<table>
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<tr>
<th>enVisionMATH® WORKSHOPS &amp; VIRTUAL COURSES</th>
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<td>Focusing on the Mathematical Practices of the Common Core (2-day training)</td>
<td>©2009, ©2011: 115540 ©2012 CCSS: 115560</td>
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<tr>
<td>Using the Common Core in a Standards-Based Mathematics Classroom</td>
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<tr>
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<td>enVisionMATH®: Using Student Assessment to Drive Instruction</td>
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<td>enVisionMATH®: Analyzing Fraction Concepts</td>
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<td>enVisionMATH® JOB-EMBEDDED SERVICES</td>
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<tr>
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<tr>
<td>Small-Group Lesson Study</td>
<td>112922</td>
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<td>Consultative Services</td>
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Additional Professional Development initiatives include:
- SIOP for Math
- Educational Effectiveness
- Using Classroom Technology Effectively
- Diagnostic and Research Services
- Response to Intervention

For more information contact your Pearson Account Executive, or visit PearsonPD.com and select Contact Us.

877-637-1604
PearsonPD.com
enVisionMATH®
Professional Development
Implementation Planning Guide

Multiply teacher effectiveness and measure the fidelity of your enVisionMATH® implementation.
We know the challenges many of your teachers face today relative to teaching mathematics.

- Effectively implement the Common Core Standards
- Design and deliver engaging lessons
- Motivate and teach students to become conceptual thinkers
- Enhance teacher effectiveness

And you have to know which teaching practices are likely to increase student success.

Pearson Professional Development programs and consultative services are designed to increase teacher effectiveness and, thus, support your enVisionMATH® implementation.

**Challenge**

Understand the Mathematics content and the new “Mathematical Practices”

Provide instruction aligned to the goals of the Common Core

Measure teacher effectiveness

**Solution**

Common Core Workshops

Job-Embedded Services

Pearson’s Compass Suite
Popular Implementation Training Models

enVisionMATH® Workshops and Virtual Courses

- Product Implementation Essentials
- Foundational Overview of the Common Core State Standards for Mathematics
- Focusing on the Mathematical Practices of the Common Core
- Using the Common Core in a Standards-Based Mathematics Classroom
- Effective Use of the Digital Path
- Using Student Assessment to Drive Instruction
- Problem-Based Interactive Learning
- Personalize and Differentiate Instruction
- Developing Computational Fluency
- Developing Problem Solving
- Developing Algebraic Thinking
- Analyzing Fraction Concepts

enVisionMATH® Job-Embedded Services

- Coaching and Modeling
- Small Group Lesson Study
- Consultative Services

Educational Effectiveness and Additional Professional Development Services & Resources

- Pearson’s Compass Suite
- Diagnostic & Research Services
- Classroom Technology
- Capacity Builder Plus®
High-Quality Education Services from Pearson

Focused on You

• Schoolwide Consultative Services for Leaders

• High-Quality Professional Development Services for Teachers

• Capacity-Building and Innovative Training Programs
Pearson School Achievement Services (SAS)

Pearson School Achievement Services develops and delivers trusted, relevant, innovative, and research-based on-site and online professional development, instructional solutions and technologies, and schoolwide improvement services.

Pearson’s nationwide teams of certified and highly qualified education consultants provide educators in schools, districts, and states with assistance in ensuring that all students are empowered and engaged to meet the highest college- and career-ready standards, no matter where they start.

To meet your specific needs, our services are delivered in a variety of ways, including face-to-face, virtual, and blended professional development, with capacity-building train-the-trainer options as well as ongoing job-embedded consultative services.

Pearson’s Services Offerings Continuum

Comprehensive, Systematic, and Transformative

Schoolwide Improvement Model implementation and Common Core and other consultative implementation services

Targeted, Localized, or Event-Based

Content and functional area professional development, including offerings focused on Common Core and job-embedded coaching and modeling

Program, Product, or Platform Focused

Curriculum-focused and technology-specific professional development, including associated PD aligned with Common Core

Pearson’s School Achievement Services offerings are designed to help you increase student success.

To learn how we can support you, please visit www.PearsonPD.com or www.pearsonschoolimprovement.com, or call 877.530.2716.
Build Capacity with Pearson’s Job-Embedded Services

Pearson’s three levels of job-embedded services offer the most effective way for schools and districts to build capacity.

**Coaching and Modeling**
Pearson’s job-embedded coaching offers intensive support for schools wishing to build capacity. An experienced Pearson Consultant supports two individual teachers during the two-day cycle.

**Day One Activities:**
- Collaborative lesson planning
- Lesson modeling and teacher observation
- Teacher debrief
- Reflection on implementation
- Planning for the following day

**Day Two Activities:**
- Lesson delivery and consultant observation
- Teacher debrief
- Reflection on implementation
- Additional instructional planning

**NUMBER OF DAYS:** 2  
**NUMBER OF PARTICIPANTS:** 2

Maximum capacity-building!
Small-Group Lesson Study

In this one-day session, a group of up to six participants collaborates to plan a lesson, observes the implementation of the lesson and records their observations. After the lesson, participants analyze the effectiveness of the lesson in meeting student needs and work together to plan future lessons using the strategies observed. This lesson study is designed to be conducted in small groups to afford reflection, collaboration, and deeper understanding of teaching and learning.

NUMBER OF DAYS: 1
NUMBER OF PARTICIPANTS: 6

Build the capacity of your school teams!

Consultative Services

Consultative services offer a flexible model for schools who want to address particular instructional needs. During the course of a school day, an experienced Pearson Consultant provides expertise and support to teachers, coaches, and/or leaders. Flexible services may include observation, coaching, data analysis, lesson planning, and problem-solving as needed.

NUMBER OF DAYS: 1
NUMBER OF PARTICIPANTS*: Small groups and/or individuals, as needed
*Consultative Services is not a workshop model

Build capacity through targeted support!

Job-embedded services are available for the following Pearson elementary programs

<table>
<thead>
<tr>
<th>PEARSON PROGRAMS</th>
<th>COACHING AND MODELING</th>
<th>SMALL-GROUP LESSON STUDY</th>
<th>CONSULTATIVE SERVICES</th>
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<td>My Sidewalks</td>
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<td>Literacy Navigator®</td>
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<td>Good Habits, Great Readers™</td>
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<td>X</td>
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<td>Rtl in Literacy</td>
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<td>Words Their Way™</td>
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<tr>
<td>Words Their Way™: Word Study in Action</td>
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<td>6-Trait Writing</td>
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<td>Science Navigator®</td>
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<tr>
<td>Other</td>
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<td>Capacity Builder Plus</td>
<td>X</td>
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</tbody>
</table>
Unmatched Support for Improving Student Mathematics Achievement

3 Ways Pearson Professional Development can help your district close the achievement gap

1. **Timely Support.** The widest array of support around the Common Core and RtI to keep district staff abreast of fast moving change.

2. **Flexible Support.** Training formats that address today’s time constraints—while helping you build capacity and sustained learning.
   - Face-to-Face Workshops
   - Virtual Institutes
   - On-Site Job-Embedded Services
3. Authoritative Support. Professor Francis (Skip) Fennell—Senior Mathematics Consultant for Pearson Professional Development.

Dr. Fennell is one of the most important math educators of our time. He is a long-time author on Pearson’s leading enVisionMATH® series, and most recently provided an important voice in the writing of the Common Core State Standards. He is currently working on a number of ventures that will help math teachers successfully implement the Standards for Mathematical Practice in their classrooms.

In his role as Pearson’s Senior Mathematics Consultant for Professional Development, Skip helps shape our content and pedagogy so that they reflect the most current scholarship around best classroom practices. Skip will also be our featured speaker at national and regional math clinics where he will outline the need for renewed emphasis on intervention programs to help students who struggle with mathematics.

What are the results of a Pearson Mathematics professional development implementation?

Below, see one example of how our Investigations offerings helped raise student achievement.

Independent studies confirm that Investigations generates significant gains in student learning when implemented with high fidelity.

Subgroup Analyses for Late Elementary Investigations Students Gains

<table>
<thead>
<tr>
<th>GMADE SUBPOPULATION</th>
<th>Baseline 4th Grade</th>
<th>EOY 4th Grade</th>
<th>EOY 5th Grade</th>
<th>GROWTH</th>
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<tbody>
<tr>
<td>Lower achieving</td>
<td>2.4</td>
<td>3.5</td>
<td>5.0</td>
<td>2.6</td>
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<tr>
<td>Higher achieving</td>
<td>5.3</td>
<td>12.2</td>
<td>12.8</td>
<td>7.5</td>
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<tr>
<td>Reduced priced lunch</td>
<td>2.5</td>
<td>3.5</td>
<td>4.8</td>
<td>2.3</td>
</tr>
<tr>
<td>Full priced lunch</td>
<td>3.8</td>
<td>6.2</td>
<td>8.2</td>
<td>4.4</td>
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<tr>
<td>Not English proficient</td>
<td>3.0</td>
<td>4.3</td>
<td>6.2</td>
<td>3.2</td>
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<tr>
<td>English proficient</td>
<td>2.8</td>
<td>4.3</td>
<td>5.8</td>
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<tr>
<td>African American</td>
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<td>3.5</td>
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<td>Caucasian</td>
<td>3.3</td>
<td>4.5</td>
<td>6.2</td>
<td>2.9</td>
</tr>
</tbody>
</table>

*Cell values represent grade-equivalent scores transformed from sample or adjusted GMADE total raw score means.*
Implementing enVisionMATH®

Mathematics + Implementation Services = The Results You Want

enVisionMATH® uses daily problem-based interactive math and visual learning strategies to deepen students’ conceptual understanding. Ongoing diagnosis and intervention and data-driven differentiation ensure that enVisionMATH® gives every student the opportunity to succeed.

Pearson’s wide array of professional development for enVisionMATH® (as well as the abundance of additional math and Common Core professional development support) helps teachers learn new strategies to engage their students in mathematics.

These recommended road maps show how you can implement enVisionMATH® with fidelity—just pick your focus area.

Our Most Popular Mathematics Services Implementation Model
- Product Implementation Essentials enVisionMATH®
- Problem-Based Interactive Learning: enVisionMATH®
- Classroom Technology: 21st Century Classrooms
- Coaching and Modeling
- Small-Group Lesson Study
- SIOP® for Math
- Teacher Compass™ Suite

Common Core Services Implementation Model
- Leading the Way for Common Core State Standards Implementation in Mathematics (for Leaders and Administrators)
- Foundational Overview of the Common Core State Standards for Mathematics
- Teaching for Conceptual Understanding
- Performance-Based Assessment for Mathematics
- Focusing on the Mathematical Practices of the Common Core

Job-Embedded Implementation Model
- Coaching and Modeling
- Small-Group Lesson Study
- Consultative Services
- Teacher Compass™ Suite

Integrating Classroom Technology Implementation Model
- Integrating Interactive Whiteboards into the Curriculum
- Integrating Student Responders into the Classroom
- Using the Interactive Whiteboards to Focus on the Mathematical Practices of Common Core
- Teacher Compass™ Suite (for effective Leaders and Administrators)
- Diagnostic & Research Services (for effective Leaders and Administrators)
Featured Experts

Pearson’s close association with key authors and architects of the Common Core State Standards for Mathematics, including Dr. Skip Fennell, Phil Daro, and Dr. Jane Schielack, ensures that the spirit and pedagogical approach of the initiative is embodied in our educational materials, assessments, and professional development.

Dr. Skip Fennell  Phil Daro  Dr. Jane Schielack

Results Snapshot: enVisionMATH®

A two-year, independent study of geographically diverse schools confirmed significant gains in student learning where Pearson’s enVisionMATH® curriculum was implemented with high fidelity.

Over the course of two years, there were gains of 7% on MAT8 Concepts and Problem Solving as well as Computation subtests, and 36% on the GMADE subtest. This is noteworthy because when student learning increases at a normal rate, the percentile rank typically does not change.

<table>
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<tr>
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<th>Pre-Fall 2007</th>
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<td>MAT8: Computation</td>
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<td>67th</td>
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<tr>
<td>GMADE: Math Vocabulary</td>
<td>37th</td>
<td>47th</td>
<td>73rd</td>
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</table>

Effective instruction occurs when teachers make informed decisions about intervention based on accurate classroom data.”

— Dr. Skip Fennel
enVisionMATH® Author

myPearsonTraining.com

Online access to implementation and orientation training. Easy as 1, 2, 3. No password required!

2. Navigate to find enVisionMATH®.
3. Watch tutorials, download quick-start guides, and get your questions answered!
enVisionMATH®: Product Implementation Essentials

This one-day workshop is for teachers who are new to enVisionMATH®. Participants experience model lessons with extra emphasis on the activity-based instruction embedded in the program. They focus on the mathematical content and learn strategies for activity-based instruction within the elementary classroom. Participants are involved in solving problems, discussing mathematical concepts, and working together to reflect on how to teach and assess enVisionMATH® in their classrooms.

OUTCOMES:
By the end of the workshop, participants will be able to:

• Identify organization and content of the program and supporting resources.
• Discuss instructional strategies that enhance math instruction at each grade level.
• Demonstrate a deeper understanding of the instructional philosophy, mathematical content, lesson structure, and assessment features of the enVisionMATH® program.
• Develop a plan based on program familiarity for the first topics in the program.

TARGET AUDIENCE:
Educators, Instructional Coaches, Administrators, Paraprofessionals

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1


enVisionMATH® Common Core ©2012
Product Implementation Essentials: Virtual Course

This virtual version of the one-day workshop helps time-crunch districts meet their professional development needs through a blended model of self-paced modules and instructor-led Webinars scheduled at the school/district’s convenience.

NUMBER OF PARTICIPANTS: Up to 50

COURSE TIME: 6 seat hours


Foundational Overview of the Common Core State Standards for Mathematics

The Foundational Overview of the Common Core State Standards for Mathematics provides participants with an opportunity to explore all components of the Common Core State Standards for Mathematics (CCSSM) with an emphasis on the framework of learning they provide for college and career readiness. This one-day workshop focuses on the domains, concept categories, and learning progressions of the K–12 Standards for Mathematical Content while integrating the mathematical habits of mind required by the K–12 Standards for Mathematical Practice.

OUTCOMES:
By the end of the workshop, participants will be able to:

• Identify the domains and concept categories included in the K–12 Standards for Mathematical Content.
• Connect the K–12 Standards for Mathematical Practice to the NCTM process standards and proficiencies as detailed in Adding It Up: Helping Children Learn Mathematics.
• Identify ways to promote classroom discourse that help students develop mathematical proficiency.
• Identify aspects of the mathematical practices that bring teaching closer to assessment.
• Connect current practice and articulate the changes needed to implement CCSSM.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1


Foundational Overview of the Common Core State Standards for Mathematics: enVisionMATH® Common Core ©2012: Virtual Course

This virtual version of the one-day workshop helps time-crunch districts meet their professional development needs through a blended model of self-paced modules and instructor-led Webinars scheduled at the school/district’s convenience.

NUMBER OF PARTICIPANTS: Up to 50

COURSE TIME: 6 seat hours

Focusing on the Mathematical Practices of the Common Core

This comprehensive, two-day workshop provides participants with an opportunity to examine the impact that mathematical practices have on students by connecting them to processes, proficiencies, and problem solving. The first day focuses on the eight mathematical practices and how participants can use existing resources to promote and routinely assess the mathematical practices. The second day examines specific considerations for differentiation and support for all students as participants unpack content standards while continuing to consider the routine integration of the Standards for Mathematical Practice.

OUTCOMES:
By the end of the two-day workshop, participants will be able to:
• Connect the Standards for Mathematical Practice to the NCTM process standards and proficiencies as detailed in Adding It Up: Helping Children Learn Mathematics.
• Identify a structure for collaboration and use of the eight practices.
• Connect current practice and articulate the changes needed to implement the Standards for Mathematical Practice.
• Articulate ways to routinely promote and assess the math practices.
• Describe how specific mathematical practices are embedded in the Standards for Mathematical Content.
• Identify the attributes of a rich, instructional, problem-based approach and how it can support access to the Standards for Mathematical Practice.
• Identify sub-performance tasks as a means for providing students the opportunity to routinely demonstrate the eight mathematical practices.
• Connect the analysis of student work to ongoing support of the Standards for Mathematical Practice.

TARGET AUDIENCE:
K–12 Educators

PREREQUISITE:
Foundational Overview of the Common Core State Standards for Mathematics

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 2


Using the Common Core in a Standards-Based Mathematics Classroom

This one-day workshop focuses on helping teachers help students master the Common Core State Standards for Mathematics (CCSSM). Participants examine the engaging aspect of teaching through problem solving in a standards-based classroom as a means of helping students make sense of mathematics. Participants experience firsthand the benefits of an instructional model that takes into account what students know and the mathematically engaging aspect of problems and tasks, while building a community of learners where justification for answers and methods is valued.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Articulate a structure for teaching through problem solving that incorporates the Standards for Mathematical Content and the Standards for Mathematical Practice.
• Connect the design of a lesson to the opportunity for focused instruction and ongoing formative assessment.
• Identify scaffolded tasks as a means for differentiated instruction and an entry point for all students.
• Articulate daily instruction routines and classroom rituals that build independence of learning.
• Connect common misconceptions to the potential opportunities for student learning.
• Identify ways to promote purposeful student struggle and make mathematical relationships explicit.

TARGET AUDIENCE:
K–12 Educators

PREREQUISITE:
Foundational Overview of the Common Core State Standards for Mathematics

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

enVisionMATH®: Effective Use of the Digital Path

This one-day session focuses on how to successfully blend enVisionMATH® lessons using both the print and digital components through model lessons and participant reflection. Participants learn how technology is used to empower students to learn math with a deeper conceptual understanding. This workshop allows participants to explore the use of the Online Teacher’s Edition and Online Student Edition. They also receive an overview of Success Tracker—an online assessment and management system—and focus on using the system for ongoing assessment with intervention as well as creating student reports to identify student needs through online remediation and enrichment. This workshop explains the effective use of Animated Math Stories, Topic Opener Videos, Visual Learning Animations, Animated Glossary, Tools4Math, Interactive Games, Songs, Videos, and strategies to incorporate the guided and independent practice. At the end of this workshop, participants walk away with an understanding of the problem-based, interactive learning opportunities that can be used to enrich the print text as well as how to personalize learning to meet the needs of individual students.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Register a class successfully and understand how to manage students online.
• Evaluate the digital tools within enVisionMATH® SuccessNet® that are synchronized with and enhance each topic found within the print text.
• Describe how the interactive digital tools—such as virtual manipulatives, games, videos, songs, and practice—can be used to engage learners.
• Demonstrate how to use enVisionMATH® lesson planning and test-generating software.

TARGET AUDIENCE:
Educators, Instructional Coaches, Administrators

PREREQUISITE:
Computers are required for each participant.

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1


enVisionMATH®: Using Student Assessment to Drive Instruction

This one-day workshop focuses on the print and digital assessment components found within the enVisionMATH® program. This workshop includes strategies embedded within the program that allow educators to know the needs of students through benchmark intervention, strategic intervention, and intensive intervention. Participants explore the different types of assessment used in the classroom and how embedded strategies impact student learning. They are also engaged in examining student work and responding to work samples as they relate to students’ understanding of mathematical concepts. At the end of this workshop, participants will be familiar with many different strategies for authentic assessment as well as ways to differentiate instruction to meet the needs of all students.

NOTE:
For districts that plan to implement the Common Core State Standards, those assessment strategies will be addressed.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Evaluate the different types of assessment and the opportunities for authentic assessment found within the enVisionMATH® program.
• Describe how to meet individual needs through differentiated instruction, digital paths, and data-driven intervention strategies.
• Collaborate with other teachers to identify assessment and intervention strategies that can be used in the classroom immediately and set personal goals for further growth.

TARGET AUDIENCE:
Educators, Instructional Coaches, Administrators

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1


CC
enVisionMATH®: Problem-Based Interactive Learning

This one-day workshop explores strategies found within enVisionMATH® that help students develop a deeper understanding of concepts through interacting with each other and their teachers. Participants engage in activities that enhance their knowledge of problem-based instruction as they explore how it develops conceptual understanding in elementary students. At the end of this workshop, participants walk away with effective strategies for using problem-based instruction to enhance student learning as well as tools to engage students in interactive learning.

OUTCOMES:
By the end of the workshop, participants will be able to:

- Establish a plan to incorporate problem-based learning for developing conceptual understanding in elementary mathematics.
- Describe strategies to engage a range of learners through lesson modification and activity-based instruction.
- Develop an image of the classroom instructional model and techniques for supporting in-depth conceptual development.
- Address concerns about issues of systemic change, especially as they affect the elementary classroom.

TARGET AUDIENCE:
Educators, Instructional Coaches, Administrators

PREREQUISITE:
It is recommended that this workshop take place after participants have experienced an enVisionMATH® product orientation and are ready to dig deeper into the program.

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1


enVisionMATH®: Personalize and Differentiate Instruction

enVisionMATH® provides teachers with a wide array of strategies and resources for differentiation and personalization. This one-day workshop helps teachers identify strategies and resources to make the best instructional decisions for individual students. The workshop provides student work samples and sample data to guide teachers through data-driven decision making that they can apply to their students’ work and data. Instructional decision making is directly tied to enVisionMATH®. This workshop also helps teachers grasp how to implement these personalized learning plans in a classroom setting.

OUTCOMES:
By the end of the workshop, participants will be able to:

- Create personalized learning plans for individual students using enVisionMATH® materials.
- Apply strategies for carrying out several personalized learning plans simultaneously.
- Analyze data from formal and informal assessments to make informed decisions and plan instruction for individual needs.
- Identify the profiles and individual learning needs of diverse students in their own unique school or classroom setting.
- Examine embedded support for students with special needs and develop a plan for differentiating instruction using enVisionMATH® resources.

TARGET AUDIENCE:
K–6 Educators, Math Coaches, Specialists, Administrators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1


enVisionMATH®: Personalize and Differentiate Instruction

enVisionMATH® provides teachers with a wide array of strategies and resources for differentiation and personalization. This one-day workshop helps teachers identify strategies and resources to make the best instructional decisions for individual students. The workshop provides student work samples and sample data to guide teachers through data-driven decision making that they can apply to their students’ work and data. Instructional decision making is directly tied to enVisionMATH®. This workshop also helps teachers grasp how to implement these personalized learning plans in a classroom setting.

OUTCOMES:
By the end of the workshop, participants will be able to:

- Create personalized learning plans for individual students using enVisionMATH® materials.
- Apply strategies for carrying out several personalized learning plans simultaneously.
- Analyze data from formal and informal assessments to make informed decisions and plan instruction for individual needs.
- Identify the profiles and individual learning needs of diverse students in their own unique school or classroom setting.
- Examine embedded support for students with special needs and develop a plan for differentiating instruction using enVisionMATH® resources.

TARGET AUDIENCE:
K–6 Educators, Math Coaches, Specialists, Administrators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1


enVisionMATH®: Job-Embedded Services

Pearson’s three levels of job-embedded services offer the most effective way for schools and districts to build capacity.

Coaching and Modeling: ISBN: 112149
Consultative Services: ISBN: 117101

To learn more about Pearson’s job-embedded services, see p. 8.
Choose two topics from the following four options to create a customized one-day training session

**enVisionMATH®: Developing Computational Fluency**

In this workshop, teachers explore the approaches to enhancing computational fluency in the enVisionMATH program. This workshop identifies strategies for helping students make sense of algorithms and develop procedural flexibility. Participants examine student thought processes, learning, and misconceptions that occur as students try to make sense of mathematical procedures. At the end of this workshop, participants walk away with effective strategies for helping students develop computational fluency.

**OUTCOMES:**

By the end of the workshop, participants will be able to:

- Demonstrate increased understanding of their own knowledge of number concepts and procedures by engaging in problem solving and reflection.
- Implement the resources in their Teacher’s Edition more effectively to teach number and computation concepts.
- Address misconceptions students have while developing computational fluency, including learning standard algorithms.
- Implement models and visual learning techniques that teach whole-number operations to their students for greater conceptual understanding.

**TARGET AUDIENCE:**

K–6 Educators, Math Coaches, Specialists, Administrators

**NUMBER OF PARTICIPANTS:** 30

**ISBN:** enVisionMATH ©2009, ©2011: 115240

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**enVisionMATH®: Developing Algebraic Thinking**

This workshop is focused on problem-based, student-centered approaches to developing algebraic thinking. Participants experience methods of integrating instructional components and strategies designed to build habits of mind that contribute to thinking algebraically. Specifically, participants experience the way in which enVisionMATH supports reasoning with numbers and measurement, algebraic symbols, and functions. This workshop provides a holistic view of the program and prepares participants to teach elementary algebra in a way that supports students’ future success in algebra.

**OUTCOMES:**

By the end of the workshop, participants will be able to:

- Develop and analyze their own understanding of algebra as a tool for generalizing arithmetic and representing patterns.
- Identify critical concepts related to symbolism (variables and equality) as necessary components for student success in algebra in later grades.
- Enhance the instruction of concepts of numbers and operations understanding with algebra-related experiences to illustrate how learning in one domain supports learning in the other.
- Analyze student work and identify common misconceptions as opportunities for learning.
- Use the resources in the Teacher’s Edition more effectively to teach elementary mathematics and support later success in algebra.

**TARGET AUDIENCE:**

K–6 Educators, Math Coaches, Specialists, Administrators

**NUMBER OF PARTICIPANTS:** 30

**ISBN:** enVisionMATH ©2009, ©2011: 115261

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**enVisionMATH®: Developing Problem Solving**

This workshop explores strategies found within enVisionMATH that help students develop a deeper understanding of concepts through interacting with each other and their teachers. Participants engage in activities that enhance knowledge of problem-based instruction while exploring how it develops conceptual understanding in elementary students. Participants analyze recent findings and research about problem solving and learn strategies to engage a range of learners by using graphic organizers and pictorial representations for solving problems.

**OUTCOMES:**

By the end of the workshop, participants will be able to:

- Teach mathematical concepts through problem solving and help students learn through real contexts, problems, situations, and models.
- Implement visual learning tools and diagrams to solve problems.
- Analyze student work samples and describe the different strategies used.
- Support purposeful student struggle when solving problems and identify common misconceptions in mathematics as opportunities for learning.
- Use the resources in the Teacher’s Edition to teach problem-solving strategies.

**TARGET AUDIENCE:**

K–6 Educators, Math Coaches, Specialists, Administrators

**NUMBER OF PARTICIPANTS:** 30

**ISBN:** enVisionMATH ©2009, ©2011: 115251

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**enVisionMATH®: Analyzing Fraction Concepts**

This workshop focuses on the essential understandings critical to teaching and learning fractions. Participants engage in activities that build understanding and meaning of fractions. This workshop allows participants to explore strategies found within enVisionMATH that help students understand and learn these core concepts. At the end of this workshop, participants walk away with strategies for teaching fraction concepts to their students.

**OUTCOMES:**

By the end of the workshop, participants will be able to:

- Demonstrate increased understanding of their own knowledge of fraction concepts by engaging in problem solving and reflection.
- Use the resources in the Teacher’s Edition to teach fraction concepts.
- Address misconceptions and difficulties students have when learning fraction concepts.
- Implement models and visual learning techniques to teach fraction concepts to students for greater conceptual understanding.

**TARGET AUDIENCE:**

K–6 Educators, Math Coaches, Specialists, Administrators

**NUMBER OF PARTICIPANTS:** 30

**ISBN:** enVisionMATH ©2009, ©2011: 115260
Are you able to effectively implement the Common Core State Standards?

4 Ways Pearson Professional Development helps you implement the Common Core

1. **Essential Foundations**
   Pearson trainers facilitate more than 50 one- and two-day interactive workshops that range from Common Core orientation to in-depth explorations of content and pedagogy.

2. **Job-Embedded Services**
   Pearson Consultants will work with your administrators and teachers in your buildings to provide 1:1 coaching, small-group support, and consultative services that build and sustain learning.
3. Capacity Building
Pearson’s Capacity Builder Plus™ program trains cohorts of your trainers to facilitate Pearson’s workshops using Pearson’s materials and resources. (See the Capacity Builder Plus™ offering description on p. 10.)

4. Schoolwide Implementation
Integrate the Common Core State Standards throughout your system by applying our Schoolwide Improvement Model (SIM) with a specific Common Core focus in your school or district today. (For more information on SIM, visit www.pearonschoolimprovement.com)

Featured Experts
No company has more depth and breadth of expertise surrounding the Common Core State Standards (CCSS) than Pearson. Our close association with key authors and architects of the CCSS, including Karen Wixson, Skip Fennell, Phil Daro, and Sally Hampton, among others, ensures that the spirit and pedagogical approach of the initiative is embodied in our educational materials, assessments, and professional development.

Karen Wixson  Skip Fennell  Phil Daro  Sally Hampton
Common Core Leadership

Leading the Way for Common Core State Standards Implementation in English Language Arts K–12

This one-day workshop helps administrators, curriculum directors, coaches, and other instructional leaders explore the implications the Common Core State Standards (CCSS) have on English Language Arts (ELA) content and curriculum, classroom instruction and assessment, and building and district culture. It also explains how changes in those areas relate to successfully implementing the Common Core. Participants examine the likely impact of the Common Core on leaders, teachers, and students in their district. They also consider possible time frames and frameworks for implementation and learn about in-depth professional development opportunities that accommodate the needs of teachers and students.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Identify the factors that lead to the creation of the CCSS for ELA.
- Navigate the organizational structure of the CCSS for ELA.
- Identify implications of the CCSS for ELA on instruction, assessment, professional development, and leadership.
- Develop an actionable plan for the implementation of the CCSS for ELA.

TARGET AUDIENCE:
Administrators, Curriculum Directors, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 113948

Leading the Way for Common Core State Standards Implementation in Mathematics K–12

This one-day workshop explores the implications that successfully implementing the Common Core has on math content and curriculum, classroom instruction and assessment, and building and district culture. Participants examine the likely impact of the Common Core on leaders, teachers, and students. They also consider possible time frames and frameworks for implementation and learn about in-depth professional development opportunities that accommodate the needs of teachers and students.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Determine the intent of the Common Core State Standards for Mathematics (CCSSM) Standards for Mathematical Content and Standards for Mathematical Practice.
- Plan for the impact of the CCSSM on content, instruction, and assessment.
- Examine a process for influencing change and creating a school and/or district culture to effectively implement the CCSSM.
- Develop an actionable plan for making decisions to effectively implement the CCSSM.

TARGET AUDIENCE:
Administrators, Curriculum Directors, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1
ISBN: 113947
Leading the Way for Successful Implementation of Common Core Assessments

District leaders are quickly realizing two things about assessment under the Common Core:

• It will mean more than just new high-stakes tests.
• It’s going to impact schools long before 2013/2014.

To effectively prepare students for these new assessments and to meet the ultimate goal of the Common Core—producing students who are truly thinkers ready for a robust career or college—districts need to be working these new types of assessment items into their classroom instruction now. This one-day workshop offers a balanced view of assessment under the Common Core and provides a deep focus on how the standards will drive changes at the state, district, and classroom levels.

OUTCOMES:
By the end of the workshop, participants will be able to:

• Explain how various policies and considerations are requiring changes in assessment practices at the state, district, and classroom level, and how those changes will impact accountability systems for administrators and teachers.
• Identify new types of formative and summative assessments that teachers and students will experience, and outline the important implications to classroom instruction.
• Outline key activities that district and school leaders should implement as part of an overall strategic plan for assessment, including increasing assessment literacy, deconstructing performance tasks, and facilitating the development and use of performance assessments in the classroom.

TARGET AUDIENCE:
Administrators, Coaches, District Personnel, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: 115516

Leading the Way for Implementation of the Common Core State Standards for English Language Learners and Students with Special Learning Needs

This highly practical one-day workshop (divided into two sessions) helps administrators, curriculum directors, coaches, and other instructional leaders explore the implications that the Common Core State Standards (CCSS) for English Language Arts (ELA) and Math have on English language learners (ELLs) and students with special learning needs. The workshop includes a morning session focused on ELL and an afternoon session focused on students with special learning needs.

ENGLISH LANGUAGE LEARNERS
In the morning session, participants examine what the CCSS mean for ELLs as mainstream classroom teachers implement the CCSS for ELA and Math in their classrooms. Participants also explore how to accommodate instruction for such students.

OUTCOMES:
By the end of the session, participants will be able to:

• Identify ways to differentiate instruction for ELLs as part of their CCSS implementation.
• Navigate the organizational structure of the CCSS and how they apply to ELLs.
• Explain the key strategies that work best with ELLs in the content areas.
• Identify practical strategies to use with ELLs with a database of activities correlated to CCSS.

STUDENTS WITH SPECIAL LEARNING NEEDS
In the afternoon session, participants examine what the CCSS mean for students with special learning needs. They also consider frameworks for implementing the CCSS for ELA and Math and explore how to accommodate instructional needs.

OUTCOMES:
By the end of the session, participants will be able to:

• Navigate the organizational structure and language of the CCSS, and understand how they apply to students with special learning needs.
• Identify appropriate accommodations to ensure maximum participation of students with special learning needs as part of the CCSS implementation.
• Practice unpacking a few standards as examples of how to differentiate instruction for special populations.
• Determine key strategies to adapt instruction in the content areas for students with special learning needs.

TARGET AUDIENCE:
Administrators, Curriculum Directors, Special Education Directors, Coaches, District Personnel, ELL Coordinators, Site-Based Leaders

NUMBER OF PARTICIPANTS: 30
NUMBER OF DAYS: 1

ISBN: 115518
Common Core Mathematics

Foundational Overview of the Common Core State Standards for Mathematics
The Foundational Overview of the Common Core State Standards for Mathematics provides participants with an opportunity to explore all components of the Common Core State Standards for Mathematics (CCSSM) with an emphasis on the framework of learning they provide for college and career readiness. This one-day workshop focuses on the domains, concept categories, and learning progressions of the K–12 Standards for Mathematical Content while integrating the mathematical habits of mind required by the K–12 Standards for Mathematical Practice.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Identify the domains and concept categories included in the K–12 Standards for Mathematical Content.
• Connect the K–12 Standards for Mathematical Practice to the NCTM process standards and proficiencies as detailed in Adding It Up: Helping Children Learn Mathematics.
• Identify ways to promote classroom discourse that help students develop mathematical proficiency.
• Identify aspects of the mathematical practices that bring teaching closer to assessment.
• Connect current practice and articulate the changes needed to implement CCSSM.

TARGET AUDIENCE:
K–12 Educators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 115468

For educators using Pearson products*

* Participants should be familiar with their program before participating in this workshop.

IN-DEPTH FOLLOW-UP SESSIONS

Using the Common Core in a Standards-Based Mathematics Classroom
This one-day workshop focuses on helping teachers help students master the Common Core State Standards for Mathematics (CCSSM). Participants examine the engaging aspect of teaching through problem solving in a standards-based classroom as a means of helping students make sense of mathematics. Participants experience firsthand the benefits of an instructional model that takes into account what students know and the mathematically engaging aspect of problems and tasks, while building a community of learners where justification for answers and methods is valued.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Articulate a structure for teaching through problem solving that incorporates the Standards for Mathematical Content and the Standards for Mathematical Practice.
• Connect the design of a lesson to the opportunity for focused instruction and ongoing formative assessment.
• Identify scaffolded tasks as a means for differentiated instruction and an entry point for all students.
• Articulate daily instruction routines and classroom rituals that build independence of learning.
• Connect common misconceptions to the potential opportunities for student learning.
• Identify ways to promote purposeful student struggle and make mathematical relationships explicit.

TARGET AUDIENCE:
K–12 Educators

PREREQUISITE:
Foundational Overview of the Common Core State Standards for Mathematics

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: Grades K–8: 115474

For educators using Pearson products*

* Participants should be familiar with their program before participating in this workshop.
Focusing on the Mathematical Practices of the Common Core

This comprehensive, two-day workshop provides participants with an opportunity to examine the impact that mathematical practices have on students by connecting them to processes, proficiencies, and problem solving. The first day focuses on the eight mathematical practices and how participants can use existing resources to promote and routinely assess the mathematical practices. The second day examines specific considerations for differentiation and support for all students as participants unpack content standards while continuing to consider the routine integration of the Standards for Mathematical Practice.

OUTCOMES:
By the end of the two-day workshop, participants will be able to:
• Connect the Standards for Mathematical Practice to the NCTM process standards and proficiencies as detailed in Adding It Up: Helping Children Learn Mathematics.
• Identify a structure for collaboration and use of the eight practices.
• Connect current practice and articulate the changes needed to implement the Standards for Mathematical Practice.
• Articulate ways to routinely promote and assess the math practices.
• Describe how specific mathematical practices are embedded in the Standards for Mathematical Content.
• Identify the attributes of a rich, instructional, problem-based approach and how it can support access to the Standards for Mathematical Practice.
• Identify subperformance tasks as a means for providing students the opportunity to routinely demonstrate the eight mathematical practices.
• Connect the analysis of student work to ongoing support of the Standards for Mathematical Practice.

TARGET AUDIENCE:
K–12 Educators

PREREQUISITE:
Foundational Overview of the Common Core State Standards for Mathematics

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 2

ISBN: Grades K–8: 115482

For educators using Pearson products*:

* Participants should be familiar with their program before participating in this workshop.

Performance-Based Assessment for Mathematics

This one-day workshop explains performance-based assessments in relation to the Common Core State Standards for Mathematics (CCSSM), with a focus on the eight mathematical practices. Participants discuss the implications of performance-based assessments on classroom instruction and assessment. They review sample performance tasks, develop a template to create similar assessments, and learn strategies for implementation.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Apply strategies to create and evaluate performance-based assessments.
• Use sample performance tasks as a model for creating performance-based assessments.
• Use student samples as a model to evaluate student work.

TARGET AUDIENCE:
K–12 Educators

PREREQUISITE:
Foundational Overview of the Common Core State Standards for Mathematics

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1


Using the Interactive Whiteboards to Focus on the Mathematical Practices of the Common Core

This one-day workshop provides teachers the opportunity to effectively integrate the Common Core Mathematical Practices in a whiteboard environment. Participants will be provided opportunities to experience the whiteboard technology while they are developing classroom materials around the mathematical practices.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Engage in thoughtful discourse related to mathematical practices.
• Explore online resources and interactive applets.
• Identify product-specific tools and resources available for enhancing mathematics instruction around the practices using the interactive whiteboard.
• Build presentations that illustrate an understanding of mathematical practices.
• Share and discuss lessons, concepts, and examples in an online environment.

TARGET AUDIENCE:
Administrators, Technology and Math Curriculum Coordinators, K–12 Educators

NUMBER OF PARTICIPANTS: 25

NUMBER OF DAYS: 1

ISBN: 116333
Teaching for Conceptual Understanding: Number and Operations in Base Ten

This one-day workshop examines the content shifts by grade level for the Common Core State Standards for Mathematics (CCSSM) with an emphasis on the domain of operations in base ten. Participants explore the changes in the language and focus of the new standards. They examine how to use existing resources to help students meet the expectations for the content domains of the Common Core.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Articulate the learning progressions necessary for students to conceptually understand base ten operations.
• Identify strategies for helping students build their mathematical understanding of base ten operations.
• Use a planning template to build lessons that strategically support the conceptual development of base ten operations.
• Identify strategies that support simultaneous development of conceptual understanding and problem-solving skills with the intentional use of purposeful student struggle, flexible grouping, and ongoing assessments.
• Articulate common misconceptions as opportunities for students' conceptual understanding of base ten operations.

TARGET AUDIENCE:
K–8 Educators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 115500

Teaching for Conceptual Understanding: Fractions

This one-day workshop examines the content shifts by grade level for the Common Core State Standards for Mathematics (CCSSM) with an emphasis on fractions. Participants explore the changes in the language and focus of the new standards. They examine how to use existing resources to help students meet the expectations for the content domains of the Common Core.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Articulate the learning progressions necessary for students to conceptually understand fraction concepts.
• Identify strategies for helping students build their mathematical understanding of fractions.
• Use a planning template to build lessons that strategically support the conceptual development of fractions.
• Identify strategies that support simultaneous development of conceptual understanding and problem-solving skills with the intentional use of purposeful student struggle, flexible grouping, and ongoing assessments.
• Articulate common misconceptions as opportunities for students' conceptual understanding of fractions.

TARGET AUDIENCE:
K–8 Educators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 115502

Teaching for Conceptual Understanding: Ratios and Proportional Relationships

This one-day workshop examines the content shifts by grade level for the Common Core State Standards for Mathematics (CCSSM) with an emphasis on ratios and proportional relationships. Participants explore the changes in the language and focus of the new standards. They examine how to use existing resources to help students meet the expectations for the content domains of the Common Core.

OUTCOMES:
By the end of the workshop, participants will be able to:
• Articulate the learning progressions necessary for students to conceptually understand ratios and proportional relationships.
• Identify strategies for helping students build their mathematical understanding of ratios and proportional relationships.
• Use a planning template to build lessons that strategically support the conceptual development of ratios and proportional relationships.
• Identify strategies that support simultaneous development of conceptual understanding and problem-solving skills with the intentional use of purposeful student struggle, flexible grouping, and ongoing assessments.
• Articulate common misconceptions as opportunities for students’ conceptual understanding of ratios and proportional relationships.

TARGET AUDIENCE:
6–12 Educators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 1

ISBN: 115504

Rethinking Algebra: Focus on the Content and the Mathematical Practices of the Common Core

This comprehensive, two-day workshop examines key algebraic concepts from a mathematical point of view. It addresses the content demand that teachers be prepared to provide students with the opportunity to demonstrate the eight Mathematical Practices of the Common Core State Standards for Mathematics (CCSSM) in algebra. With a focus on differentiated and active engagement strategies, participants learn how they can successfully pave the way for increased student achievement in algebra by translating the following pedagogical content knowledge into classroom practice:
• Essential Understandings of Algebra
• Algebra and the Standards for Mathematical Practice

OUTCOMES:
By the end of the workshop, participants will be able to:
• Identify ways to support simultaneous development of the mathematical skills and expectations by focusing on the five strands of student proficiency:
  – Adaptive Reasoning
  – Procedural Fluency
  – Strategic Competence
  – Conceptual Understanding
  – Productive Disposition
• Connect instructional strategies for teaching algebra to the Standards for Mathematical Practice.
• Identify instructional skills and strategies that facilitate understanding of a student’s capacity for using variables, doing and undoing, building rules to represent functions, and abstracting from computation.
• Outline teaching strategies that make mathematical relationships explicit in an intentional and public way.

TARGET AUDIENCE:
6–12 Educators

NUMBER OF PARTICIPANTS: 30

NUMBER OF DAYS: 2

ISBN: 115508
Focusing on the Mathematical Practices of the Common Core Virtual Institute

This virtual institute is a cost-effective and schedule-friendly way to examine the impact that the eight mathematical practices have on students by connecting them to processes, proficiencies, and problem solving. Participants learn how to use existing resources to promote and routinely assess the practices through expert-led sessions, classroom lessons on video, and a live Q&A. The virtual institute is a powerful new learning model to examine specific considerations for differentiation and support for all students as participants unpack content standards while continuing to consider the routine integration of the Standards for Mathematical Practice.

This four-week institute consists of eleven sessions in which participants complete a series of assignments on their own schedule and meet as a virtual group to collaborate, discuss, and share information with their colleagues. The four live sessions are led by an expert in the topic, and one session is devoted to a Q&A session. Participants gain practical skills to collaborate, share, and implement lessons that incorporate the eight mathematical practices of the Common Core State Standards for Mathematics (CCSSM).

OUTCOMES:
By the end of the institute, participants will be able to:
• Connect the Standards for Mathematical Practice to the NCTM Process Standards and Proficiencies as detailed in Adding It Up: Helping Children Learn Mathematics.
• Identify a structure for collaboration and use of the eight mathematical practices.
• Connect current practice and articulate the changes needed to implement the Standards for Mathematical Practice.
• Articulate ways to routinely promote and assess the mathematical practices.
• Describe how specific math practices are embedded in the Standards for Mathematical Content.
• Connect the analysis of student work to ongoing support of the Standards for Mathematical Practice.

TARGET AUDIENCE:
Math Directors, Coordinators, Math Coaches, K–12 Math Educators, Intervention Specialists

NUMBER OF PARTICIPANTS: Up to 50


Rethinking Algebra with the Mathematical Practices Virtual Institute

This virtual institute is a cost-effective and schedule-friendly way to address the content demand that teachers be prepared to provide students with the opportunity to demonstrate the eight mathematical practices of the Common Core State Standards for Mathematics (CCSSM) in algebra. Participants learn differentiated and active engagement strategies through expert-led sessions, classroom lessons on video, and a live Q&A. The virtual institute is a powerful new learning model for participants to learn how they can successfully pave the way for increased student achievement in algebra by translating pedagogical content knowledge into classroom practice.

This four-week institute consists of eleven sessions in which participants complete a series of assignments on their own schedule and meet as a virtual group to collaborate, discuss, and share information with their colleagues. The four live sessions are led by an expert in the topic, and one session is devoted to a Q&A session. Participants gain practical skills to collaborate, share, and implement algebra lessons that incorporate the eight mathematical practices of the CCSSM.

OUTCOMES:
By the end of the institute, participants will be able to:
• Identify ways to support simultaneous development of the mathematical skills and expectations by focusing on the intertwined proficiencies as detailed in Adding It Up: Helping Children Learn Mathematics.
• Connect instructional strategies for teaching algebra to the Standards for Mathematical Practice.
• Identify instructional skills and strategies that facilitate understanding of a student capacity for using variable, doing and undoing, building rules to represent functions, and abstracting from computation.
• Outline teaching strategies that make mathematical relationships explicit in an intentional and public way.

TARGET AUDIENCE:
Math Directors, Coordinators, Math Coaches, 6–12 Math Educators, Intervention Specialists

NUMBER OF PARTICIPANTS: Up to 50

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