


## Making STEM Real and Accessible for All

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## Three Big Ideas



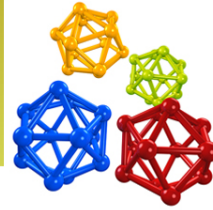
- STEM Education
- Coaching & Instructional Leadership
- Mentoring & Partnerships

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# Educate to Innovate



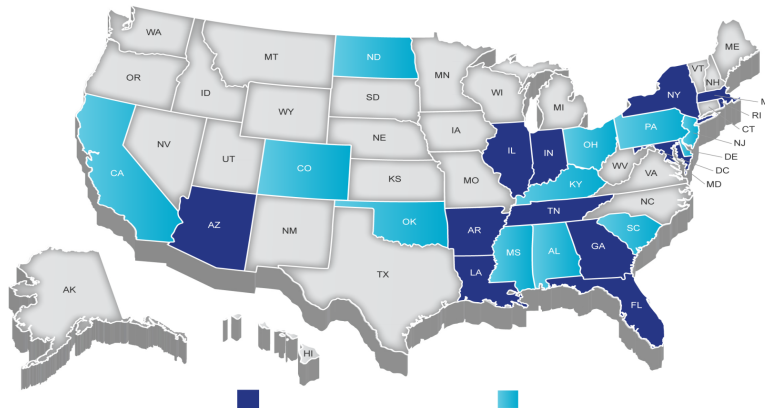
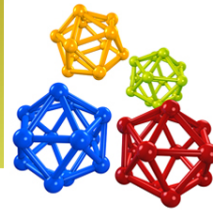
Educate to Innovate

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# PARRC Assessment Partnership for Assessment of Readiness for College and Careers

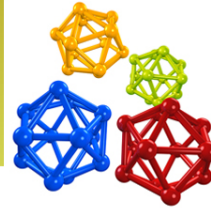


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## PARCC Assessment Goal #3: Create Better Assessments



### The PARCC assessment system will include:

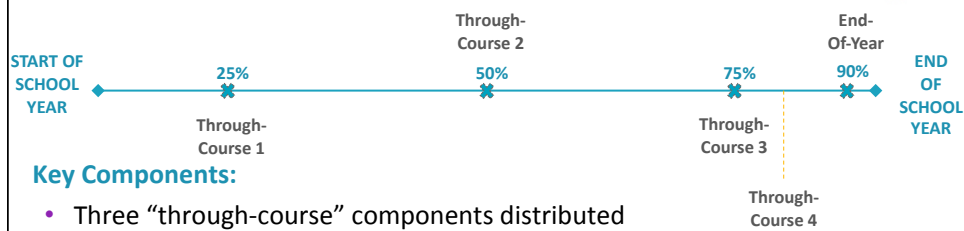
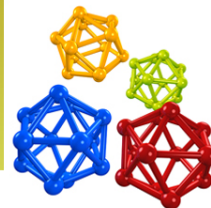
- A mix of item types – short answer, longer open response and performance-based – in addition to richer multiple choice items that:
  - Better reflect the sophisticated knowledge and skills found in the English and math Common Core State Standards and
  - Will encourage teachers to focus on helping each student develop a deep understanding of the subject matter, rather than just narrowing their instruction in order to “teach to the test”
- Testing at key points throughout the year to give teachers, parents and students better information about whether students are “on track” or need some additional support in particular areas

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## PARCC Assessment Goal #3: Create Better Assessments



### Key Components:

- Three “through-course” components distributed throughout the year in ELA and mathematics, grades 3-11
- One Speaking/Listening assessment administered after students complete the third through-course component in ELA; required but not part of summative score (could be used for course grades)
- One end-of-year assessment

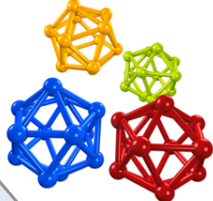
Source: Graphic adapted from a representation prepared by the Center for K-12 Assessment & Performance Management ([www.k12center.org](http://www.k12center.org))

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## PARCC Timeline



*Oct. 2010*

Launch and design phase begins

*Sept. 2011*

Development phase begins

*Sept. 2012*

First year field testing and related research and data collection

*Sept. 2013*

Second year field testing begins and related research and


*Sept. 2014*

Full administration of PARCC assessments begins

*Summer 2015*

Set achievement levels, including college-ready performance levels

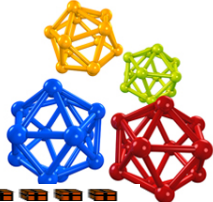
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## Making STEM Real and Part of Daily Instruction




**NCTM PROCESS STANDARDS**  
*Every Day/Every Week*

- **PROBLEM SOLVING**
- **REASONING & PROOF**
- **COMMUNICATIONS**
- **CONNECTIONS**
- **REPRESENTATION**



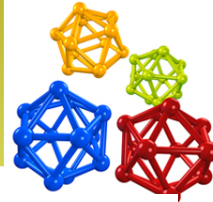
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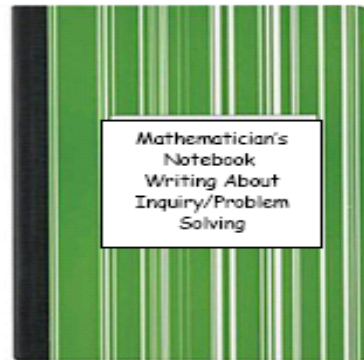
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## The Mathematician's/ Scientist's/Engineer's Notebook



### What is it?

- An adaptation of the Scientist's Notebook  
– East Bay Educational Collaborative



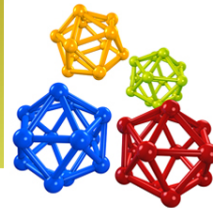
<http://www.ebecri.org/custom/toolkit.html>

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## Student's Model the Way Mathematicians, Scientists, and Engineers Work



- Each notebook is unique to that person, that problem, that situation
- The notebook is a collection of thoughts, ideas, sketches, data, equations – a running record of the mathematician's/scientist's/engineer's thoughts
- It is not necessarily organized or neat
- There is no "right way" or format

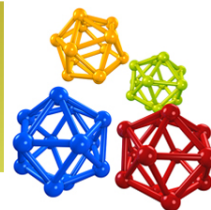
- Dr. Jennifer Anderson, Brown University

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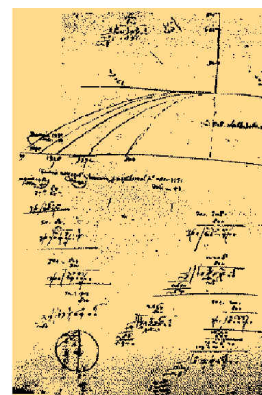


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## Why use the M/S/E Notebook?



“From Galileo to today’s scientists and mathematicians ..., notebooks have been used to document ... discovery. Notebooks are also effective tools in the classroom. They make science and mathematics experiences more meaningful and authentic for students as they observe, record, and reflect on what they've learned.”

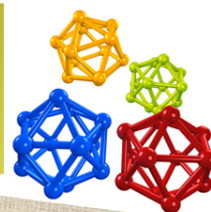


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## Students use notebooks during class



- As a guide and/or reference
- As a place to record
  - data,
  - observations,
  - illustrations,
  - reflections
  - questions,
  - ideas while working
- As a place to collect and record claims and evidence to support their inquiry
- To make thinking visible
- To document their organizational growth over time - *Dr. Jennifer Anderson, Brown University*

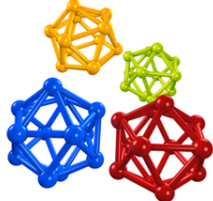
Notebooks  
 make  
 students  
 accountable  
 for  
 their  
 learning

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
## BEFORE...



Concept maps      Anticipation guide      KWL  
 Quick writes  
 Visualizations      I Know/ I Wonder chart  
 FQR      VIP/MVP

- Dr. Jennifer Anderson, Brown University

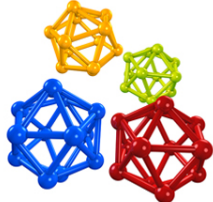
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## DURING...


Implementing the M/S/E notebook template



- Focus questions
- Predictions
- Planning
- Data/observations
- Claims and evidence
- Making Meaning Conference
- Conclusions

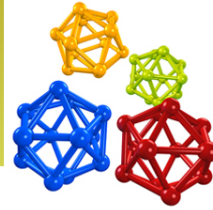
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## AFTER ...



- Summarizing
- Making connections
- Note taking from a reading/ exemplar
- Key word/key idea drawings
- Compare/contrast charts
- VIP/MVP (Very Important Point/Most Valuable Point)
- Information circles
- Revisit KWL and I wonder charts

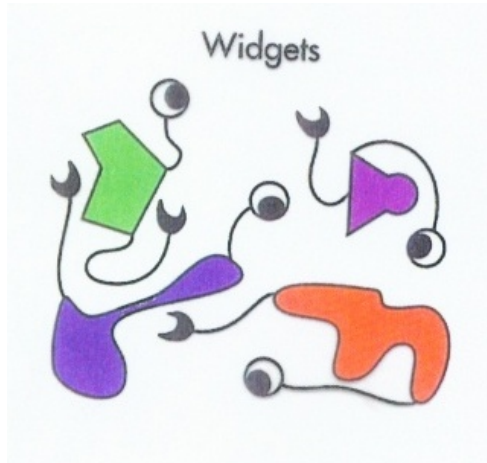
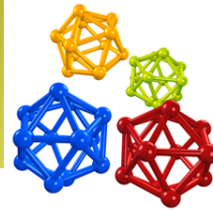
- Dr. Jennifer Anderson, Brown University

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## A Bell Ringer Task...

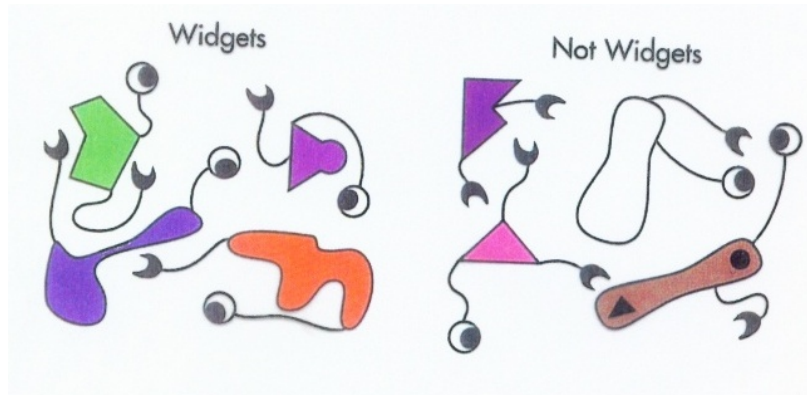
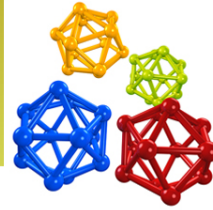


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# Counter Examples

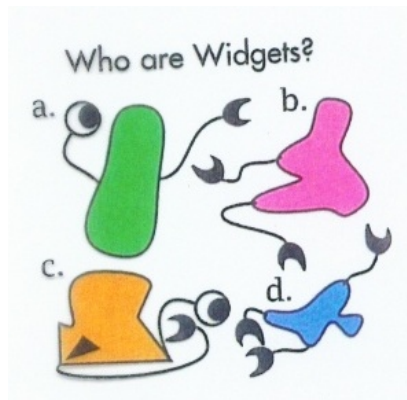
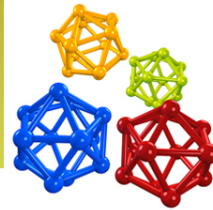


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# A Formative Assessment

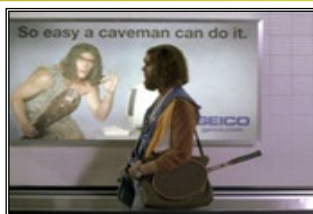
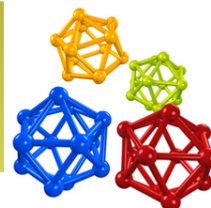


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## Beliefs About Inquiry & Problem Solving



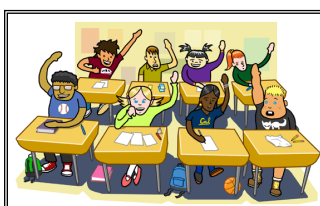
Easy to implement!



Eats up valuable time and money!



For all students!



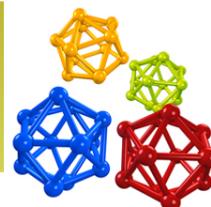
Chaotic!

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## What do you believe?



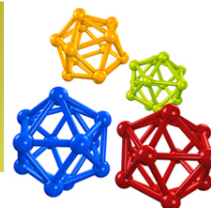
1. For students to be truly engaged in scientific inquiry they have to be doing hands-on activities.
2. With all of the Learning Expectations that students need to meet, teachers often conclude that there really isn't enough time in the day for problem solving or inquiry.
3. Scientific inquiry and mathematical inquiry are essentially one and the same.
4. Students typically hesitate to begin representing a problem unless they can see a sure method for solving it.
5. Inquiry and problem solving both involve step-by-step processes that must be followed.

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## What do you believe?



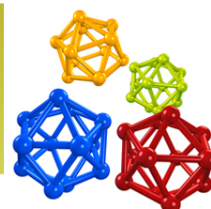
6. What students learn through inquiry or problem solving cannot be accurately assessed.
7. Student success in inquiry and problem solving is very much age-dependent.
8. Solving a multi-step problem can be discouraging because students have difficulty identifying the piece to work on first or work on too many parts at once.
9. Students believe that there is only one correct way to solve a problem and only one correct answer.
10. Students believe that a problem can either be solved quickly or that it's not possible to solve the problem...end of story.

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## Foundations for Teaching



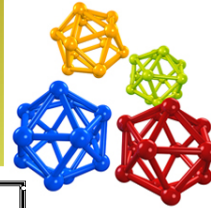
- Worthwhile mathematical tasks
  - Does a particular feature indicate that the task has a certain level of cognitive demand?
  - Is there a difference between “level of cognitive demand” and “difficulty”?
  - What effect does context have on the level of cognitive demand required by a task?

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# Webb's Depth of Knowledge Levels



## DOK (Depth of Knowledge)

**Level 3: Strategic Reasoning**

A. Focus is on reasoning & planning in order to respond (e.g., write an essay, apply in new/level situation).  
 B. Complex and abstract thinking is required. C. Often need to provide support for reasoning or conclusions drawn. D. More than one "correct" response or approach is often possible.

**Level 1: Recall**

A. Focus is on specific facts, definitions, details, or using routine procedures (measure, divide, follow recipe, etc.) B. Explaining "what..."  
 C. Can be "difficult" without requiring "deep" content knowledge to respond to item (memorize a complex theory without being able to explain its meaning or apply it to a real work situation).  
 D. Combination of level ones does NOT = level 2.  
 E. One right answer.

**Level 4: Extended Reasoning**

A. Requires complex reasoning, planning, and thinking (generally over extended periods of time) for the investigation. B. Assessment activities have multiple steps with extended time provided. C. Students may be asked to relate concepts within the content area and among other content areas.  
 D. Students make real-world applications in new situations.

**Level 2: Skill/Concept**

A. Focus is on applying skills and concepts (in a familiar/typical situation), relationships (compare, cause-effect), main ideas. B. Requires deeper knowledge than definition.  
 C. Explaining how or why D. Making decisions E. Estimating, interpreting in order to respond F. One right answer.

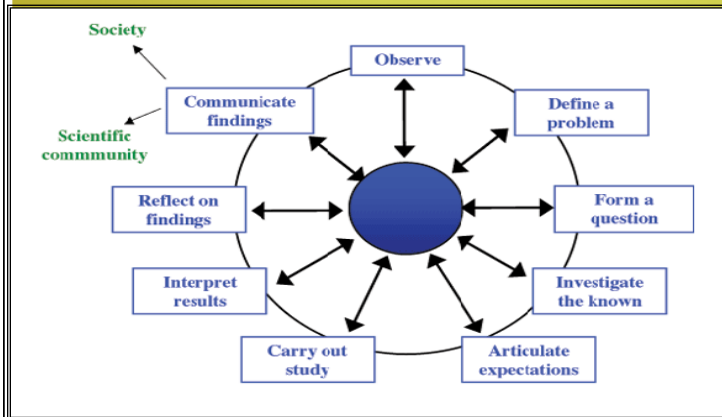
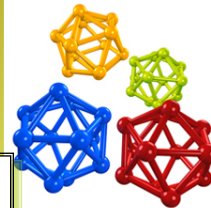
"He who learns but does not think, is lost!  
 He who thinks but does not learn is in great danger." Confucius

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# The Inquiry Wheel



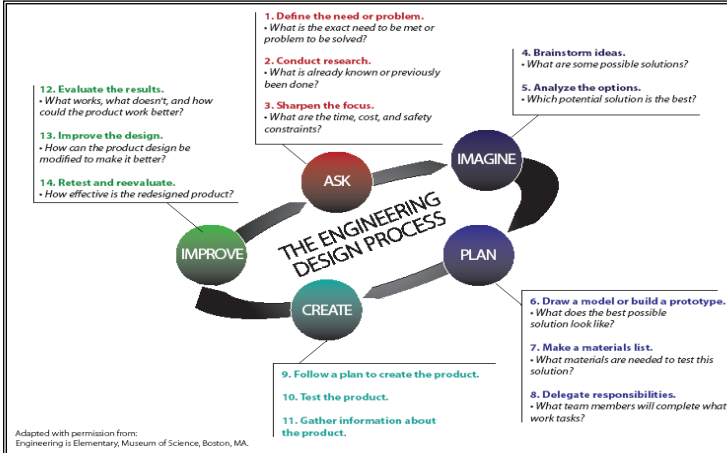
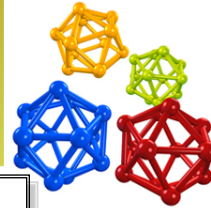
R. Reiff, W. S. Harwood, T. Phillipson. "A scientific method based upon research scientists' conceptions of scientific inquiry." Proceedings of the 2002 Annual International Conference of the Association for the Education of Teachers in Science, eds. Peter A. Rubba, James A. Rye, Warren J. Di Biase, Barbara A. Crawford. ERIC Document Reproduction Service No. ED 465 602. [psu.edu]

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# At the Heart of STEM is The Engineering Design Process



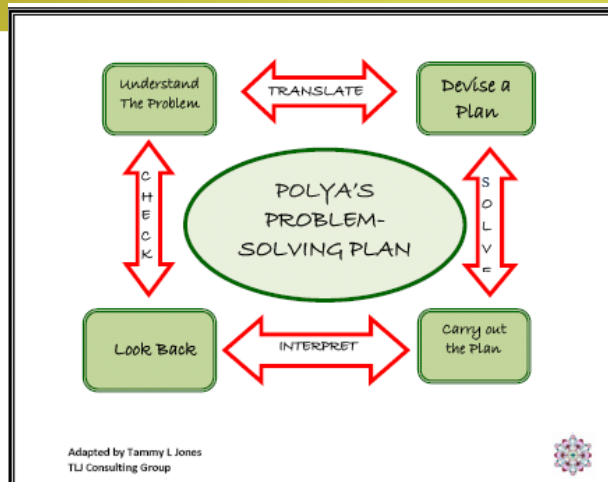
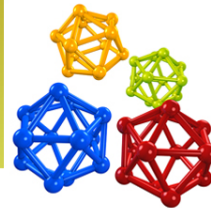
Adapted with permission from: Engineering is Elementary, Museum of Science, Boston, MA.

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# George Pólya Hungarian mathematician



Adapted by Tammy L Jones  
 TLJ Consulting Group

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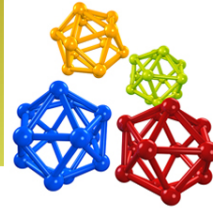


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Heuristic methods are used to speed up the process of finding a good enough solution, where an exhaustive search is impractical.

In general, a rule of thumb process.

## Technology at the Point of Instruction



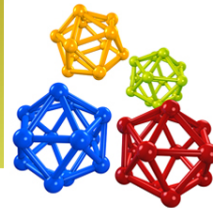
Technology is essential in teaching and learning mathematics: it influences the mathematics that is taught and enhances students' learning.

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## Formative Assessment: Concept Cartoons



A typical Concept Cartoon™ has the following features:

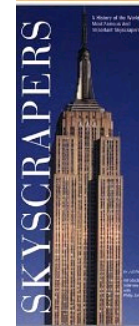
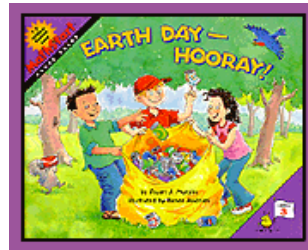
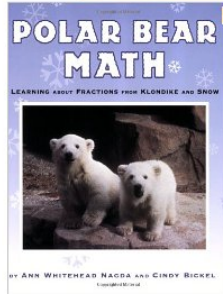
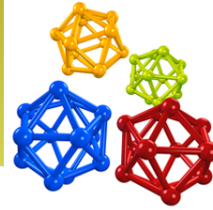
1. Visual representation of scientific ideas
2. Minimal text, in dialogue form
3. Alternative ideas about the situation
4. Ideas are applied in everyday situations
5. The scientifically/ mathematically acceptable viewpoint is included in the alternatives
6. Alternatives are given equal status

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# Trade Books



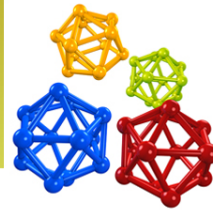
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# Vocabulary

- Visuwords:



<http://www.visuwords.com/>

**VISUWORDS™**  
online graphical dictionary

believe  
think  
consider  
contast

**BRAIN TRAINING GAMES**

Intelligence  
Memory  
Attention  
Focus  
Speed  
Language

Visual  
Spatial  
Math  
Intelligence

is a kind of  
is an instance of  
is a member of  
is a part of  
is a substance of  
is similar to  
pertains to  
participate  
attribute  
opposes

contains  
is also seen  
causes

mathematics

Random or Enter

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# NSDL/Shodor



<http://www.shodor.org/>

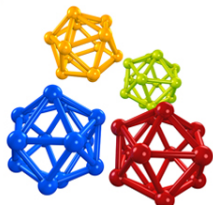



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# National Council of Teachers of Mathematics

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# Illuminations



<http://illuminations.nctm.org/>

**ILLUMINATIONS**  
Resources for Teaching Math

Activities | Lessons | Standards | Web Links

NCTM Resources | About | Terms of Use | Search | Join NCTM

---

**Activities**

Explore our library of 104 online activities that help to make math come alive in the classroom or at home

**Lessons**

View our collection of 379 lessons for preK-12 math educators

**Standards**

Learn about NCTM's Principles and Standards for School Mathematics

**Web Links**

Check out hundreds of exemplary online resources, as identified by an editorial panel

**Highlighted Activity**

**Canada Data Map**  
Exploring Data Sets and Population Density

Information can be represented in many ways, and this applet allows the user to represent data about the provinces and territories using colors. Users can also enter their own data to manipulate the map.

This activity ties to the lesson [Where Is Everyone?](#)

**Highlighted Lesson**

**Long Distance Airplanes**  
Interpreting Data Through Stem-and-Leaf Plots

Paper airplanes will take flight in your classroom as students explore attributes related to increased flight distance. In this lesson students will collect, organize, display, and interpret the median distances for the class in a stem-and-leaf plot.

If you enjoy this lesson, try [Relative Resource Game](#) where students identify and use the four forces of flight to collect and interpret data!

---

**Learn, Grow, Contribute**

Read about the six outstanding educators who recently attended the 2010 Illuminations Summer Institute and how for their new perspective opened in the coming months. Participants were recently highlighted in the month's [Bright Ideas](#).

Stay up to date on the latest news for receive [Bright Ideas](#), our monthly e-newsletter.


**Find Us on Facebook**

Illuminations is now on Facebook! Like our Facebook page to stay up to date on new lessons and activities.

**Don't Reinvent the Wheel**

Use the [Illuminations Blog](#) to share instructional activity ideas, find [blogs](#) or visit [Illumination Month](#) page to encourage students to explore our learning resources.

---

 NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS
 

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# TN Electronic Learning Center



<http://www.tnelc.org/>

Curriculum Resources  
Standards Aligned  
Podcasts

**TENNESSEE.GOV** HOME | ITUNES U | HELP


Blaine Opim, Commissioner


- First to the Top! Updates
- Registration for Professional Development
- Curriculum Resources
- Standards Aligned Podcasts
- Administrator Resources
- Educator Resources
- TEC Presentations
- Standards Training Resources
- Answers to Frequently Asked Questions
- Institutional Leadership
- Coordinated School Health
- TVAS

## electronic learning center

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Welcome to the Tennessee Electronic Learning Center, the Tennessee Department of Education's latest educational advancement for students, parents, and teachers. Resources include content information, scientifically based research, and educational links. The ELC was designed for anyone...anytime...anywhere.

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17

# STEM Resources

<http://www.stemresources.com/>





The screenshot shows the homepage of the Tennessee STEMResources.com website. It features a navigation bar with links for HOME, STANDARDS, STEM EDUCATION APPS, STEM TEACHER RESOURCES, and LOGIN. Below the navigation bar are three main content areas: 'Standards' with an image of a compass and pencil, 'STEM Apps' with an image of gears, and 'Resources' with an image of a lightbulb. A central text box contains a quote from the Tennessee Governor about the importance of STEM in the 21st century. To the right, there is a 'Welcome to the STEMResources.com CyberLearning Community!' section with a photo of a classical building. At the bottom of the website screenshot are logos for TMSTEC and the Tennessee Department of Education.

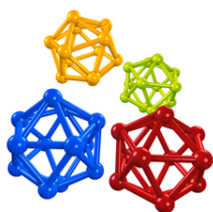
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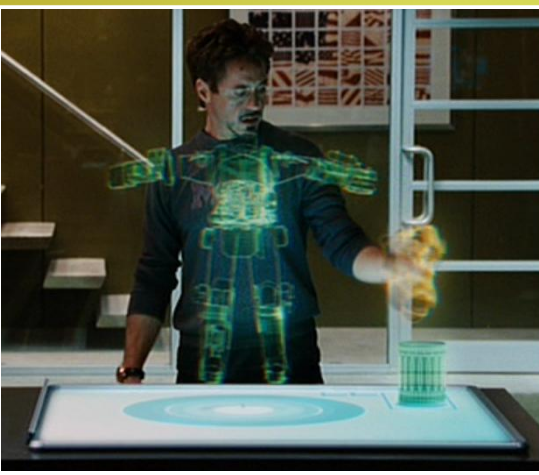


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# Science Fiction? Let's Test Your "Geek" Factor






The image shows a man in a dark shirt standing in a laboratory-like setting. He is interacting with a futuristic, glowing green and blue interface on a table. The interface appears to be a virtual reality or augmented reality system, with various glowing elements and a central glowing cylinder. The man is looking at the interface with a focused expression.

When will we be able to do this?  
 How far into the future is this kind of technology ?

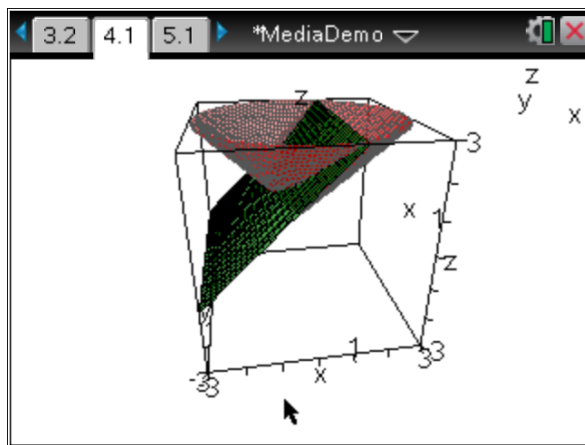
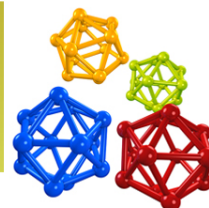
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# Real Power in Modeling Mathematics



No longer will students have to imagine rotations in a 3D Coordinate System. Real Science Now, Not Science Fiction!

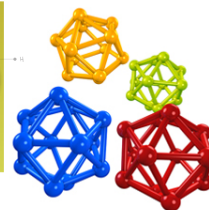
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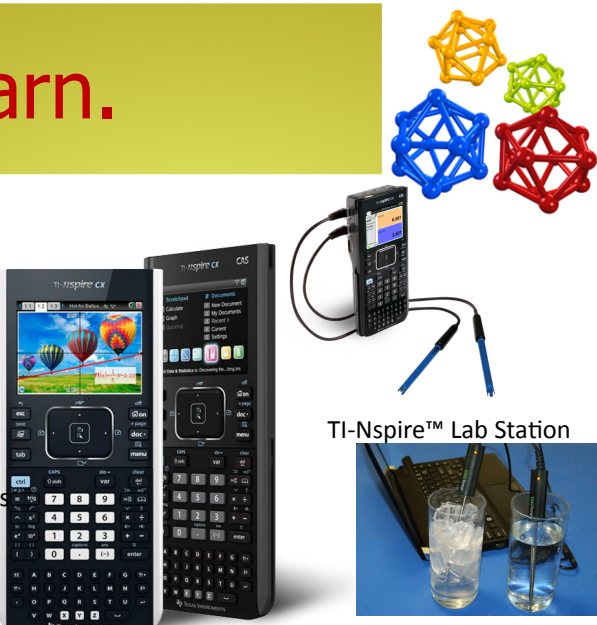
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 **Learn.**

TI-Nspire™ CX and CX CAS handhelds


- Backlit color display
- 3D graphing
- Real-world images


Better visualize and explore concepts from multiple points of view to develop deeper conceptual understanding



TI-Nspire™ Lab Station

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 **Instruct.**


TI-Nspire™ Software update version 3.0


- PublishView™
- PC and Macintosh®
- Included with the handhelds

Create and share interactive digital content with images, animations and videos

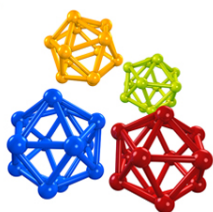


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# Assess.




TI-Nspire™ CX Navigator™ System

- PC and Macintosh®
- Suite of TI-Nspire Software
- Wireless Network Adapter


Understand student progress, personalize instruction based on student needs, and promote student collaboration



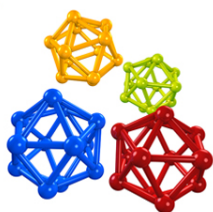
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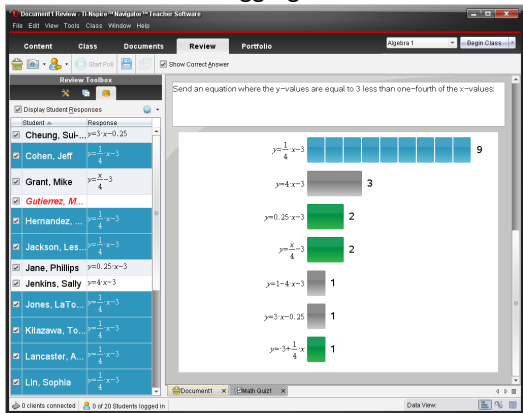


# Assess.




## Mathematical aggregation





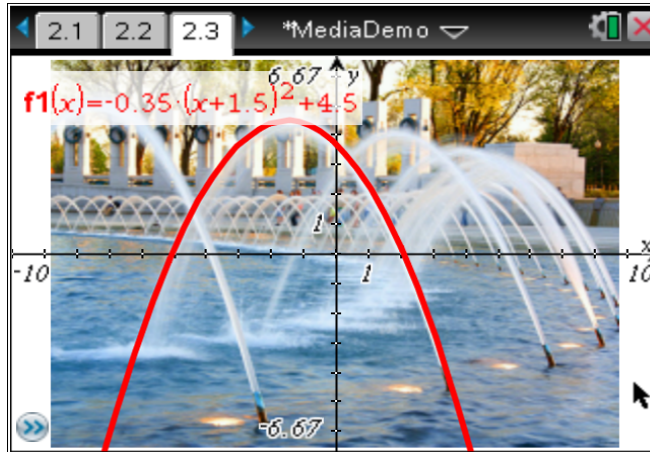
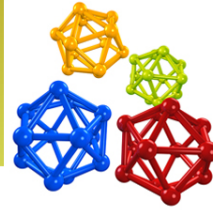
Student	Response	Score
Cheung, Sul...	$y = -3x - 0.25$	9
Cohen, Jeff	$y = -\frac{1}{4}x - 3$	3
Grant, Mike	$y = -\frac{3}{4}x - 3$	2
Guierrez, M...	$y = -\frac{1}{4}x - 3$	2
Hernandez...	$y = -\frac{1}{4}x - 3$	1
Jackson, Les...	$y = -0.25x - 3$	1
Jane, Phillip	$y = 4x - 3$	1
Jenkins, Sally	$y = 1 - 4x - 3$	1
Jones, LaTo	$y = 3x - 0.25$	1
Kitazawa, To...	$y = -\frac{1}{4}x - 3$	1
Lancaster, A...	$y = -\frac{1}{4}x - 3$	1
Lin, Sophia	$y = -\frac{1}{4}x - 3$	1

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## Modeling Real World Equations



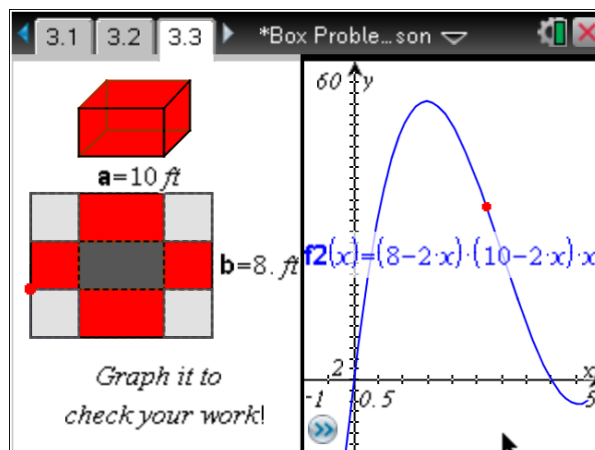
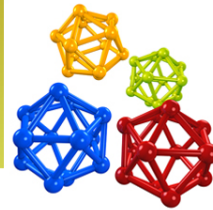
Imagine students who can interact with equations and form their own "rules."

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## Tiered Instruction with Rich Context



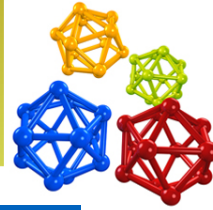
The traditional "Box Problem" revisited with interactive technology. Allows the student more investigation to resize the box to their preference.

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Tennessee Mathematics, Science and Technology Education Center

**MIDDLE  
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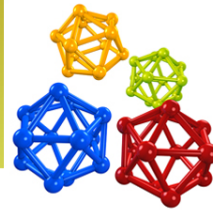


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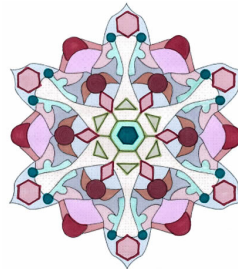


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