

## Summer 2020 Catalog

Agile Mind is excited to announce our Summer 2020 Virtual Institute. We look forward to working with teachers and leaders through online professional learning that includes interactive professional learning events and webinars. This catalog provides a high-level overview of our event offerings.

For more details and to register for live Seminars or Sessions, visit: <https://www.agilemind.com/professional-development-teachers-learning-events/>



Agile Mind Virtual Professional Learning Institute events address a range of topics and include live interactive Seminars, engaging 90-minute synchronous Sessions and opportunities for asynchronous professional learning Modules. All events are offered at no cost to Agile Mind Educators. Events take place Mondays through Thursdays with a range of topics each week that are repeated through the end of August. There are three formats:

### Seminars

Seminars are live six-hour interactive events delivered over two days, 3 hours each day. These events are designed to support participants in understanding the key take-aways from our traditional two-day regional seminar and institute experience, and both teachers and leaders are encouraged to attend.

**Pre-Requisite for teachers who are implementing Agile Mind for the first time:** We require all new Agile Mind teachers attend one of the two, “**New to...**” Seminars before registering for additional events.

### Sessions for Experienced Agile Mind Teachers

Sessions are 90-minute interactive events that support educators in more deeply understanding the design of Agile Mind tools and how to implement researched best practices in the Agile Mind classroom. These sessions provide the opportunity for educators across the country to collaborate and exchange ideas. With 25 sessions to choose from, teachers and leaders with a range of experience using our programs are welcomed!

### NEW! Asynchronous Professional Learning Modules

Agile Mind Asynchronous Modules are designed for educators as an opportunity to access—and engage with—professional learning resources and activities independently. Modules include readings, videos, slide decks and participant activity sheets for reflection and application. Educators who complete a module will receive a certificate documenting 1.5 hours of virtual professional learning. Alternatively, educators may request the resources for their learning and reference without completing the module. Module topics are selected from our most popular Sessions.

We strongly recommend that teachers and other educators who are new to Agile Mind participate in one of our **Seminars for New Agile Minders** before completing a Module.

For access to Asynchronous Modules, click here:

<https://docs.google.com/forms/d/e/1FAIpQLSfGtX1UtfF5kxWvE8vw3SZA-jS-VZjTkcNReb-HFT3zT9oiQ/viewform>

### Register Here:

<https://www.agilemind.com/professional-development-teachers-learning-events/>

### Virtual Learning Opportunities for Summer, 2020

Seminars (6 hours, Synchronous)

Sessions (90 minutes, Synchronous)

Modules (90 minutes, Asynchronous)

## Seminars for Teachers New to Agile Mind

Teachers who are new to Agile Mind—using Agile Mind for the first time this school year—should participate in one of the following Seminars before registering for any other Event. These are the only events that include a comprehensive introduction to all Agile Mind components, features, navigation, assessments, reports, and Advice for Instruction. At the end of the Seminar, we will make recommendations about Sessions you might consider.

- **New to Agile Mind Core Math Programs (6 hours) \***  
This seminar will introduce educators to the comprehensive Agile Mind tools and resources that will support their instruction. Topics include understanding components of the Agile Mind system, using Agile Mind tools to facilitate learning, learning from observing classroom instruction, and strategies for lesson and topic planning.
- **New to Intensified Algebra I or Intensified Math I (6 hours) \***  
This seminar will introduce educators to cohesive, targeted instructional approaches to support students who are 1-3 years below grade levels behind in their mathematics learning. Participants will learn the daily lesson structure, explore content devoted to shaping students' motivation and success as learners, understand embedded supports for prerequisite review and repair, plan and facilitate a lesson, and unpack the first unit of the course.  
*\* One selection Required for New Teachers*

## Seminars for Experienced Agile Mind Teachers

- **Advancing Your Practice for Experienced Agile Mind Teachers (6 hours)**  
This seminar is designed for Agile Mind educators **who have completed their first year of implementing Agile Mind** and will focus on supporting participants in advancing their understanding of Agile Mind's "function-first" design. Topics include two interactive lesson studies and an enhanced topic planning protocol, with a focus on learning how the concept of functional relationships develops over time in Agile Mind courses.
- **Distance Learning with Agile Mind Intensified Programs (3 hours)**  
Many educators across the country are planning to leverage Agile Mind's Intensified Programs (Intensified Algebra and Intensified Integrated Mathematics I) for distance and/or hybrid learning during the upcoming school year. This semi-seminar will share strategies for synchronous and asynchronous learning with Agile Mind's Intensified Programs and will provide opportunities for participants to collaboratively plan for distance and/or hybrid learning with their students.

**Note: This 3-hour seminar is intended for Intensified Algebra and Intensified Integrated Mathematics I educators who have experience teaching with Agile Mind OR have already attended our virtual New to Intensified Algebra I or Intensified Math I Seminar this summer.**

## Sessions for Experienced Agile Mind Teachers

These 90-minute sessions are designed for teachers who are experienced with Agile Mind. Teachers who are using Agile Mind for the first time this school year should participate in one of the, "New to..." Seminars described above before registering for any Sessions.

- **Agile Mind in Distance Learning**  
Many educators across the country are continuing to Leverage Agile Mind for distance learning as they continue the school year and look ahead to Summer School. This session will share strategies for synchronous and asynchronous learning with Agile Mind and will provide opportunities for participants to collaboratively plan a distance learning experience for their students.
- **Supports for Addressing Unfinished Learning**  
In this session educators will collaborate with colleagues and Agile Mind to develop a plan for addressing

unfinished learning resulting from school closures during the Covid-19 pandemic. We will focus on strategies for using Agile Mind mathematics resources to strategically embed instruction, practice, and review opportunities related to gaps in learning from the 2019-2020 school year, incorporate just-in-time review of key concepts from earlier grades needed to support on-grade-level content and consolidate lessons when needed to maximize instructional time.

- **Differentiation & Agile Mind**

This session will provide an overview of Agile Mind's differentiation design principles and how they connect to research and best practice in this area. Participants will collaboratively study a topic in their course through the lens of differentiation by identifying embedded differentiation tools and opportunities to include additional differentiation strategies that will be shared during the session.

- **Culturally Responsive Instruction**

Equitable access to high quality instructional resources and rich learning environments for all students drives the development of Agile Mind programs. Learn how Culturally Responsive Instruction ideas manifest themselves in Agile Mind programs and consider additional strategies and routines that bring all learners into mathematics.

- **Supporting English Language Learners**

This session will provide an overview of Agile Mind's embedded support for English Language Learners and will consider application of these design principles, and additional researched strategies, more broadly. Participants will gain a deeper understanding of the ELL supports and will have the opportunity to collaborate with colleagues to develop structures and routines that will support this subpopulation of students.

- **Special Education & Agile Mind**

This session will provide an overview of Agile Mind's embedded support for teachers of Special Education Learners in the contained classroom and will consider application of these design principles, and additional researched strategies, more broadly. Participants will develop planning tools through the lens of accessibility strategies: use hands-on investigations to build understanding, processing of visual information, organizational strategies such as breaking the problem down into smaller parts, and provide tools for students who may have difficulty with working memory. The goal of accessibility strategies is to provide the support students need to succeed.

- **Practice, Proficiency, and Fluency in Agile Mind Course Programs**

Agile Mind course programs support student practice, proficiency, and fluency in interleaved ways that develop over time. This session will support educators in understanding Agile Mind's approach to practice, proficiency, and fluency, and will uncover the progression of understanding to fluency for a key concept for a course they teach.

- **Agile Assessment**

Agile Assessment partners will learn about the ins and outs of Agile Assessment during this introductory session. Participants will collaboratively build Test Designs and consider best practice when facilitating these assessments with students, including how to meaningfully interpret performance reports.

- **Formative Assessment**

This session will review opportunities for embedded formative assessment within Agile Mind lessons, and how to leverage the data from these formative assessments to make in the moment instructional decisions. Participants will collaborate as they consider a block of instruction in their course, and plan for strategic formative assessment opportunities that are connected to the block goals and objectives.

- **5 Practices for Facilitating Productive Mathematical Discourse**

Participants will consider how to leverage the five practices in the context of learning tasks when facilitating Agile Mind blocks of instruction. Participants will gain an understanding of each of the practices and will work with colleagues to apply these ideas to an Agile Mind block of instruction.

- **Planning for One Block or Lesson Each Day**

Equitable access to a guaranteed and viable curriculum means that students and teachers need to progress

through Agile Mind programs in alignment with our scope and sequence documents and partnering district pacing guides. In this session, we will share best practice related to planning and facilitating one Agile Mind block of instruction each day, and participants will consider these ideas in the context of the course programs they teach.

- **Strategies for Efficient Topic Planning**

Partnering teachers often leverage the backwards design process to support their understanding of the outcomes and progression of Agile Mind topics. This session will guide participants through an efficient, and flexible, topic planning process that will serve as a protocol for topic planning moving through the remainder of the school year.

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## Sessions for Experienced Agile Mind Teachers: Principles to Action Series

**A connecting theme of the Agile Mind Principles to Action series is promoting equity, access, and identity, and understanding how each effective teaching practice supports equitable mathematics teaching and learning in every classroom.**

- **Establish Mathematics Goals to Focus Learning, NCTM Math Teaching Practice**

*“Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions”* (NCTM, PTA pg. 10). This session supports educators in implementing this Math Teaching Practice in the context of daily Agile Mind instruction. **Recommended Pre-reading:** Educators are encouraged to read about the Math Teaching Practice in NCTM's *Principles to Action: Ensuring Mathematical Success for All* **before** attending the session.

- **Implement Tasks that Promote Reasoning and Problem Solving, NCTM Math Teaching Practice**

*“Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem solving and allow multiple entry points and varied solution strategies”* (NCTM, PTA pg. 10). This session supports educators in implementing this Math Teaching Practice in the context of daily Agile Mind instruction. **Recommended Pre-reading:** Educators are encouraged to read about the Math Teaching Practice in NCTM's *Principles to Action: Ensuring Mathematical Success for All* before attending the session.

- **Use and Connect Mathematical Representations, NCTM Math Teaching Practice**

*“Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving”* (NCTM, PTA pg. 10). This session supports educators in implementing this Math Teaching Practice in the context of daily Agile Mind instruction. **Recommended Pre-reading:** Educators are encouraged to read about the Math Teaching Practice in NCTM's *Principles to Action: Ensuring Mathematical Success for All* before attending the session.

- **Facilitate Meaningful Mathematical Discourse, NCTM Math Teaching Practice**

*“Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments”* (NCTM, PTA pg. 10). This session supports educators in implementing this Math Teaching Practice in the context of daily Agile Mind instruction. **Recommended Pre-reading:** Educators are encouraged to read about the Math Teaching Practice in NCTM's *Principles to Action: Ensuring Mathematical Success for All* before attending the session.

- **Pose Purposeful Questions, NCTM Math Teaching Practice**

*“Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships”* (NCTM, PTA pg. 10). This session supports

educators in implementing this Math Teaching Practice in the context of daily Agile Mind instruction.

**Recommended Pre-reading:** Educators are encouraged to read about the Math Teaching Practice in NCTM's *Principles to Action: Ensuring Mathematical Success for All* before attending the session.

- **Build Procedural Fluency from Conceptual Understanding, NCTM Math Teaching Practice**  
*“Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems”* (NCTM, PTA pg. 10). This session supports educators in implementing this Math Teaching Practice in the context of daily Agile Mind instruction. **Recommended Pre-reading:** Educators are encouraged to read about the Math Teaching Practice in NCTM's *Principles to Action: Ensuring Mathematical Success for All* before attending the session.
- **Support Productive Struggle in Learning Mathematics, NCTM Math Teaching Practice**  
*“Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships”* (NCTM, PTA pg. 10). This session supports educators in implementing this Math Teaching Practice in the context of daily Agile Mind instruction. **Recommended Pre-Reading:** Educators are encouraged to read about the Math Teaching Practice in NCTM's *Principles to Action: Ensuring Mathematical Success for All* before attending the session.
- **Elicit and Use Evidence of Student Thinking, NCTM Math Teaching Practice**  
*“Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning”* (NCTM, PTA pg. 10). This session supports educators in implementing this Math Teaching Practice in the context of daily Agile Mind instruction. **Recommended Pre-Reading:** Educators are encouraged to read about the Math Teaching Practice in NCTM's *Principles to Action: Ensuring Mathematical Success for All* before attending the session.

## Sessions Designed for Leaders

- **Leaders: Introduction to Agile Mind Core Math Programs**  
This introductory session will introduce Agile Mind leaders to the key design features and components of Agile Mind's Core Math Programs. The sessions will first describe Agile Mind's approach to mathematics instruction, and then leaders will explore the Course Contents, Professional Support, and Data and Reporting components. Leaders will consider how the design and components in Agile Mind will support rigorous mathematics instruction at their district and schools.
- **Leaders: Introduction to Intensified Algebra I or Intensified Math I**  
This introductory session will introduce Agile Mind leaders to the key design features and components of Agile Mind's Intensified Algebra I and Intensified Mathematics I program. The sessions will first describe Agile Mind's approach to intensification in these programs, and then leaders will explore the Course Contents, Professional Support, and Data and Reporting components. Leaders will consider how the design and components in Agile Mind's Intensified programs will support students coming into this course 1-3 years behind grade-level get back on track after the academic year.
- **Leaders: Observing an Agile Mind Classroom**  
This session is designed to support leaders and coaches engaging in classroom observations. Leveraging the Classroom Observation Guide, leaders will collaboratively observe an Agile Mind classroom, consider student and teachers use of Agile Mind tools and resources, and script questions that could be leveraged during coaching conversations. We recommend attending an Introduction session prior to attending this session.
- **Leaders: Connecting Agile Mind to Evaluation Frameworks - Danielson**  
This session connects Agile Mind tools and resources to Danielson's The Framework for Teaching. Leaders will collaboratively review Agile Mind's system and make connections to key components of this framework. Leaders will observe an Agile Mind lesson, norm on their observations related to the framework, and will script coaching

conversations questions.

This catalog provides a high-level overview of our event offerings. Go to our website <https://www.agilemind.com/professional-development-teachers-learning-events/> and select a specific Seminar or Session title to learn when this event will take place and to register.

**QUESTIONS?** Contact us at [summerpd@agilemind.com](mailto:summerpd@agilemind.com)

***Agile* educators. *Agile* learners. *Agile* tools to support high achievement.**

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