



BUILDING MATH PRACTICE

The support for academic achievement

Stephenie Tidwell, Elementary Math Supervisor

Plainfield Public Schools

August 24, 2012

NEEDS ASSESSMENT

- I asked you all very general questions regarding your buildings:
- Use of Data
- Assessments Methods Utilized
- Best Practices
- In-house Professional Development/Peer-to-Peer Learning
- Walkthrough Protocols/Instructional Feedback



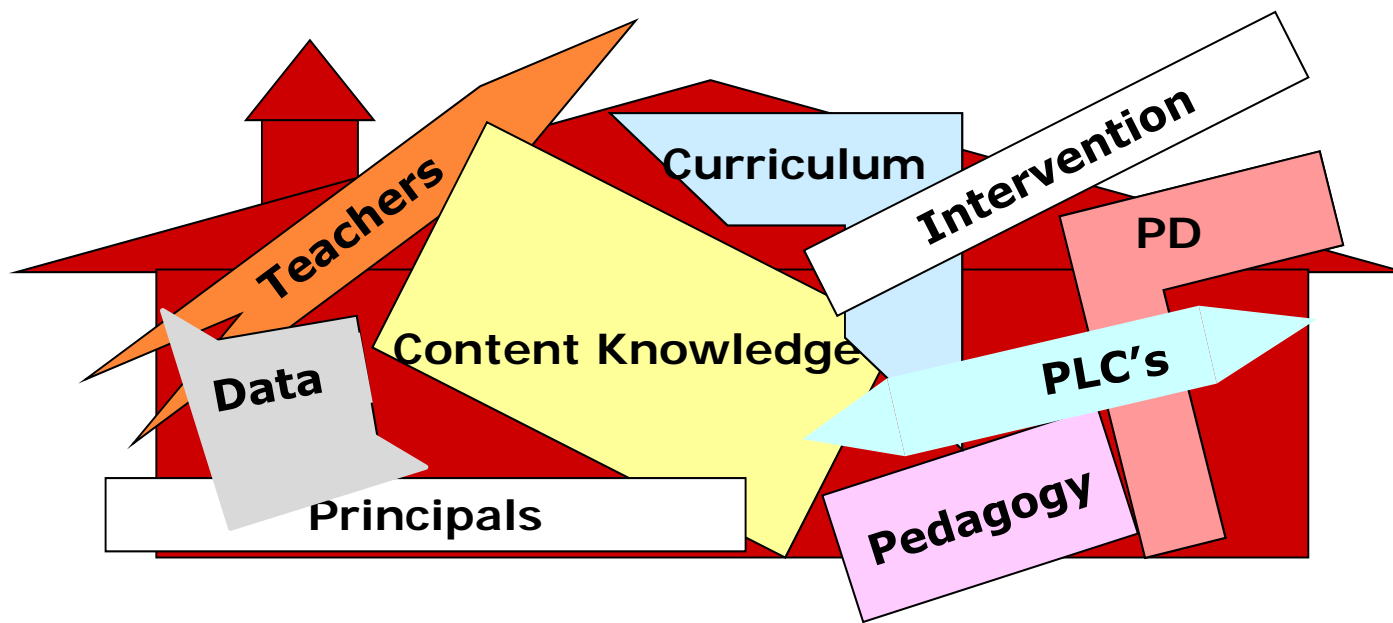
WHAT WAS IDENTIFIED...

- All of you identified practices started, to address academic achievement.
- All of you expressed the need for the support in implementation, in defining the best methods.
- All of you accept the fact that you are the instructional leaders of your building. I heard many of you self-reflecting
- The Reality is....



WE HAVE THIS PICTURE

We have all the right materials to build “Instructional Practice in Math”.



WHAT'S WRONG WITH THE PREVIOUS PICTURE?

WRONG

- The previous picture had faulty blueprints.

WHAT'S BEING DONE

- We are putting together the foundation and the framework to support “Instructional Practice for Mathematics”.
- Just like an architect’s drawings, we have to construct our blueprint.



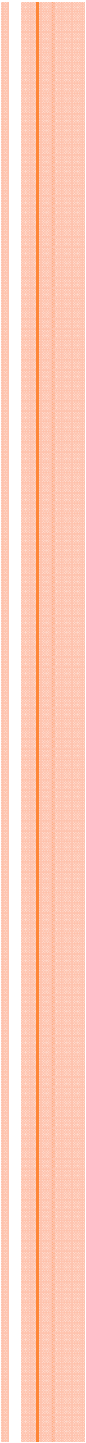
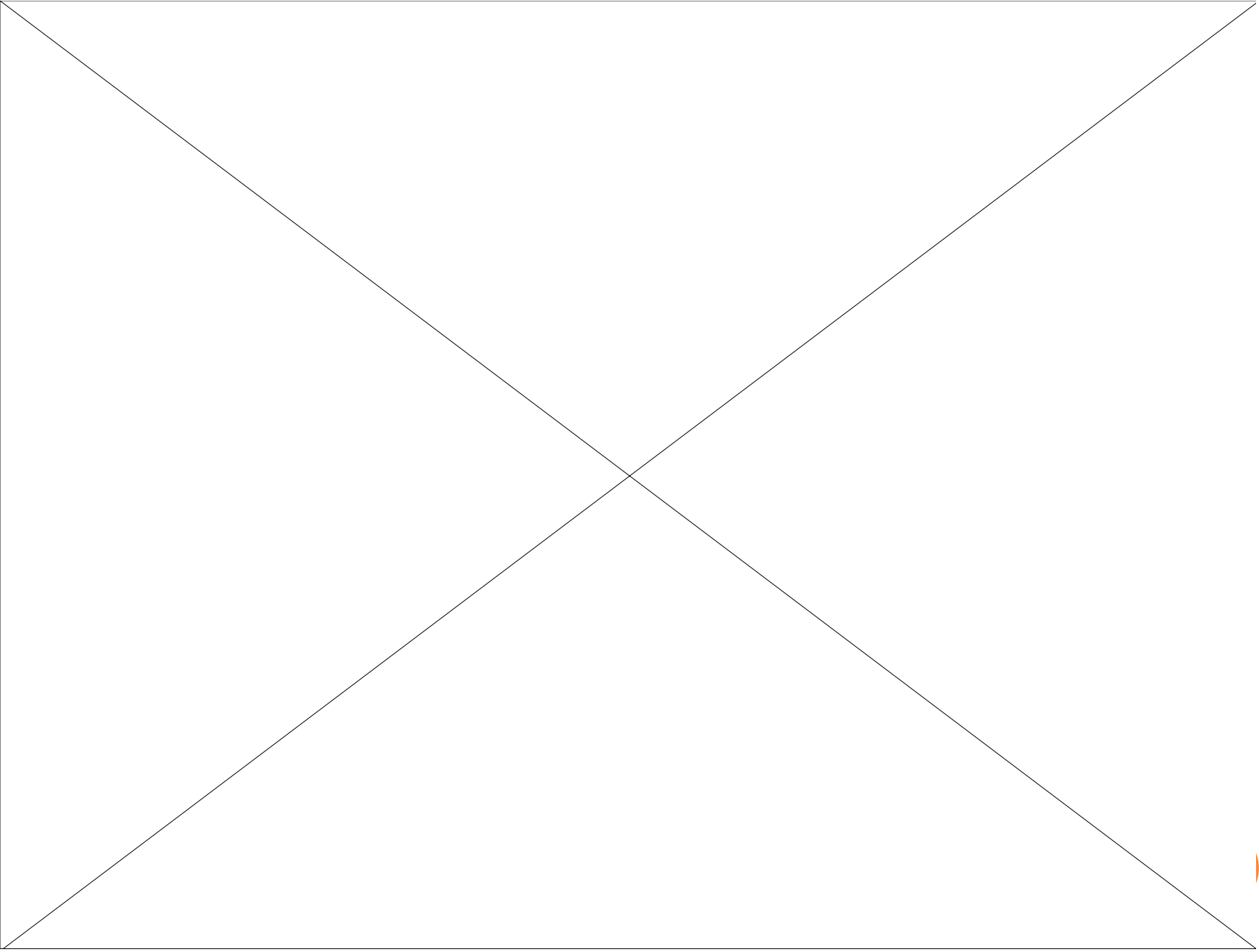
SCHOOL DESIGN FOR INSTRUCTIONAL PRACTICE

Classroom Blueprint- Framework

Model-Evidence

- The Planning
- The Learning Environment
- The Instruction
- Professional Responsibilities
 - Reflecting on Teaching
 - Student Progress
 - Informing Home
 - PROFESSIONAL GROWTH





HOW DO YOU KNOW IT WHEN WE SEE IT?

RESOURCES

- I and EAR on Math
- Articles
- Classroom Examples

Literally



SURVEY THE LAND-SCHOOL



WHEN ARE WE SURVEYING THE LAND?

- Classroom Spot Observations
- Informal/Formal Observations
- Lesson Plan Review
- PLC Meetings/Minute Review
- Any view of the instruction

What Do We See?



SURVEY THE LAND-DISTRICT

Need

- Pedagogy
- Curriculum/Content Knowledge
- Assessments/Data Methods/Intervention

Plan

- Support Administrators as Instructional Leaders
- Support Instructional Capacity (Turn-Key PD Teacher Team)
- Turn-Key Common Core Trainers
- Curriculum Committee
- In-district PD to address Content Knowledge/Common Core
- Portfolios as a data method
- DOL's to drive instruction
- Diagnostic tools to identify students for intervention
- Supplemental Teacher Program



WHERE WE BEGIN?

- We: Survey the land through October 5th
 - Principal/Supervisor Walkthroughs
 - What we see compared to what we want to see
 - Develop the plan
- We: Work as an Administrator PLC team
- Identify and/or Build:
 - Teacher capacity/PD needs- Spot Observations
 - Build a curriculum- Turnkey Teachers (Common Core)
 - Data methods to drive instruction
 - Portfolios, DOL' S, Assessments
- Implement Supplemental Intervention
 - Need for an assessment to identify students
 - Need for school schedule
 - Identified space for the supplemental teacher



Blueprint



