
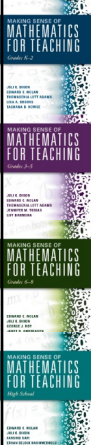


**Collaborative Intentional Planning
Through the TQE Process**

Closing Session



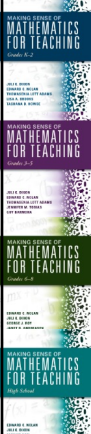
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Session Goals

- Revisit the TQE process
- Examine instructional considerations
- Plan a unit using the TQE process

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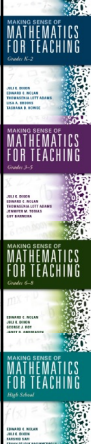


Plan with the TQE Process in Mind



- Select appropriate **T**asks to support identified learning goals,
- Facilitate productive **Q**uestioning during instruction to engage students in the Mathematical Practices, and
- Collect and use student **E**vidence in the formative assessment process during instruction.

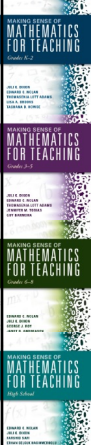
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Reflective Practitioner

- Task Design Cycle (Liljedahl et al. 2005) – one component is *reflective analysis*
 - Use student thinking to determine if the task met the learning goal (goes beyond how many students got the answer right/wrong and instead you collect student work to analyze exactly what strategy they used)

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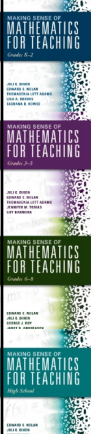


TQE Organizer

Please make sure that everyone records as you plan.

Describe the task	Describe the questioning	Describe the evidence collected

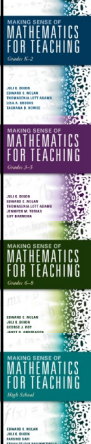
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TQE Organizer

Describe the task	Describe the questioning	Describe the evidence collected
<ul style="list-style-type: none"> Identify the learning goals. Select tasks to support the learning goals. Select tasks that will help uncover students' misconceptions. Show variation of cognitive demand among tasks. 	<ul style="list-style-type: none"> Identify mathematical practices addressed within each topic. Anticipate students' misconceptions. Prepare potential questions to be posed during instruction and anticipate students' responses. 	<ul style="list-style-type: none"> List potential evidence (e.g., written work, demonstration, oral responses) of student learning. Consider how to adjust instruction for students who do or do not understand.

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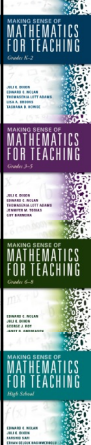
TQE Collaboration




Share your **task** with someone from your own school that is **NOT** currently co-planning with you. Reflect on the following:

1. How does the task address the stated learning goal(s)?
2. To what extent does the task have the potential to elicit students' mathematical thinking, reasoning, and/or sense-making?

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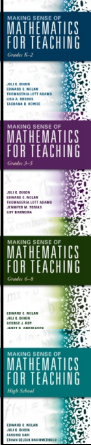
TQE Collaboration




Share the feedback you received with your partner/team/school.

What changes would you make to enhance the task?

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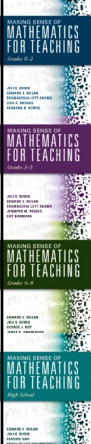
TQE Collaboration




Share your **questions** with someone from a **DIFFERENT** school that is within 1 grade-level/course of your task. Reflect on the following:

1. How do the questions assess and advance the stated learning goal(s)?
2. To what extent do your questions have the potential to elicit students' mathematical thinking, reasoning, and/or sense-making?

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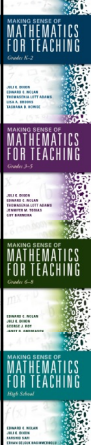
TQE Collaboration




Share the feedback you received with your partner/team/school.

What changes would you make to enhance your questioning?

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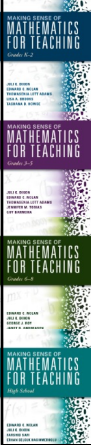
TQE Collaboration




*Share your **evidence** with someone from a DIFFERENT school that is 2 grade-levels/courses of your task. Reflect on the following:*

1. To what extent did the tasks and questions provide opportunities for students to demonstrate their understanding in a variety of ways?
2. How does the evidence you anticipate collecting reflect a range of students' mathematical thinking, reasoning, and/or sense-making?

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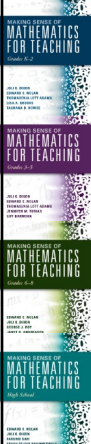
TQE Collaboration




Share the feedback you received with your partner/team/school.

What changes could you make to elicit a wider range of evidence?

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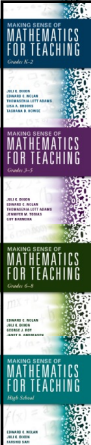


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