

## Montana Mathematics Training Opportunities and Continuum

### **REGIONAL TRAININGS - Michele Douglass**

**Time:** Day 1, 9 a.m.-4 p.m.; Day 2, 8 a.m.-3 p.m. for a two-day regional training

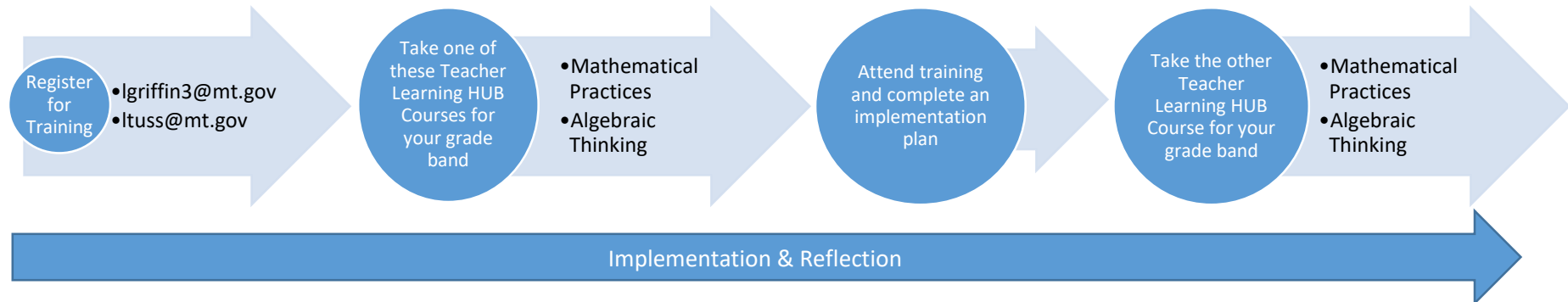
**Grade Levels:** K-5

**Focus:** Building Strategies and Algorithms for Addition and Subtraction of Whole Numbers, Decimals, and Fractions with Connections to Building Fluency

**Locations:**

- **October 28 -29, 2019: Courtyard by Marriott Missoula**
- **December 9 – 10, 2019: Paris Gibson Great Falls, MT**
- **January 13 – 14, 2020: MSUB Billings, MT**

**Measurable Goals:** Teachers will build on their understandings of concepts and pedagogical strategies of numbers and number systems. They will be practicing with support systems to build accurate academic language for these concepts while using models and other tools.



**Grade Levels:** 6-12

**Focus:** Demonstrating Understanding of Problem Solving as it connects to Algebra and Geometry

**Locations:**

- **October 30 - 31, 2019: Courtyard by Marriott Missoula**
- **December 11 - 12, 2019: Great Falls, MT**
- **January 15 - 16, 2020: Billings, MT**

**Measurable Goals:** Teachers will build on their understanding of concepts and pedagogical strategies for problem solving. Specifically, teachers will look at how to use models to support students in building equations and pathways for solving geometric and measurement problems. They will be practicing with support systems to build accurate academic language for these concepts while using models and other tools.

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### On-Site Mathematic Support – Mary Buck

**Grade Levels:** K-12

**Focus:** Individualized focus on using school/district data to create a plan for schools to impact understanding and change in mathematical pedagogy in instructional leadership and classrooms. The modeling of fluency activities and working with teachers to develop anchor charts and math vocabulary wall, with embedded disciplinary literacy and student engagement in mathematics.

**Measurable Goals:** Each site will create at least one SMART goal in their action plan around the mathematical work with evidence based strategies and/or interventions. Evidence of this work will be documented in reports and SLT/DLT meeting notes.

