

Continuing Through the Year with Teacher-Led Bridges Implementation Meetings

Starting in February, 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 conduct as many as six implementation meetings with your colleagues, you may have already begun to adjust the meetings to better suit your group, and this new format will allow you the flexibility to continue designing the meetings as you see fit.

You can use the generic agendas on the following pages to plan and conduct your Bridges Implementation Meetings for the rest of the year. In the abbreviated guides, we have combined recommendations for the units and Number Corner into one document, even though you may be conducting meetings for those parts of the curriculum separately. You'll need to adapt the suggestions based on how you want to spend your time: for example, if you choose to spend a lot of time discussing the challenges and successes you've experienced, you'll have less time (and perhaps no time) to do the recommended mathematical activities for that unit. If you want to continue reading and summarizing the Number Corner activities for each month, you probably won't have time to do the recommended mathematical activities. You should spend your time in the meetings on those agenda items that are most useful to you and make adjustments to the recommended activities as you see fit. (The last page of this document is the Successes & Challenges recording sheet. You can run copies of it for your group any time you want to use it in a meeting.)

At the end of each meeting, you might want to take a look at the recommendations for the following meeting and decide how closely you'd like to follow them. You might also leave it to the facilitator for each meeting to decide exactly what activities to do as a group. Either way, the facilitator will probably have to be more deliberate in leading the group activities and discussions during the remaining meetings this year. The facilitator will also need to identify and prepare the materials required for the meeting he or she is hosting.

Thank you for your commitment to improving the mathematics learning of all of the students you serve! We hope you are finding the process of working together to implement Bridges in Mathematics enjoyable and helpful. 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.

Sincerely,
The Math Learning Center Professional Development Team
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Unit Meeting Agenda, Version 1, Brainstorming Solutions to Challenges

| Part | Time | Purpose |
|--|------------|---|
| I Reviewing Roles & Agenda | 3 minutes | Clarify group members' roles and review what will happen in today's meeting. |
| II Recording Your Successes & Challenges | 5 minutes | Reflect silently and privately on implementing Bridges so far; use your sheet during this meeting to record potential solutions to your challenges. |
| III Looking at the Unit Planner | 5 minutes | Develop a big picture of the unit. |
| IV Exploring the Unit <i>See Key Pages section of the meeting guide.</i> | 5 minutes | Locate resources in the Teachers Guide that will be helpful as you plan for and teach the unit. |
| V Reading the Unit Introduction | 10 minutes | Deepen your understanding of the big mathematical ideas in the unit, as well as the flow of the instruction and assessment. |
| VI Completing the Instruction & Assessment of Key Learning Objectives Chart | 15 minutes | Identify when the most important learning objectives in the unit will be taught and assessed. |
| VII Sharing Advance Preparation Responsibilities | 7 minutes | Share responsibilities for preparing to teach the unit among group members and determine the place, date, and time for your next meeting. |
| VIII Sharing Successes, Challenges & Solutions | 10 minutes | Listen to, support, and share ideas with colleagues, with an emphasis on generating solutions to challenges. |

Unit Meeting Agenda, Version 2, Focusing on the Math

| Part | Time | Purpose |
|--|------------|---|
| I Reviewing Roles & Agenda | 3 minutes | Clarify group members' roles and review what will happen in today's meeting. |
| II Looking at the Unit Planner | 3 minutes | Develop a big picture of the unit. |
| III Exploring the Unit <i>See Key Pages section of the meeting guide.</i> | 5 minutes | Locate resources in the Teachers Guide that will be helpful as you plan for and teach the unit. |
| IV Reading the Unit Introduction | 10 minutes | Deepen your understanding of the big mathematical ideas in the unit, as well as the flow of the instruction and assessment. |
| V Getting into the Math of the Unit <i>See Recommended Mathematical Activities section of the meeting guide.</i> | 17 minutes | Prepare to teach the key learning objectives in the unit by doing some math and investigating the concepts more deeply. |
| VI Completing the Instruction & Assessment of Key Learning Objectives Chart | 15 minutes | Identify when the most important learning objectives in the unit will be taught and assessed. |
| VII Sharing Advance Preparation Responsibilities | 7 minutes | Share responsibilities for preparing to teach the unit among group members and determine the place, date, and time for your next meeting. |

Number Corner Meeting Agenda

| Part | Time | Purpose |
|--|------------|---|
| I Reviewing Roles & Agenda | 3 minutes | Clarify group members' roles and review what will happen in today's meeting. |
| II Recording Your Successes & Challenges | 5 minutes | Reflect silently and privately on implementing Number Corner so far; use your sheet during this meeting to record potential solutions to your challenges. |
| III Reading & Summarizing the Workouts, Routines, and/or Challenges <i>See Recommended Mathematical Activities section of the meeting guide.</i> | 25 minutes | Help all group members feel better prepared to teach every workout, routine, and/or challenge this month. You might each read an activity or two and then summarize them for one another, or you might do one or more of the recommended mathematical activities. |
| IV Reviewing Important Planning Resources <i>See Key Pages section of the meeting guide.</i> | 10 minutes | Review what you'll be doing on a daily basis in Number Corner this month. Identify which skills are assessed this month and locate resources that will be helpful as you plan for and teach the workouts, routines, and/or challenges. |
| V Sharing Advance Preparation Responsibilities | 7 minutes | Share responsibilities for preparing to teach the month among group members and determine the place, date, and time for your next meeting. |
| VI Sharing Successes, Challenges & Solutions | 10 minutes | Listen to, support, and share ideas with colleagues, with an emphasis on generating solutions to challenges. |

Successes & Challenges

Successes

| |
|-------------------------------------|
| I felt like celebrating when ... |
| I was pleasantly surprised when ... |
| Other Successes |

Challenges

| Record your challenges in this column. | Record potential solutions (that you thought of, were shared by your colleagues, or were found on the Challenges & Solutions chart or in Getting Started) in this column. |
|--|---|
| I felt concerned when ... | |
| I'd like to be more effective at ... | |
| Other Challenges | |