

Eastside High Algebra I PLC
September 17-18, 2025

Making Adjustments Based on Evidence of Student Learning
Presenter: Dr. Pamela Seda

Wednesday, September 17, 2025

Opening:

- [What's your vision for effective math instruction?](#)
- Today's Goals - You will:
 - Calibrate what proficiency looks like in multi-step equation lessons.
 - Practice giving feedback that communicates high expectations for every student.

Analyzing Student Work (Calibration Protocol)

- Review the [student work sample](#).
- Rate the sample individually using the [CER Rubric](#) → compare in small groups → whole-group charting.
- Debrief: *"Were your ratings the same or different? Why?"*
- Reveal benchmark ratings to anchor calibration.
- Repeat this process for the student work sample you brought.
- Exchange papers with your partner. Ask them one question about the feedback they provided.

Lesson Plan Feedback

- [Shared lesson plans](#) for September Week 3.
- Provide partner feedback using the following question: *"What is one thing you like about your partner's lesson plan that you would like to include in your own?"*

Call to Action

- In what ways did this session support the [mission and vision](#) of the mathematics program at Eastside High School?
- What resonated with you the most from today's session?
- What is one adjustment you might try in your next class based on today's session?

Thursday, September 18, 2025

Opening:

- Prompt: *"What did you find most interesting or surprising about yesterday's session?"*
- Today's Goals - You will:
 - Explore how multiple representations deepen student understanding of linear functions.
 - Refine lesson plans to create more opportunities for sensemaking and student voice.

Collaborative Problem Solving (Linear Functions Task)

- Solve [Passaic River Cleanup Problem](#) with multiple representations.
- [Big Ideas of Linear Functions](#)
- What does proficient work look like?

Claim

- A complete and correct answer is provided, including correct units.
- The answer to a word problem is given as a complete sentence.

Evidence

- Calculations, equations, formulas, tables, graphs, and/or drawings that appropriately and sufficiently support the answer are provided.
- Evidence that the answer was checked for accuracy is provided.

Reasoning

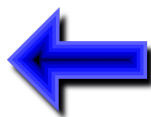
- Proficient-Appropriate mathematical vocabulary, formulas, rules, principles, or theorems that support the evidence are **identified**.
- Exemplary-An appropriate and sufficient **explanation** of why their solution process works based on mathematical vocabulary, formulas, rules, principles, and/or theorems is provided.

Using VANG for Multiple Representations

- Complete the [VANG Game Card Sort](#) in groups
- Guiding question: *"How does using a card sort to explore linear functions help students develop deeper understanding compared to simply being shown the steps?"*

Lesson Plan Feedback

- [Shared lesson plans](#) for September Week 3.
- Provide partner feedback by asking one of the following questions:
 - How can I make sure the assigned math problems require sensemaking and are not overly directive? (SMP1)
 - How are students making their thinking visible to others? What opportunities do students have to respond to others' thinking? (SMP3)
 - How can I connect students' prior knowledge to today's content? (A)
 - What practices help me convey: "This will be challenging, but I believe you can do it—and I'll support you as you learn"? (E)



[Call to Action](#)

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- Benjamin Banneker Association, Inc: <https://www.benjaminbannekerassociation.org/>
- Cruise Cabin Registration Form: <https://forms.wix.com/f/7353045863255507200>
- [Choosing to See: A Framework for Equity in the Math Classroom](#)