Notes for October 3, 2016, 8:30 - 3:00
Elementary Math Adoption Pilot Committee

Objectives:

- Approve Elementary Evaluation Toolkit
- Review Pilot Expectations and Timeline
- Walk through a unit of study with the two publisher
- Participate in Grade level Planning

Time	Activity
8:00 - 8:25	**Breakfast (Time to gather)** Seats assignments have been made
8:25 - 8:30	**Welcome**
8:30 - 8:35	**Review of pilot timeline -** Joe Young 2 different timelines: one for 2 curriculum pilot and a different one for 3 curriculum pilot
8:35 - 8:45	**Expectations for Pilot** - Chuck Merritt & Mary Pat O'Connell Each teacher will pilot one unit from each of the two different publishers. Follow the publisher's materials as closely as possible and use all materials that come with each publisher. Keep an informal record of your experiences, including reflections, notes, observations, and sample student work Be sure to document any modifications you make to the curriculum Use the Criteria tool for sharing feedback about the curriculum Pilot teachers are to make an informal presentation at a staff meeting, arrange this with your principal early Teachers will pack up materials and send them on to the next teacher who will be using it next. Attend debriefing sessions with completed criterial forms and other relevant notes/materials Reach out to your TOSAs for help Principals: Will be informed of the work pilot teachers will be doing. Principals will be asked to observe lesson from both publishers Parents: Will observe a variety of lessons at more than one school site, coordinate visits with TOSAs
8:45 - 9:10	**Evaluation Toolkit Approval** - Barbara Harris Here is the updated Evaluation Toolkit Form ready for your approval. Once it is approved, we will give you a working document (electronic), then you will

	submit a final draft. Should we evaluate just the unit we taught, or should it be the entire book? The toolkit should reflect your experience in teaching the unit, not the entire book. Some clarification of the language around ease of use for parents and students. Suggestions: create a poll to get feedback from parents, hold a small focus group to get feedback from students.
9:10 - 8:55	**Message from Max -** Thank you for your commitment to our math pilot, he will do his best to remove any obstacles.
8:55 - 9:00	**Stretch Break**
9:00 - 11:00	**Bridges Unit Presentation - Lori Bluemel** **Publisher's Walk Through** <u>Components and structures of lessons:</u> Lori suggests you begin with unit 2 (20 sessions - about 4 weeks of teaching) Look at the scope and sequence of the unit Choose a curriculum path Plan lessons timing: Lesson about 60 min Number Corner 20 minutes - not during math time Home connection book, optional use 2-3 times per week(can be printed from online also.) Use the Quick Start Guide to help you get organized Get acquainted with your binder - take out extra pages to make room in your binder. Look at the Unit 2 Introduction (Unit, not Volume; volume is the name for Number Corner) Use Pocket Chart for word resource cards For Differentiation - Use the Bridges Educator Site and see the Blog for ideas. Overview of Number Corner: Week 1: Intro - calendar grid 1 workout per day Week 2: Intro - calendar collector Then flip back and forth between calendar grid and calendar collector, only one per day Assessment: Pre and Post assessments can be a good comparison, Checkpoints and Work Places observations Number Corner: don't worry about the baseline assessment, maybe skip the Oct. Checkup Pre and Post assessment tools can be used. Scoring guide and answer key are online The Assessment guide includes unit assessments - other assessments are

	found online, Reteaching Ideas are included online too Use the scoring guide to in “Assessment Tools” As you are going through the unit, take the post-unit assessment first because then you will know what you asking of the students, look at the scoring guide - this will help guide your instruction
11:00 - 12:00	**Lunch Provided (Salad Bar)**
12:00 - 2:00	**Eureka Publisher’s Walk Through - SooJin Lu** Walk through different grade lesson examples ● Using the different models to show different concepts: addition, multiplication, division ● As student work their way through the Topics, it leads towards problem solving within the concept of the unit ● Major with with the grade level bands - full-day PD offered by Eureka/EngageNY Overview of the Curriculum: ● Elementary Curriculum = “Story of Units” to see math as a story ● Each grade has different Modules, each module is broken down into topics ● Each lesson has 4 components: Fluency, Application, Concept Development, Debrief - and the problem set and exit ticket ● There are Teacher Student conversations/exchanges but they are not scripts, it is a guide to give teachers an idea for what to looks for. ● Customizing the Eureka Math Lesson - PD offered ● It is not expected to teach all 4 component each day, it is there if you would like to use it ● They chose a few models that can be transferred throughout all the grade levels such as number line, tape model, number bonds, etc. ● The unit language is the scaffold that is used to help make more complex concepts more accessible, starting with the concrete to more abstract - From manipulatives to the algorithm ● Sample problem given to show how to use the tape model ● New terms to the grade level will be highlighted in **bold** ● When planning a lesson, take these three steps: Discern the plot (look at the big picture), Find the Ladder (how can you help all students get to at least the first problem), hone the lesson ● The questions in the problem sets are organized in a way so that they are meant to get more challenging as you continue and many ways to decide which problems your student may do ● The homework set is basically the same as the problem set, just different numbers ● Resources: parent tip sheet, student think bubbles ● Sprints are a form of fluency practice - meant to compete with themselves, usually about twice a week and matches the content of lesson, but it is not new learning ● Types of Fluency Activities: Sprints, Happy Counting, Rapid White

	Board Exchanges, Composition and Decomposition ● Tip: use a plastic sleeve protector to use templates that can be reused ● There are different types of Professional Development offered ● Differentiation: first find out what is the student struggling with - Within the lesson there are green boxes with “Notes on Multiple Means of Engagement” ● Greatminds.org website has resources where anyone can have access to al parts of the curriculum ● Resource: tinyurl.com/lpssmath for district level support ● A “layering” curriculum, not a spiral curriculum ● The math is revealed including misconceptions with explanations and alignment to the standards ● Teachers are going to make the curriculum great, Start with the Pacing and Preparation Guide - “Preparing to Teach a Lesson” ● All Pilot teachers will have access to teaching videos called the “digital suite” to see instructional videos.
2:00 - 2:05	**Stretch Break**
2:05 - 2:55	**Grade Level Standards Review and Unit Planning** Review grade level specific math standards Grade level teams identify unit(s) for pilot within the scope and sequence - Math TOSAs
2:55 - 3:00	**Closure & Thank You** **Exit Ticket - Barbara Harris** Review Norm - bringing concerns & ideas to committee Next Meeting - December 12th, 8:30 - 3:00, SDC Sub Code - 40-502 Follow Up with TOSAs if you need ***any support*****! Amanda, Amy, Joe, Mangla, Nikole**