

GCCTM Deep Learning Series 2019

January - March

K-12 MATHEMATICS LEARNING

Northeast Ohio Mathematics Educators are Making a Difference

Online Book Study Groups

Do not miss out on this year's Deep Learning Series! We are offering a K-8 and a 7-12 course reading and reflecting one of two books: *The Impact of Identity in K-8* and *Catalyzing Change in High School Mathematics*. Both are described below. Each course will be held online with a face to face component to start the course. **The initial meeting will be at the ESC of Northeast Ohio on January 17th at 4:30 p.m. with the remainder of the discussion occurring online, nearly all at times of your choosing, most convenient for you.** If you've read the book already and want to dig deeper, or you have been wanting to read the book, then now is your chance to get in on the discussion. The K-8 discussion will be facilitated by Linda Gojak; the 7-12 discussion by Peter Petto. The final meeting will be March 14.

Cost: \$25 registration fee for GCCTM members payable to ESCNEO. You must be a member of GCCTM to participate in this course. Join GCCTM today at <http://mygcctmonline.org/> for \$15 and enjoy ALL the other perks of being a part of a math learning community.

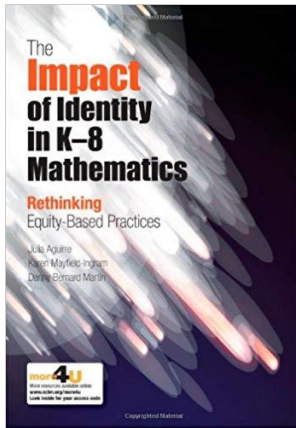
Register: Go to www.escneo.org Professional Development\Calendar of Events. Go to the date (**January 17th**) and click on the workshop and follow the prompts to complete registration. Please be timely as each course section is limited to a maximum of 30 participants. The registration deadline is January 16.

Graduate Credit Option: 1 graduate credit hour will be available for purchase for approximately \$225 through Ashland University for the course (no additional assignments are required). Enrolling in graduate credit option will be discussed further during our first face to face meeting session.

Books: Purchasing the book will be up to you and your district. ISBN 978-0873536899 (Impact of Identity) or ISBN 978-1680540147 (Catalyzing Change). Both are available through nctm.org in print and PDF formats, with a discount for NCTM members.

<p>GCCTM GREATER CLEVELAND COUNCIL OF TEACHERS OF MATHEMATICS</p> <p>ESC-NEO EDUCATIONAL SERVICE CENTER OF NORTHEAST OHIO</p> <p>ASHLAND UNIVERSITY</p>	<h2>THEORY & APPLICATION</h2> <p><i>Deepen your math pedagogy through theory, improve student learning through application!</i></p> <div style="display: flex; justify-content: space-around; align-items: center;"></div>	 <p>Join GCCTM: Break Some Ground http://mygcctmonline.org/</p>
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Content Questions? Contact: Linda Gojak at lgojak@icloud.com or Peter Petto at ppetto@ppetto.com
Registration Questions ? Contact: Tracy Spies at 216-901-4229 or tracy.spies@escneo.org



The Books



The Impact of Identity in K-8: Rethinking Equity Based Practices for grades K-8

by Julia Aguirre, Karen Mayfield-Ingram, Danny Martin

Each teacher and student brings many identities to the classroom. What is their impact on the student's learning and the teacher's teaching of mathematics?

This book invites K–8 teachers to reflect on their own and their students' multiple identities. Rich possibilities for learning result when teachers draw on these identities to offer high-quality, equity-based teaching to all students. Reflecting on identity and re-envisioning learning and teaching through this lens especially benefits students who have been marginalized by race, class, ethnicity, or gender. The authors encourage teachers to reframe instruction by using five equity-based mathematics teaching practices:

- Going deep with mathematics
- Leveraging multiple mathematical competencies
- Affirming mathematics learners' identities
- Challenging spaces of marginality
- Drawing on multiple resources of knowledge

Catalyzing Change in High School Mathematics: Initiating Critical Conversations

This book identifies and addresses critical challenges in high school mathematics to ensure that each and every student has the mathematical experiences necessary for his or her future personal and professional success. These challenges include:

- Explicitly broadening the purposes for teaching high school mathematics beyond a focus on college and career readiness
- Dismantling structural obstacles that stand in the way of mathematics working for each and every student
- Implementing equitable instructional practices
- Identifying *Essential Concepts* that all high school students should learn and understand at a deep level
- Organizing the high school curriculum around these Essential Concepts in order to support students' future personal and professional goals

For anyone teaching high-school math, whether in high-school or middle school.