



# LLAMA News Flash

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### The PI's Corner: Being a Good Consumer of Coaching

By David Yopp

Mathematics Instructional Coaching is a pleasure to me. It allows me to learn and grow in a partnership with teachers. The word coaching can be misleading to those not familiar with the model. Coach, in this context, is not like a soccer coach, who leads the team. A math teaching coach is a colleague who partners with a teacher to improve student learning.

In the article, *How to be a Wise Consumer of Coaching* (Yopp et al., 2011), my colleagues and I describe the teacher's role in a coaching relationship. In particular, a coach needs to know about a teacher's needs. Teachers who tell their math coach what content they are addressing and what practices they wish to focus on help the coach plan coaching sessions. With this information, math coaches can research the ideas and collect and develop materials for the teacher to consider prior to the coaching session.

Be very specific with your LLAMA coach about the content you will soon cover and what LLAMA conceptual pillars you wish to target in lessons about this content. This will help your coach tremendously. A good place to do this is in a post to the BbLearn discussion board. Your coach will help you find an existing LLAMA lesson or help you develop a new lesson that better fits your needs. The more specific you are about the content you wish to cover when implementing a conceptual pillar, the better your coach can assist you.

Below is an example of a post that helps a LLAMA coach assist a teacher:

The first conceptual pillar taught me that having students make an explicit **claim**, **foundation**, and **narrative link** will help my students explain their thinking more mathematically and encourage them to develop rich understanding of the concept they are studying. In my classroom, I already encourage students to show and explain their work. Yet, my students struggle doing this independently and often their explanations are not very mathematical. Using the LLAMA argument structure will remind students of some important features to include in a strong explanation and will ultimately lead to viable arguments. I am excited to try out the approach.

However, I am struggling to incorporate the structure in the content I will cover next week. I want to cover the structure in a way that will enhance students' learning. I am covering exponent properties. In particular, I will address Common Core Content Standard 8.EE.1, "Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example,  $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$ ." Attached is a copy of one of the sections from my textbook. David and other teachers in my discussion group, can you help me modify this lesson to encourage the claim, foundation, and narrative link structure?

Another way to assist your coach is to upload student work when you complete your monthly surveys. Your coach will use this work to develop an understanding of your students and their needs. Your coach will assess this work relative to the conceptual pillars. This assessment will be used to develop further work with you. Student work is at the center of any coaching relationship. It helps focus the coaching conversations on what really matters: improving student learning and success.



## Professional Development: Are You on Track?

The goal for this academic year is that each Cohort 1 teacher understands each conceptual pillar and has experience implementing it. Some teachers have already viewed the first four videos.

Below we offer an example pacing calendar for those who are getting started; however, we encourage you to watch the videos and implement a lesson for the 12 Total Conceptual Pillars as soon as possible.

January	CP1, CP2	April	CP8, CP9
February	CP3, CP4	May	CP10, CP11
March	CP5, CP6, CP7	June	CP12



## Now on BbLearn!

- PD videos for Conceptual Pillars 1-6 are now posted and ready for viewing in BbLearn.
- Sample lessons and materials for each conceptual pillar are available through links within the Conceptual Pillar's content folder in BbLearn.
- Informational letter to share with parents and community members who have questions about the project

### BbLearn Tips and Tricks

- You can view and comment on other teachers' posts
- Download the free BbLearn App for smooth access to PD course on your tablet.



## Summer Professional Development

The purpose of summer PD is for teachers deepen their understanding of LLAMA practices and materials and to make concrete plans for their implementation of LLAMA practices for the coming year. PD will include sessions focused on incorporating the conceptual pillars into each major content area for grade 8 and planning time for teachers to work together and with UI Math Ed faculty to make concrete plans for the coming academic year.

### Summer PD Logistics for Cohort 1

- Summer PD scheduled July 17 - July 28
- Extra week scheduled August 14 - August 18 for teachers who cannot attend July PD



## Math Challenge!

Newsletters should have something fun too, right? Here are some brain teasers for your mathematical pleasure. . .



### Challenge Problem 1

Write the numbers from 1 to 10 in a row and place either a minus or a plus sign between the numbers. Is it possible to get an answer of zero? Can you make a viable argument for your answer?



### Challenge Problem 2

Sonia walks up an escalator that is going up. When she walks at 1 step per second, it takes her 20 steps to get to the top. If she walks at 2 steps per second, it takes her 32 steps to get to the top. She never skips over any steps. How many steps does the escalator have?

## Work Sample Reminders

- Work sample naming conventions for rich understanding, partial understanding, and Pillar related tasks:
  - YYYY-MM-YourFirstInitial YourLastName-Rich
  - YYYY-MM-YourFirstInitial YourLastName-Partial
  - YYYY-MM-YourFirstInitial YourLastName-Pillar ##

**For example:** 2016-12-J Larson-Pillar 02

## Stipends

- You should have received the first \$100 of your stipend after you submitted your Argument and Reasoning Assessment and your MKT assessment.
- If you did not receive your first stipend payment contact Annelise ([annelise@uidaho.edu](mailto:annelise@uidaho.edu)).