

Principal's Toolkit

Math Curriculum

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Appropriate for administrators and teacher leaders

Course Description:

Mathematics is the study of patterns in quantity and space. It is human nature to look for patterns; children and young adults love to observe, extend, create, and apply patterns. Teachers can engage children in mathematics if they can integrate content and pedagogy appropriately. In a nutshell, quality mathematics instruction is the integration of content, and pedagogy creatively applied to challenging and authentic problems. An effective teacher knows their content, has empathy and concern for the learners and is an able and effective communicator of that content to students.

But what does sound practice in mathematics look like and how can we support it in our schools? How do we create results-oriented classrooms? What does a developmentally appropriate results-oriented classroom look like?

In this three part series, we will carefully examine these issues and provide strategies to broaden the expertise and skills professionals must have to bring an exemplary mathematics instructional program to our schools. We will explore examples of model lessons in key content area of mathematics development to illustrate the elements of an effective and cohesive lesson and to ascertain if the classrooms we are visiting actually promote mathematical thinking. We will examine the strengths and weaknesses of some of the standards-based curricula in use today. We will also examine a framework for classroom observations to help principals and peer-coaches to make informed observations and provide specific and constructive feedback.

Dates:

November 19, and
December 3, 2009
January 18, 2010

8:30 - 2:00pm Math
Strand
(Lunch is Included)
2:00-3:30pm Facilitated
Group Discussion

Location:

LAPDA Meeting Space,
Montpelier, VT

Cost:

\$675 for members
\$780 for nonmembers

Registration:

<http://www.lapdavn.org>

Call (802) 224-9110
for more information

About the Instructor

Mahesh Sharma is known for his groundbreaking work in mathematics education, he is an author, teacher and teacher-trainer, researcher, consultant to public and private schools, as well as a public lecturer. He is the Chief Editor of Focus on Learning Problems in Mathematics, an international, interdisciplinary, research mathematics journal with readership in more than 70 countries, and the editor of the Math Notebook, a practical source of information for parents and teachers devoted to improving teaching and learning for all children.