

DAY 1

- 9:00 **Welcome and Introductions**
- 9:10 **Creating a Culture of Learning**
- What assumptions map to your culture and pedagogical practices? During the first part of the day, we will discuss our assumptions about learning and the theories/research that drive these assumptions, while reviewing artifacts (photos, video, and/or transcriptions) that show evidence of these assumptions. Participants will begin to reflect on how their assumptions relate to the micro-culture within their classroom and support the practices that are utilized for teaching and learning. We will overview the structure of our Math Block and how it aligns with our assumptions and how it promotes a rich math experience.
- 9:40 **Our Assumptions about Teaching and Learning**
- 10:00 **Analyzing Interactions During an Episode of Learning**
- How do the teacher, learner, and content interact to support high levels of learning? We will deeply analyze a video from Cobalt Band's Math Block in which one of the learners, Elina, steps forward to the whiteboard during a crucial moment of learning, looking carefully at the interactions of the teacher, the learners, and the mathematics and how these come together to create the learning opportunity for the band. Discussion will also focus on the necessity of organizing content so as to promote connections and a conceptual orientation.
- 10:30 **Break**
- 10:45 **Analyzing Interactions During an Episode of Learning**
- 12:00 **Lunch Break**
- 1:00 **Experiencing a Number Lab Math Block**
- What is the experience of a Math Block like? Together we will move through a Math Block so that participants have the opportunity to better understand the roles of learner, content, and teacher. Some discussion may occur but for the most part we will keep the flow of the Math Block intact so as to reflect the true experience. Through the Math Block's elements — Concept Study, Thought Exercises, and Studio — participants will take a deep dive into content and understand the way in which the concepts are constructed to ensure connections across arithmetic to algebra.
- 2:50 **Break**
- 3:00 **Reflecting on the Math Block**
- In small groups, participants will discuss things they noticed about the math content and practices. A member of the group will record the observations and questions and submit the information to The Number Lab team. The team will begin the next day's session by addressing questions and offering clarifying observations.
- 3:30 **End**

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Agenda

DAY 2

- 9:00 **Questions and Intro to Day 2**
- We'll start off the day by discussing any questions that participants had as they reflected on Day 1, while also looking ahead to the goals of Day 2.
- 9:15 **Understanding the Role of the Learner in a Math Block Experience**
- Reference day one's discussion on the roles of learner, teacher, and mathematics content/curriculum. Conduct a deep dive on the role of the learner. Participants will analyze today's Math Block experience through the lens of learners.
- 10:00 **Break**
- 10:15 **Math Block Experience**
- **Thought Exercises (100 Chart and Number Line)**
 - **Analysis of a Thought Exercise**
 - As we discuss together, we'll focus almost exclusively on the thinking and actions of the learners
- 11:30 **Lunch Break**
- 12:30 **Math Block Experience**
- **Concept Study**
 - **Analysis of a Concept Study**
 - As we discuss together, we'll focus almost exclusively on the thinking and actions of the learners
- 2:00 **Break**
- 2:15 **Math Block Experience**
- **Studio and Sharing**
 - **Analysis of Studio**
 - As we discuss together, we'll focus almost exclusively on the thinking and actions of the learners
- 3:30 **End**

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Agenda

DAY 3

- 9:00 **Questions and Intro to Day 3**
- We'll start off the day by discussing any questions that participants had as they reflected on Day 2.
- 9:15 **Understanding the Role of the Learner in a Math Block Experience**
- Reference day one's discussion on the roles (or perhaps ways of thinking) of learner, teacher, and mathematics content/curriculum. Conduct a deep dive on the role of the teacher. Participants will analyze today's Math Block experience through the lens of the teacher's choices, inclusive of how the teacher thinks about and uses the mathematics content.
- 11:00 **Math Block Experience**
- **Thought Exercises**
 - **Analysis of a Thought Exercise**
 - As we discuss together, we'll focus almost exclusively on the thinking and actions of the teacher
- 12:00 **Lunch Break**
- 1:00 **Math Block Experience**
- **Concept Study**
 - **Analysis of a Concept Study**
 - As we discuss together, we'll focus almost exclusively on the thinking and actions of the teacher
- 2:00 **Break**
- 2:15 **Math Block Experience**
- **Studio and Sharing**
 - **Analysis of Studio**
 - As we discuss together, we'll focus almost exclusively on the thinking and actions of the teacher
- 3:30 **End**