<center>**Staff Development Component Information**</center>

COMPONENT TITLE: Every Day Counts Calendar Math

IDENTIFIER NUMBER: 2009008

MAXIMUM POINTS: 30

GENERAL OBJECTIVE:
Professional development in *Every Day Counts Calendar Math* is designed to provide participants with instructional strategies that strengthen critical mathematical concepts and increase student achievement in all strands of mathematics.

SPECIFIC OBJECTIVES:
Within the duration of this component, participants will:

1. demonstrate knowledge of critical mathematical concepts.

2. develop effective instructional practices in the areas of communication, reasoning and proof, connections, problem solving, and representation.

3. articulate how connections between new information and existing knowledge is presented to students within an Every Day Counts lesson..

3. identify effective communication practices for whole class discussion and dialogic discourse using real life data and models.

4. demonstrate a variety of assessment tools that can be used to assess students understanding of mathematical concepts.

5. identify appropriate mathematical vocabulary used within the daily lesson plan of *Every Day Counts Calendar Math.*

6. demonstrate an understanding of the alignment between NCTM Standards, District Goals, Math Benchmarks and *Every Day Counts Calendar Math* program goals

7. develop cooperative learning techniques, in order to promote effective reasoning and critical thinking strategies.

8. identify effective social skills activities that motivate and promote mathematics discussions.

9. demonstrate effective use of program manipulatives.

10. demonstrate how to differentiate instruction for all learners

PROCEDURES:
Participants will engage in professional development activities by:

1. actively participating in professional development opportunities.
2. reading research-based best practices from a variety of current academic journals and texts.
3. simulating modeled lessons.
4. observing various content using technology.
5. engaging in small-group directed activities.
6. documenting reflections.

FOLLOW-UP:
Participants will document their implementation by:

1. providing written reflections.
2. gathering teacher work samples.
3. developing a portfolio.
4. collecting and sharing data that demonstrates analysis of teacher learning and providing a record of modeled lessons, mentoring, coaching, and/or collegial planning.
5. creating an effective demonstration of best practices using technology.
6. providing photographs of various calendar activities or specific days of the year.

EVALUATION OF PARTICIPANTS:
Participants must demonstrate mastery of the component's targeted specific objectives as measured by assessments or other valid measures.

COMPONENT EVALUATION:
The professional developer will assess the degree to which the activities addressed the specific objectives and will make recommendations for revisions through a component evaluation.