

## Division 4 Math Collaborative Community – Visible Learning for Math

**PRESENTED BY****Roxanne Sekura & Ryan Fox****SERIES SESSIONS**

Date	Time
November 30, 2017	4:30 PM – 6:30 PM
March 15, 2018	4:30 PM – 6:30 PM
April 19, 2018	4:30 PM – 6:30 PM

**LOCATION****Foundations for the Future Charter Academy – 8710 Ancourt Rd. SE****FEE****\$55.00****QUESTIONS?****Contact Us:****[crc-register@arpcd.ab.ca](mailto:crc-register@arpcd.ab.ca)  
403-291-0967****REGISTER ONLINE****Visit our website to register:  
[crcpd.ab.ca](http://crcpd.ab.ca)**

### Program

**TARGET AUDIENCE: GRADES 10-12 MATH TEACHERS, ADMINISTRATORS, AND COACHES ARE ENCOURAGED TO ATTEND**

Rich tasks, collaborative work, number talks, problem-based learning, direct instruction...with so many possible approaches, how do we know which ones work the best? In *Visible Learning for Mathematics* six acclaimed educators assert it's not about which one—it's about when—and show you how to design high-impact instruction so all students demonstrate more than a year's worth of mathematics learning for a year spent in school.

Our Math Collaborative Communities will parallel the conversations and content shared in the Visible Learning for Mathematics series (separate registration at, <https://www.crcpd.ab.ca/program/1465>). You are welcome to register for both the Visible Learning in Math series, as well as the Math Collaborative Community, and you are also welcome to choose only the Math Collaborative Community (we will share the highlights with you in our discussions).

With our division 4 colleagues, we will meet 3 times over the school year to dig deeper into the content of *Visible Learning for Mathematics*, and to share and collaborate with each other. We will also all have access to an ongoing eCommunity where we can continue to share experiences, ideas and resources over the entire school year (membership in this eCommunity is automatically included).

*This learning opportunity is being offered through curriculum implementation funding from Alberta Education.*

## Presenters

### Roxanne Sekura

is currently a Senior High Mathematics Teacher at Holy Trinity Academy in Okotoks, Alberta, teaching Pre-Calculus Math 30-1, Principles of Math 30-2, and Pre-Calculus Math 20-1. She also has experience teaching Math 10 Common, and grades 7, 8 & 9 Math. Roxanne began her teaching career in 2000 after earning her Bachelor of Science and Bachelor of Education degrees from the University of Lethbridge. She loves teaching math and often challenges her students by asking, "When can you use these skills to better understand your world?" She encourages positive thinking and strong work-ethic which can empower students to be continuous learners. Roxanne lives in High River with her husband and three lovely children.

### Ryan Fox

is a Secondary Math teacher and the Mathematics department head at Notre Dame School in High River. He is currently teaching Math 30-1 as well as various science and technology classes. Growth mindset, effective feedback, formative assessment and "non-traditional" summative assessments are projects that Ryan has been, and continues to focus on.

These projects include:

- focusing on using the higher stakes/summative type assessments (unit exams) as ways to build growth mindset and allow students to improve on their learning beyond the end of the unit.
- marking unit exams similar to a rough draft of an essay (only formative feedback and suggestions given at this stage, no marks), and the students are given various opportunities to interact with the feedback and correct errors. The initial marks aren't given until later in the process, and have some adjustment factor to value the corrective work.
- exploring multiple assessments in the final exam category, in non-diploma courses, which allow teachers to assess, and students to demonstrate, skills that aren't suited to high stakes exam formats
- the development of a numeracy intervention program designed to help build student automaticity with basic math facts

Key influences for Ryan include; Dylan William, Robert Marzano, and John Hattie.

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Opportunities to K-12 Education Staff**