Tri – State Consortium

A consortium of high performing school districts
from the tri-state area of NY, NJ and CT

Tri-State: What it is.

- Critical friends who support each other
  - A learning organization that assists its member districts in developing a rigorous framework for systemic planning, assessment and continuous improvement.

Tri-State: What it isn't.

- Not a deficit model
- Not an evaluation of teachers

Who came to visit? 13 Educators.

Diverse contingent of critical friends from NY, NJ & CT came to examine essential questions.

- Pat Cooney – Co-leader
  - Lead Teacher, Gr. 5
    - Ridgefield, CT Public Schools
- Mary Ellis – Co-leader
  - Dir. of Curriculum
  - Anna Nazaruk - Teacher
    - Mt. Pleasant School District, NY
- Sheila Ahern, Natasha Nelson, Tara Peterson
  - Teachers
    - Ardsley, NY
- Christina DeRosa, Eileen Gatto
  - Teachers
    - Hauppauge, NY
- Joan Mast
  - Asst. Supt. Curr. & Instruction
  - Kate Rosander
  - Supv. of Elementary Programs
    - Scotch Plains, NJ
- Mary Santilli
  - Math Program Leader
    - Trumbull, CT Public Schools
- Kathleen Reilly
  - TSC Dir. Of Training
- Martin G. Brooks
  - TSC Executive Director

What we did to prepare for the visit

Year-long Self Study

- School committee of 20+ - faculty & administration
- Developed essential questions
  1. To what extent does our students' work in math:
     - Reflect an alignment of curriculum with common core standards and mathematical practices,
     - Demonstrate a balance between procedural knowledge and opportunities for student engagement in real-world, authentic applications,
     - Inform us about what students know and are able to do?
  2. To what extent do we recognize, nurture and meet the diverse mathematical needs of all learners?
- Gathered evidence of eight indicators (categories of support to guide our thinking)

Gathered Evidence Around the 8 Indicators

The 8 Indicators

1. Performance based assessment
2. Student metacognition
3. Student performance data
4. Curriculum and instruction
5. Professional learning
6. Equitable student support
7. Shared vision for change
8. Parent and community support

Evidence

Tangible Evidence

- Student work samples
- Student projects
- Presentations
- Assessment data
- Curriculum goals
- PD plans and workshops
- Communications
  - External and internal:
    - district, school, department

Other Evidence

- Interviews with:
  - Teachers
  - Parents
  - Students
  - Administrators
  - Board of Ed members
  - Superintendent

Tri-State 2015 Report on Mathematics

General Impressions

- BRS is a warm, student-centered environment.
  - immediately recognized fine character of student body and professional atmosphere
- *Essential questions* had been prepared to guide visiting team's thinking
- MAG and TAG are examples of district's desire to meet needs of all students
- Impressed with district-wide emphasis on math problem solving
- Admired district's courage to bring TSC in at the beginning of a chapter rather than at the end

Tri-State 2015 Report on Mathematics

Direct Observations. What they saw:

1. teachers in conference with students
2. work directly supported by special educators
3. students in groups designing creative representations of math knowledge
4. a consistent sense of total involvement and rapport between students and teachers
5. two math specialists' considerable efforts to design and support implementation of *Investigations*
6. district's commitment to these support positions is evidence of the belief in continuity of instruction

Commendations & Recommendations of Visiting Committee

Recommendations

Indicator #1:

Performance Based (PB) Assessment

- It is recommended that the district increase the common performance-based tasks, particularly in terms of higher order thinking skills.

Recommendations

Indicator #2:

Student Metacognition in the Learning Process

- It is recommended that the math specialists model lessons which embed metacognitive skills into instructional strategies, and for teachers to consider ways for students to use their reflections and self-assessments to understand “how they learn.”

Recommendations

Indicator #3:
Student Performance Data

- Examine whether the district administers an appropriate amount of assessments, the impact of *pre-testing* on students, and if there are other, less intrusive ways to determine what students know and can do (such as formative assessments).

Recommendations

Indicator #4:
Curriculum and Instruction

- Consider creating more time for math specialists to embed professional development including coaching, co-teaching and pushing into classrooms.

Recommendations

Indicator #5:
Professional Learning

- Continue to provide PD opportunities to support the implementation of mathematical resources, embed the *Standards of Mathematical Practice* and develop instructional strategies to meet the needs of high achieving learners.

Recommendations

Indicator #6:

Equitable Support for Student Needs

- Create a bank of enrichment/acceleration opportunities for students who excel in math, providing opportunities for students to articulate thinking in various forms.

Recommendations

Indicator #7:

Shared Vision and Environment for Change

- Consider the variety and formats in place for parent communication – workshops, parent nights, newsletters – as opportunities to educate the community regarding the district's vision for math.

Recommendations

Indicator #8:

Parent and Community Support

- Continue to maintain the open and specific connections between the school and community through the wide range of newsletters, surveys and current information accessible through the *Parent Academies* and on the district website.

Woodbridge School District

Two-Year Mathematics Action Plan

Goal #1: Recognize, nurture and meet the diverse mathematical needs of all learners

Objective 1.1: Develop a cohesive mathematics assessment system that will inform instruction

- Identify and analyze existing assessments in mathematics, by grade level, and revise as needed.
- Utilize formative and summative assessment data to inform mathematics instruction.
- Develop at least one PB mathematics task for each grade level.
- Create a school-wide data team to chronicle students' mathematics growth over time.
- Analyze SBAC data to inform decision making.

Goal #1: Recognize, nurture and meet the diverse mathematical needs of all learners

Objective 1.2: Meet the mathematical learning needs of all students (equitable support for students' needs).

- Create differentiated lessons, projects and activities for high achieving students, including enrichment and acceleration opportunities.
- PLC's will meet with math specialists at least twice a month to meet needs of all students, including high-achieving math students.
- Work collaboratively with the PD Committee to focus PD on the needs of all learners, including high achievers in math.
- Create walkthrough protocols to focus on learning needs of all students.
- Focus professional learning goals in mathematics.
- Continue school-wide focus on problem solving.

Goal #2: Continue to provide information to parents and the community regarding the math program K-6

Objective 2.1: Provide information to parents and community in multiple formats.

- Offer family math nights.
- Update the district website.
- Maintain ongoing communication through: classroom updates, parent meetings/conferences, *Superintendent's Academy*, Super*intendent's Parent Update*, Board of Ed. Meetings, e-blasts from superintendent and principal.

What’s Next?