

NUMBER SENSE, GRADES K-2
PROFESSIONAL LEARNING COMMUNITY
(PLC) SESSIONS



General Outline for Three PLC Meetings Between Training Days	
Meeting	Activity
1	<p>First Classroom Conversation</p> <p>Before the meeting: Teachers will engage students in classroom conversations about the problems provided. Teachers will compare and contrast the work of different students during discussions with their students, using the 5 steps from <i>Five Practices for Orchestrating Productive Mathematical Discussions</i>.</p> <p>Teachers will collect samples (4-6) of student work or save artifacts such as photos, scripts, or notes from discussion time and bring for sharing during the first PLC time of each module. Teachers should chart results or save the work for comparison with student work from the <i>second</i> classroom conversation to be discussed in meeting three.</p> <p>During the meeting: Teachers will share student work samples or artifacts, sort them by problem solving strategies, and discuss why they found these particular items interesting and what student thinking and misconceptions are evident in the work. All PLC members will contribute to the selected group reflection questions during the PLC session and record on the Meeting 1 reflection form.</p>
2	<p>Student Interview</p> <p>Before the meeting: Teachers are given a protocol for a short teaching interview. They interview two of their students, individually or as a pair, before the second PLC meeting to assess the level of thinking and to develop their questioning skills to push student thinking to a higher level. They use this experience to prepare for whole class discussions.</p> <p>During the meeting: Teachers share results of the teaching interview with each other during the second PLC meeting. They also share the effectiveness of the various questioning strategies they tried. In addition, teachers will contribute to the selected group reflection questions during the PLC session and record on the Meeting 2 reflection form.</p>
3	<p>Second Classroom Conversation</p> <p>Before the meeting: Teachers will again engage students in classroom conversations about the problems provided. Teachers will compare and contrast the work of different students during discussions with their students, using the 5 steps from <i>Five Practices for Orchestrating Productive Mathematical Discussions</i>.</p> <p>Teachers will collect 4-6 samples of student work or save artifacts such as photos, scripts, or notes from discussion time and bring for sharing during this third PLC meeting following each content training day.</p> <p>During the meeting: PLC members will share the student work or artifacts, sort them by problem solving strategies, discuss what student thinking and misconceptions are evident in the work, and contrast results with student work discussed at Meeting 1. In addition, teachers will contribute to the selected group reflection questions during the meeting and record on Meeting 3 reflection form.</p>

Professional readings will be suggested to give more detailed information related to the concepts and instructional strategies in each module. Generic and reading specific questions will be provided to facilitators. The readings and discussion questions can be added to any PLC meeting.