Math-in-CTE Professional Development
Rigorous Program of Study
Great Falls, Montana
August 1 – 5, 2011

Day 1

• Welcome and introductions
• What are ahead -- handouts, surveys, housekeeping
• Overview of the Math-in-CTE research – Brian Parr, NRC lead facilitator
• “So what do you teach?” – iterate roles
  o working with curriculum and calendars
  o identifying CTE topics/concepts
  o identifying associated math concepts
  o identifying concrete resources

Day 2

• Curriculum mapping (content areas break out)
• link math concepts to CTE content
• consider industry/workplace tie-ins
• Identify possible math-enhanced lessons
• Facilitate lesson selection
• consider math level and grades
• teachers develop preliminary scope and sequence
  o Introduce the “7 Elements”
  o Demonstration lesson – Math-in-CTE teacher teams

Day 3

• Re-introduce the 7 elements and rubric – provide samples of lessons
• Teams write lessons all day – laptops or labs

Day 4

• AM: Lesson-writing continues
• Frame lessons for critique/comments
• Add supporting materials to lessons e.g. PowerPoint, handouts, etc.
• PM: Lesson presentations
• Fun evening activity! (optional)

Day 5

• Lesson presentations continue
• Teachers finalize scope and sequence
• Teachers leave with assignments
• Teach selected lessons
• Revise/improve lessons