

## An Introduction to the Bridges in Mathematics Teacher-Led Implementation Guides

The Bridges in Mathematics Implementation Guides provide the time and structure teachers need to help one another as they begin to teach the Bridges curriculum. Each Implementation Guide is a plan for an hour-long meeting in which teachers at the same grade level (for example, all the third grade teachers in a building) collaborate to prepare for the upcoming Bridges unit and month of Number Corner. Essentially, the Implementation Guides provide a way for teachers to conduct their own professional development as they implement the Bridges curriculum for the first time.

### **How often will Bridges Implementation meetings be held?**

Grade-level teams will meet for an hour twice a month: once to prepare for the upcoming Bridges unit and once to prepare for the upcoming month of Number Corner activities. Later in the year, when you are more familiar with the meeting format, you might consider combining the unit and Number Corner meetings if you have at least two hours to meet.

### **What happens during each meeting?**

In each meeting, you'll preview the upcoming unit or month of Number Corner, share materials preparation tasks among group members, and help each other brainstorm solutions to the challenges you've encountered in your classrooms. Later in the year, you'll also spend a little more time exploring the mathematical topics in depth.

The table on the next page shows approximately how you will spend your time in each meeting. The agenda is nearly identical for all of the meetings, but there are some slight variations between the unit and Number Corner meetings. There are also some differences between meetings that take place early in the year and those that take place later in the year: for example, later in the year you'll spend more time actually doing some math and less time discussing the successes and challenges you've experienced while implementing the curriculum.

<b>Major Agenda Items in Bridges Implementation Meetings</b>	
<b>Approximate Time</b>	<b>Agenda Item</b>
About 10 minutes	<b>Reviewing the unit or Number Corner planner</b> to develop a big picture of the unit or month and a sense of the pacing.
About 20 minutes	<b>Previewing the lessons</b> in the upcoming unit or month of Number Corner. You may also review important planning resources and read the unit introduction.
About 15 minutes (unit meetings only)	Identifying when and how the <b>key learning objectives</b> in each unit are taught and assessed. A short chart is provided to help you stay focused on these key objectives as you teach the unit.
About 5 minutes	<b>Assign materials preparation tasks</b> to different group members to share the work of preparing ahead of time. A list of materials preparation tasks is included to make this easier and more organized for you.
About 10 minutes	Discussing what is going well in your classrooms and helping to <b>brainstorm solutions to challenges</b> team members have encountered.

It's a good idea to assign the roles of facilitator, timekeeper, and recorder for each meeting ahead of time. The facilitator hosts the meeting and guides everyone through the items on the agenda. The timekeeper ensures that the group spends roughly the recommended amount of time on each agenda item. The recorder takes notes and fills out master copies of the handouts, which will be copied for all group members and possibly for the principal. If there are four or more teachers in your group, it may be effective for two teachers to share the role of facilitator.

### **What will we need to do to prepare for each meeting?**

Unless you are facilitating the meeting, you won't need to do anything to prepare ahead of time, but everyone will need to bring the following materials to each meeting. This list is included on the first page of each meeting guide.

- a pen
- a notebook
- sticky notes
- your Teachers Guide
- your Getting Started manual (for unit meetings only)
- a State Supplement if one was included in your Bridges kit (for unit meetings only)
- your Number Corner Student Book (for Number Corner meetings only; Note that Kindergarten Number Corner does not include a Number Corner Student Book.)

It is a good idea to take turns facilitating the meetings, because the facilitator will host the meeting in his or her classroom and will need to prepare some items in advance. The facilitator will download the meeting guide from the Math Learning Center Web site (see the Web address on the next page). The first page of the meeting guide includes a list of materials that the facilitator will need to prepare.

For most meetings, the preparation involves downloading one or two documents from the Math Learning Center Web site, running copies for each participant, and occasionally making manipulatives available. All required materials are provided free of charge on the Math Learning Center Web site or are included in your Bridges kits.

### **What role will our principal play in these Bridges Implementation meetings?**

Your principal will certainly need to help you set aside the time to conduct these meetings. He or she will also probably want to collect one or two of the completed handouts from each meeting to stay informed. Whether your principal can be more involved than this will depend on his or her schedule and competing responsibilities. If a math coach, math specialist, or consultant is helping teachers at your school, your principal may not spend as much time assisting with the implementation of Bridges, but keeping open lines of communication between teachers and administrators helps ensure the successful implementation of any new curriculum.

### **What if we have questions about Bridges or need more help using these Implementation Guides?**

Your principal, math specialist, or professional development consultant (if you have one) may be able to answer your questions and provide the support you need. You are also welcome to call or email the Math Learning Center, where a customer service representative or curriculum specialist will answer your questions free of charge. Please provide the following information when you call or email:

- the grade level of the curriculum you are teaching
- the unit or month of Number Corner you are teaching
- the session number or title of the Number Corner routine, challenge, or workout about which you have a question (if applicable)

Web site	<a href="http://www.mathlearningcenter.org">www.mathlearningcenter.org</a>
Implementation Guides on the Web	<a href="http://www.mathlearningcenter.org/resources/materials/grades-k5.asp">www.mathlearningcenter.org/ resources/materials/grades-k5.asp</a>
Email	<a href="mailto:MLCsupport@mathlearningcenter.org">MLCsupport@mathlearningcenter.org</a>
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