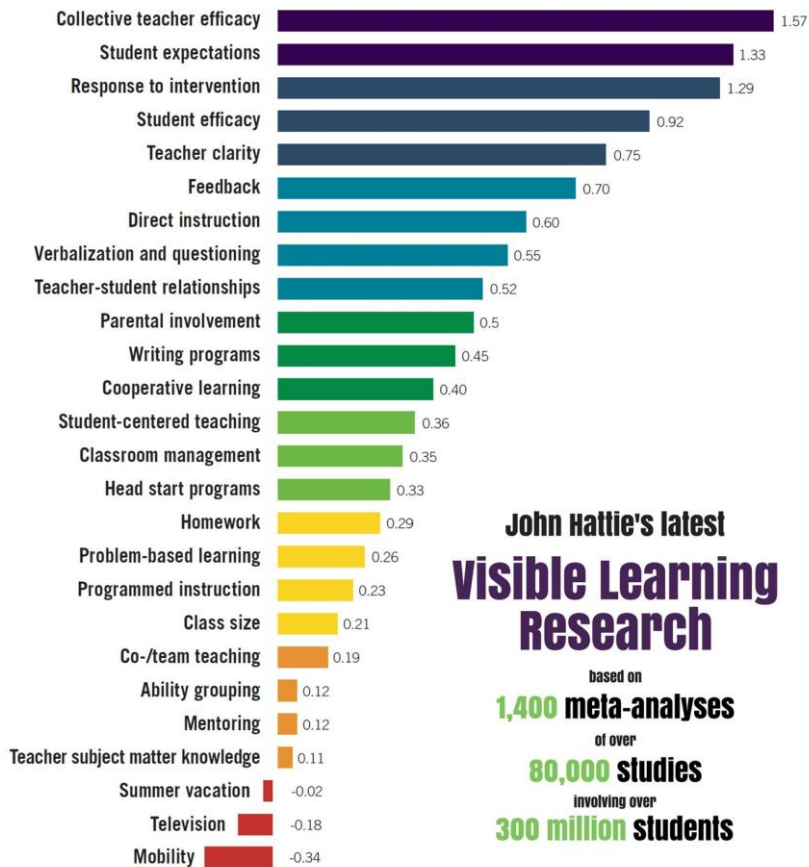


Math in SRCs

2018-2019



TK-5 Math Professional Development



#1 - Collective Teacher Efficacy

- SRTA and SRCS agreement - at least four Passport for Learning hours are in math
- District-wide math PD led by coaches and teachers in August and January

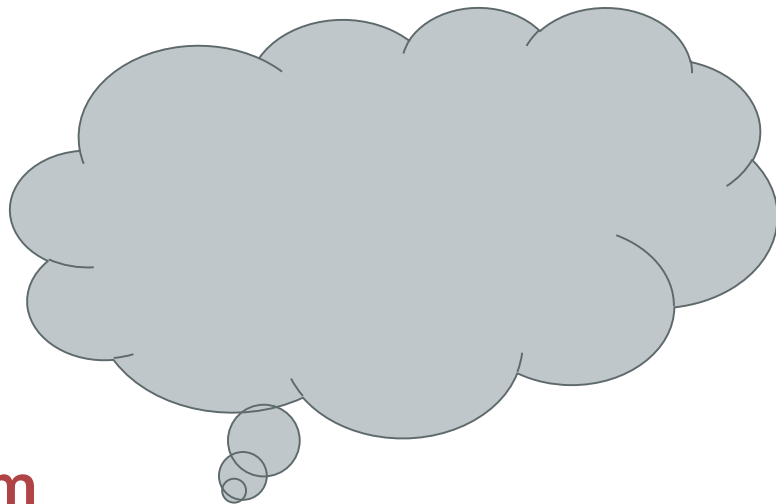
SRCS Principles for Professional Development at Work



- Job embedded
- Ongoing over time
- Individualized support
- Coherence across the system
- Relevant
- Supported through reflection and modeling
- Feedback and iteration

- Opportunities for choice
- Designed and led by MCOE, teachers and coaches
- Differentiated
- Throughout the year
- Follow up by coaches, in PLCs and in DGLMs
- Strategies to use tomorrow

Our Turn...



Strategy: Head Problem

The Professional Developments

Mathematical Strategies: Problem Solving and Relational Thinking
Content: Fractions and Counting and Cardinality
Everyday Math

Utilizing math practices to engage students
in rich mathematical thinking

Teacher commitment to trying
something new

Connecting learning to
Everyday Math Curriculum

Bringing back evidence of student
learning

Shifts in Practice

1. 80-90 minutes of math per day
2. Using exit slips (formative assessment) to inform instruction
(Hattie “Feedback” .7 effect size)

Teacher Reflections on PD

“The value of exit slips and how I can get the most out of them”

“Made me step back and realize what I am missing from my math practices”

Feedback

- *Great conversations with colleagues*
- *Helped me better understand how to help my students with problem solving*
- *Practical applications with specific tools and examples*
- *I have a much deeper idea of what to do to support my students with counting and cardinality*
- *Reminded me of the many opportunities to dive deeper with intention*
- *I like using EDM to apply our learning so we can use the curriculum and the standards together*
- *Walked away with tangible things to go do.*
- *It is a reminder if you continue to use these strategies they will open the doors to let our students understand and explain their thinking while using multiple modalities.*

A large red square with a white border, centered on a white background. Inside the square, the word "CALLI" is written in white, bold, sans-serif capital letters.

CALLI

Terra Linda High School

What is CALLI?

- California Language and Learning Innovation Collaborations
- State-wide, multi-district partnership
- Gives districts a chance to work together to solve common problems and improve student outcomes.



2015-2016

- Intro to CALLI
- Limited attendance
- Focus was on Algebra 1 completion and increased reasoning and writing practice from all students.



2015-2016

- Outcomes:

- Department-wide implementation of “second week tasks.”
- Despite best efforts, things never took off. Too much data and unsure what to do with it.
- Department uncertainty.



2016-2017

●CALLI Year 1

- Increased team size, but participants varied.
- Started us down the path of bringing student discourse in the math classroom on a regular basis.
- Infant stages of shifting focus towards structured student discourse strategies.



2016-2017

● Outcomes

- 2 strategies introduced
- Teachers committed to trying one (or both)
- Department openness and awareness



2017-2018

●CALLI Year 2

- Work towards a department-wide shift in pedagogy.
- Focus on student discourse.
- Committed to 10 “Number Talks” in the month of February.



2017-2018

● Outcomes:

- Department of “Yes”
- Discourse Binder
- TL-specific “5x8 Card”
- Revision of card needed...



2018-2019

●CALLI Year 3

- Continue the positive shifts in pedagogy from last year.
- Revised 5x8 card to suit our needs.
- Department-wide Learning Walk Goals.
- Targeted focus on juniors in Geometry and Algebra 2.



2018-2019

● Outcomes thus far

- Learning walks have been sidelined
- Changes have become standard practice
- Progress towards focusing on our juniors in Geometry and Algebra 2



HSD Math

SRHS and TLHS

- Standards-based Assessments
- Intermediate Algebra/Algebra 2 HP/Pre-Calculus HP Block
- Interim Assessments