

Robyn Silbey Professional Development Raising Teacher Quality and Student Achievement in Mathematics

It's time to start anew! Which mountain are you climbing with your school or district this year? First, use data--both formal and informal--to identify **your** mountain. Then, use ongoing, job-embedded learning opportunities to execute your climb and reach the summit.



Shout Out! Ascend Learning



All Ascend Learning Staff worked tirelessly with Robyn over the summer to prepare for a banner year.

In July, leaders dove into the Standards for Mathematical Practice and discussed strategies for identifying them during classroom instruction.



In August, teachers identified the Standards' importance and talked about using them to raise the level of engagement, rigor, and coherence in their classrooms.

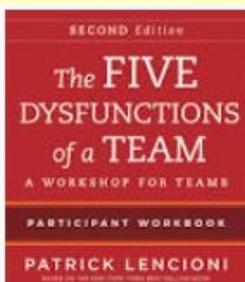
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The Five Dysfunctions of a Team, by Patrick Lencioni



Every educator is a member of at least one team. In Patrick Lencioni's book, The Five Dysfunctions of a Team, the dysfunctions are described through an easily readable fable, followed by straightforward suggestions for overcoming the issues.

Although originally released in 1998, The Five Dysfunctions of a Team still rings true for leadership teams, content area teams, and any other professional collaborations. Watch Lencioni's YouTube synopsis of the book for a brief overview.



Key Shifts in Common Core Mathematics



The Common Core State Standards for Mathematics reflect what students will need for college and career readiness. The differences

between these and previous Standards are described in three major shifts:

Focus:

The Standards focus on fewer topics in each grade level, promoting deeper conceptual understanding, improved procedural skill and fluency, and the ability to apply knowledge to real world problems.

Coherence:

The Standards have logical and coherent progressions from grade to grade. Each Standard is an extension of previous learning.

Rigor:

The Standards call for teachers to (a) support students' ability to access concepts from different perspectives, (b) devote class time structured to practice core functions and more complex concepts, and (c) use math flexibly in new applications and situations across disciplines.

The Driving Force Behind Professional Development



Your data should be the driving force behind all job-embedded Professional Development, whether it involves presentations or job-embedded, campus visits. Call 301-802-5285 or email [Robyn](mailto:Robyn@robynsilbey.com) at robyn@robynsilbey.com so she can build your unique Professional Development.

In the Next Newsletter



--**Review:** Leverage Leadership, by Paul Bambrick-Santoyo
--**Rigor:** Classroom Characteristics
Coaches' Corner: Teaching Children Mathematics, News & Reviews
--**And much more!**

Thanks to the entire staff's hard work, Ascend students are set up for success from Day 1!

COACHES' CORNER
Organization = Efficiency



In the August Coaches' Corner of Teaching Children Mathematics, Robyn offers useful tips for helping teachers organize their time for maximum efficiency.

Ideas for teachers include:

- Prepackaging math tools into student- or group-size portions
- Organizing most valuable resources for easy access and for students
- Assigning roles at tables for investigations and explorations
- Providing students with organizational tools for their investigations
- Guiding students to organize their desks and workspaces

Find the complete article on page 7 of the August, 2014 Teaching Children Mathematics Journal.

Preview! In September's Coaches Corner, Robyn invites families to embrace math in her article, "Math Awareness: Casual Conversations at Home."

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