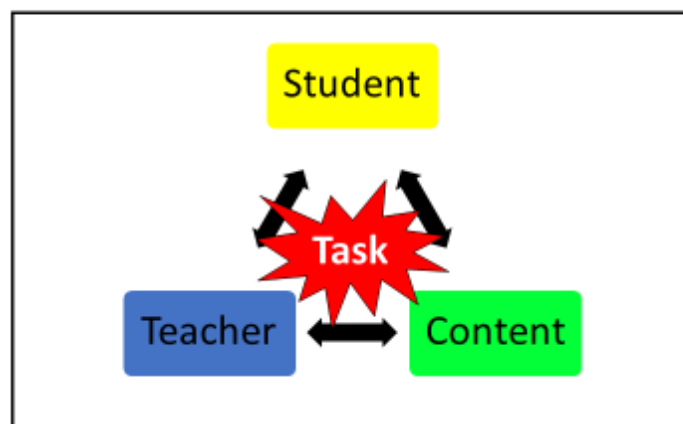


# Professional Development 2.0: The Next Generation of PD

## Learning Targets

- I can engage in aspects of a coaching cycle, deliberate practice, and instructional rounds through simulation and case studies.
- I can use student work as an entry point for professional learning.
- I can describe a key feature of these structures and connect them to the professional learning needs of my school system through an action plan.
- Each time I'm tempted to focus on the obstacles, I can reframe my thinking with **optimism** by focusing on the opportunities for transformation.

## The Instructional Core



City, E. A. (2009). *Instructional Rounds in Education: A network approach to improving teaching and learning*. Cambridge, MA: Harvard Education Press.

## Grade 2 Module 4 Lesson 16 Problem Set

4. Andy spent 71 hours studying in November. In December, he studied 19 hours less. Rachel studied 22 hours more than Andy studied in December. How many hours did Rachel study in December?

## Using Student Work as an Entry Point for Coaching

**Teacher Prompt:** “Draw a picture to represent or show what is happening in the problem.”

What do you notice and wonder about how the students responded to this prompt? (p. 3)

Notice	Wonder

## Using Student Work as an Entry Point for Deliberate Practice

### Longer/Shorter (2 minutes)

T: This rectangle is long enough to hold this row of 5 dots. (Draw 5 dots so that they fill up the space.)

T: (Write the number 5 in the column to the right and point to the number 5.) I’m going to start drawing a rectangle that is long enough to hold a row of 5 dots of the same size. Tell me when to stop.

T: Why did you say “Stop” there? (S: It’s about the same size.)

T: This rectangle is also long enough to hold the row of 5 dots.

T: (Write the number 4 in the column to the right and point to the number 4.) I’m going to start drawing a rectangle that is long enough to hold a row of 4 dots. Tell me when to stop.

T: Why did you say “Stop” there? (S: It’s a little shorter.)

T: This rectangle is long enough to hold the row of 5 dots.

T: (Write the number 10 in the column to the right and point to the number 10.) I’m going to start drawing a rectangle that is long enough to hold a row of 10 dots. Tell me when to stop.

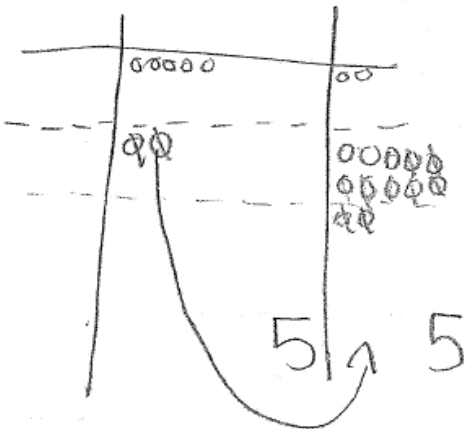
T: Why did you say “Stop” there? (S: It’s double.)

### Problem Set Giovanni

1. Kelvin rode the bus 52 times in December.

In January, he rode the bus 19 times less.  
Mikaili rode the bus 22 more times than Kelvin in January.  
How many times did Mikaili ride the bus in January?

$$52 + 22 - 19 = 55$$

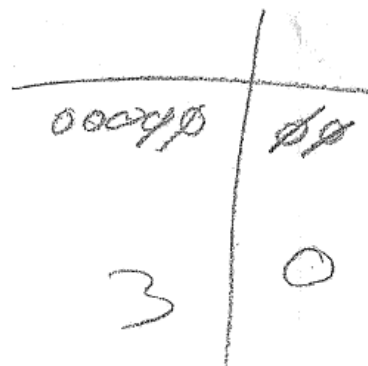


### Problem Set Mariana

1. Kelvin rode the bus 52 times in December.

In January, he rode the bus 19 times less.  
Mikaili rode the bus 22 more times than Kelvin in January.  
How many times did Mikaili ride the bus in January?

$$\begin{array}{r} 52 \\ - 22 \\ \hline 30 \end{array}$$

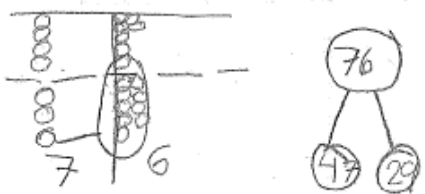


### Katherine

2. The cook made 47 tamales.  
She made 29 more burritos than tamales.

a. How many burritos did the cook make?

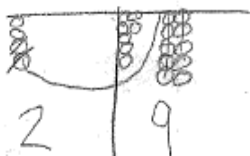
$$47 + 29 = 76$$



The cook made 76 burritos.

b. The cook made 18 fewer tamales than tacos. How many tacos did the cook make?

$$47 - 18 = 29$$



The cook made 29 tacos.

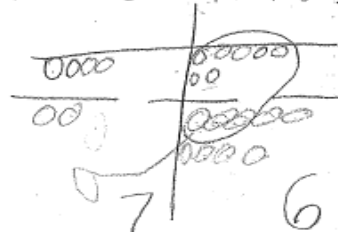
### Galvicia

2. The cook made 47 tamales.  
She made 29 more burritos than tamales.

a. How many burritos did the cook make?

$$47 + 29 = 76$$

The cook has 76 tamales.

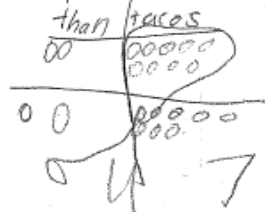


b. The cook made 18 fewer tamales than tacos. How many tacos did the cook make?

$$29 + 18 = 47$$

than tacos

The cook has 47 tamales



## Action Plan

Connect the next generation of professional development tools to the professional learning needs of your system.

<b>Professional Learning Structures</b>	<b>Identified Professional Learning Need</b>	<b>How will this tool address the identified professional learning need?</b>
<b>Coaching</b> Key Features:		
<b>Deliberate Practice</b> Key Features:		
<b>Instructional Rounds</b> Key Features:		