the meeting guide.</i> | 20 minutes | The facilitator helps teachers preview key pages in the Number Corner Teachers Guide. The facilitator models some activities from the month. |
| III Sharing Successes | 3 minutes | Table groups share their successes, and then a representative from each group shares a success with the whole group. |
| IV Reviewing Questions & Concerns | 7 minutes | The facilitator and teachers review participants' concerns submitted via email and address one or two of them. |
| V Looking at the Unit Planner and Exploring the Unit <i>See Key Pages section of the meeting guide.</i> | 10 minutes | The facilitator helps participants locate resources in the Teachers Guide that will be helpful in planning for and teaching the unit. |
| VI Reading the Unit Introduction | 10 minutes | Teachers read the unit introduction to consider the big mathematical ideas of the unit, as well as the flow of instruction and assessment. |
| VII Doing Key Activities from the Unit <i>See Recommended Mathematical Activities section of the meeting guide.</i> | 45 minutes | The facilitator helps teachers explore, discuss, and have hands-on experiences with key activities from the unit. |
| VIII Brainstorming Solutions to Challenges | 10 minutes | The facilitator helps teachers brainstorm solutions to challenges they have encountered. |
| IX Wrap Up | 10 minutes | The facilitator confirms the time, date, and location of the next meeting, collects teachers' exit cards, and shares giveaways with participants. Participants evaluate the efficacy of these meetings using the list of professional agreements. |