**Accelerated Math Learning Stipend**

In order to earn the stipend ($1000/$500), you will need to log your work, reflections and activities. Below are the requirements for both credit and stipend. ***You will need to make a copy of this document in order to edit/add.***

***Your log is due by May 1, 2024.***

There are two stipend options available to you: $1000 or $500. The only difference between them is the comprehensiveness with which you complete the expectations. (i.e. attending all monthly meetings or half of them; logging at least 14 hours of action with reflections or at least 7 hours.) These differences are highlighted in purple below. You are welcome to start with the $1000 plan and then switch to the $500 if needed.

[Editable IPLP](https://docs.google.com/document/d/1zPnGyZMHntGfSx7mTe7QBfdgqu2-Fy1d6zRwaOD_CDo/edit?usp=drive_link)

# $1000 Expectations

| **A** | Attend all [Collaboration Strand](https://www.isu.edu/rmc/programs-and-services/accelerate-math-learning/collaboration-strand/) monthly meetings and complete meeting expectations.  Pre-session preparation  Zoom Meeting  Exit tickets  Taking Action expectations | **14 hours** |
| --- | --- | --- |
| **B** | Implement IPLP/goals/Taking Action items- Log at least 14 hours of action with reflections. These hours may include time with a math specialist, but working with a coach in your classroom is not required to receive the stipend. | **14 hours** |
|  | Prepare and present a summary of your work and the outcomes you were able to achieve at the June Reflection Celebration on June 4, 2024. You may provide this summary in any format you would like (paper, video recording, slide show, etc.)   * + - * Have you met your goal?       * What do you still need to work on?       * What shifts or changes did you see in the students? (achievement, behavior, performance, engagement, etc.) | **2 hours** |

# $500 Expectations

| **A** | Attend 3 Collaboration Strand monthly meetings and complete meeting expectations.  Pre-session preparation  Zoom Meeting  Exit tickets  Taking Action expectations | **7 hours** |
| --- | --- | --- |
| **B** | Implement IPLP/goals/Taking Action items- Log at least 7 hours of action with reflections. These hours may include time with a math specialist, but working with a coach is not required to receive the stipend. | **7 hours** |
|  | Prepare and present a summary of your work and the outcomes you were able to achieve at the June Reflection Celebration on June 4, 2024. You may provide this summary in any format you would like (paper, video recording, slide show, etc.)   * + - * Have you met your goal?       * What do you still need to work on?       * What shifts or changes did you see in the students? (achievement, behavior, performance, engagement, etc.) | **2 hours** |

**[EXAMPLE] Monthly Meetings (Including Pre-session work)**

**(Section A from above)**

**\*Should total ~14 hours**

| **Date** | **Activity Description** | **Reflection** | **Time** |
| --- | --- | --- | --- |
| 10/3 | Monthly Meeting: Clearly articulate learning goals and standards walls and pre-session work | In this session, we learned about how to use Standards walls for students to guide and focus their own learning. My next steps are to build a standards wall with my students for my fractions unit. I need to figure out the main topics I want to use and then use student work to demonstrate their growth and learning. | 2 hours |
| 11/7 | Monthly Meeting: Just in Time: Building Background Knowledge and Progressions |  |  |
| 1/9 | Monthly Meeting: Vocabulary Development |  |  |
| 2/6 | Monthly Meeting: Creating Engaging Tasks |  |  |
| 3/5 | Monthly Meeting: Giving Students Greater Responsibility |  |  |
| 4/2 | Monthly Meeting: Formative Assessment and Feedback |  |  |
| 5/7 | Monthly Meeting: Let's Get Messy! |  |  |
|  |  |  |  |
| **TOTAL** | | |  |

**[EXAMPLE] Classroom Implementation (Section B from above)**

**\*Should total ~14 hours**

| **Date** | **Activity Description** | **Reflection** | **Time** |
| --- | --- | --- | --- |
| 9/11/10/3 | Implement talk moves everyday during math | When I first started implementing talk moves it was ugly and uncomfortable. The kids’ behavior was awful. They ignored me and turned away. After a couple failed attempts, I got really strict about setting up the protocol. Instead of having them talk about math, I had them practice the protocol and have them discuss topics that were more interesting… like movies and music. After they got used to what I wanted to see, I could start adding in specific talk moves during the math lessons. By the end of the first month, the students knew they weren’t going to be allowed to opt out and it slowly became a norm. By the time the math specialist came to model, they were mostly comfortable with the talk moves. I noticed that during the discussion around the standards wall, they were focused on the wall and not on how they didn’t want to talk to each other. It was much less painful than the first couple weeks. | 5 hours |
| 10/5 | Math Coaching | The math coach worked with me by demonstrating in my classroom how to use Turn & Talk with the standards wall to build discourse and student understanding around our goals. I’ve added a more detailed reflection in my IPLP.  [See IPLP (example)](https://docs.google.com/document/d/1CpXmAOKi7MbzR4Gnw3WF0YN5F-xwiIeP4ivlRKND36k/edit?usp=sharing) | 1 hour |
| 10/7 | Monthly Meeting Followup | At the monthly meeting task:  Task 1- Build a Standards Wall   * Pick a unit * Identify priority standards * Breakdown learning targets and key vocabulary * Create standards wall digitally or chart paper   [See IPLP (example)](https://docs.google.com/document/d/1CpXmAOKi7MbzR4Gnw3WF0YN5F-xwiIeP4ivlRKND36k/edit?usp=sharing) | 1 hour |
| **TOTAL** | | |  |

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# Monthly Meetings & Pre-sessions (Section A)

**\*Should total ~14 hours**

| **Date** | **Activity Description** | **Reflection** | **Time** |
| --- | --- | --- | --- |
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|  |  |  |  |
|  |  |  |  |

# Classroom Implementation (Section B)

**\*Should total ~14 hours**

| **Date** | **Activity Description** | **Reflection** | **Time** |
| --- | --- | --- | --- |
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