



OUTLINE	NOTES/QUESTIONS
<p><i>*ctrl+click or command+click to open links.</i></p> <p>1</p> <p>What's New and Let's Review</p> <ul style="list-style-type: none"> • What's new? • Perception-Action Cycle • Problem Solving Process 	
<p>2</p> <p>Mathematical Discourse</p> <ul style="list-style-type: none"> • Experience mathematical discourse • Problem Solving Process Facilitation Resources • Finding puzzles by standard <p><i>**No ST Math Account? Demo Accounts</i></p>	
<p>3</p> <p>Creating a Jiji Culture</p> <ul style="list-style-type: none"> • Jiji Culture Definition • Student accountability resources • Minutes and Puzzles • The ST Math Impact on Learning 	
<p>4</p> <p>The Teacher Experience</p> <ul style="list-style-type: none"> • Educator Console • Reflect on last year's usage • Ideas for reaching usage goals • Planning for implementation 	<p>Last year's average percent progress: _____%</p>
<p>5</p> <p>Differentiating ST Math</p> <ul style="list-style-type: none"> • Assigning objectives • Keep kids on grade level 	



6 Event Code

Survey Link

<https://stmath.info/plsurvey>

RESOURCES

- [What's new?](#)
- [Resources and Printables](#)
- [Problem Solving Process Facilitation Resources](#)
- [Student accountability resources](#)
- [How to create assignments](#)
- [Implementation Plan Document](#)

- **Introducing ST Math to Your Students**
 - [Guided Introduction to ST Math](#)
 - [Introduction Video](#)
- **Family Resources**
 - [Interactive Family Intro to ST Math](#)
 - [Family Letters](#)
 - [Family Resource Site](#)

LEARN MORE

Learn More:

- [Perception-Action Cycle](#)
- [Problem Solving Process](#)
- [Differentiating with ST Math](#)
- [Keep Students on Grade Level - Even if they are behind](#)

Jiji Culture Definition:

In a successful implementation of ST Math, students and teachers are both engaged learners. Teachers model how to be lifelong learning and demonstrate how to use informative feedback from mistakes as a powerful way of figuring things out. Students persist through difficult problems and teachers facilitate turning frustration into a thirst for challenge. Both teachers and students talk about math in all kinds of settings and make mathematical connections outside of the software. We call this the 'Jiji Culture' . . .

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