Elementary Math TOSA

Lincoln County School District

Who

I am a math educator who believes strongly that ALL students have the potential to understand mathematics from a deep level and ALL teachers have an important role in the process.

What

Mentor and support teachers to shift their math instruction…

from → teaching mathematical topics as procedures

to → facilitating student engagement that will lead to a deeper understanding of mathematics

What

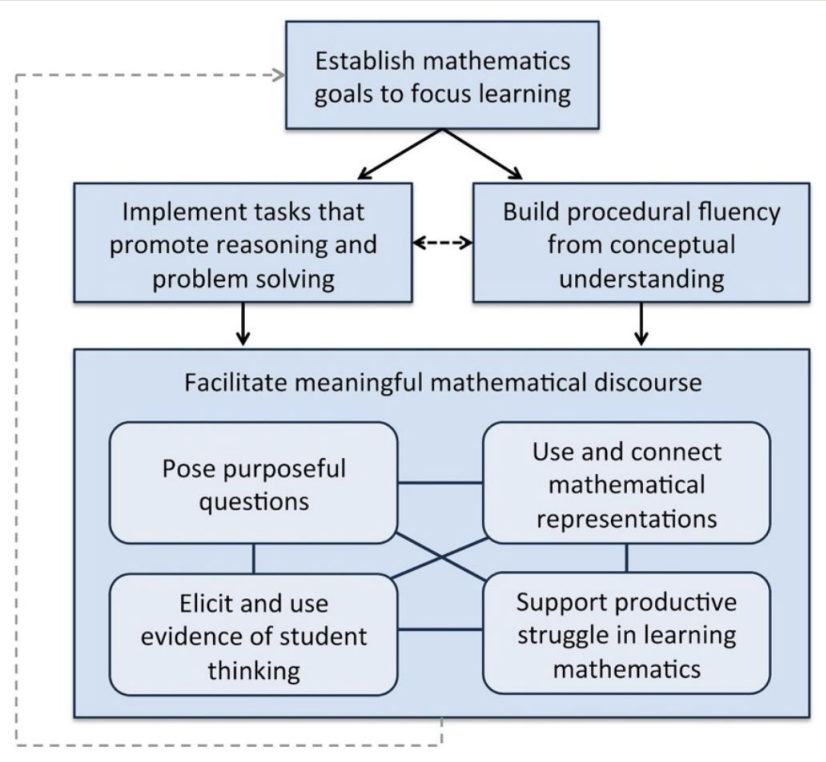
It’s not just about getting the “right answer” when solving math problems. It’s about giving students time to think, question, and process the solution.

In addition, this student-centered approach allows students to form a positive math identity through their elementary years.

Why

Develop and Implement ways for teachers to adopt the National Council of Teachers of Mathematics (NCTM) Eight Effective Mathematics Teaching Practices

The implementation work that is being done presently engages teachers in these eight effective mathematics teaching practices.



How

- Individual One-on-One Coaching

- Math Coalition Team
- Grade Level Teams
- Site Specific Support

- District Level Professional Development

Elementary Math Coalition Team

Kinder

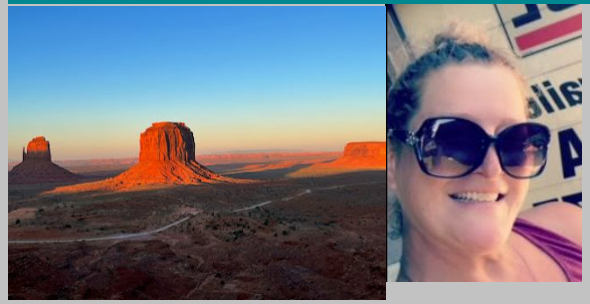
Shannon Wellsteed & Crista Adovnic

1st Grade

Rachel Baracosa & Kate Sizemore

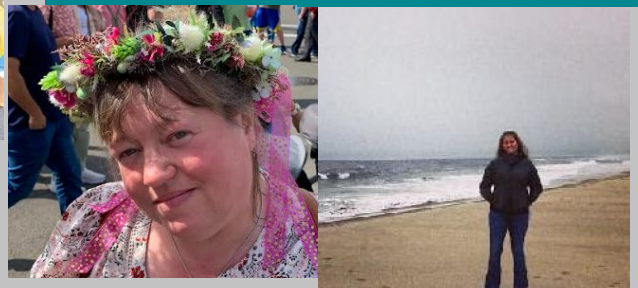
2nd Grade

Nicole Benardi & Jenn Woodley



3rd Grade

Robin Kirsch & Emily Rocco



4th Grade

Kath Proctor & Nick Culbertson

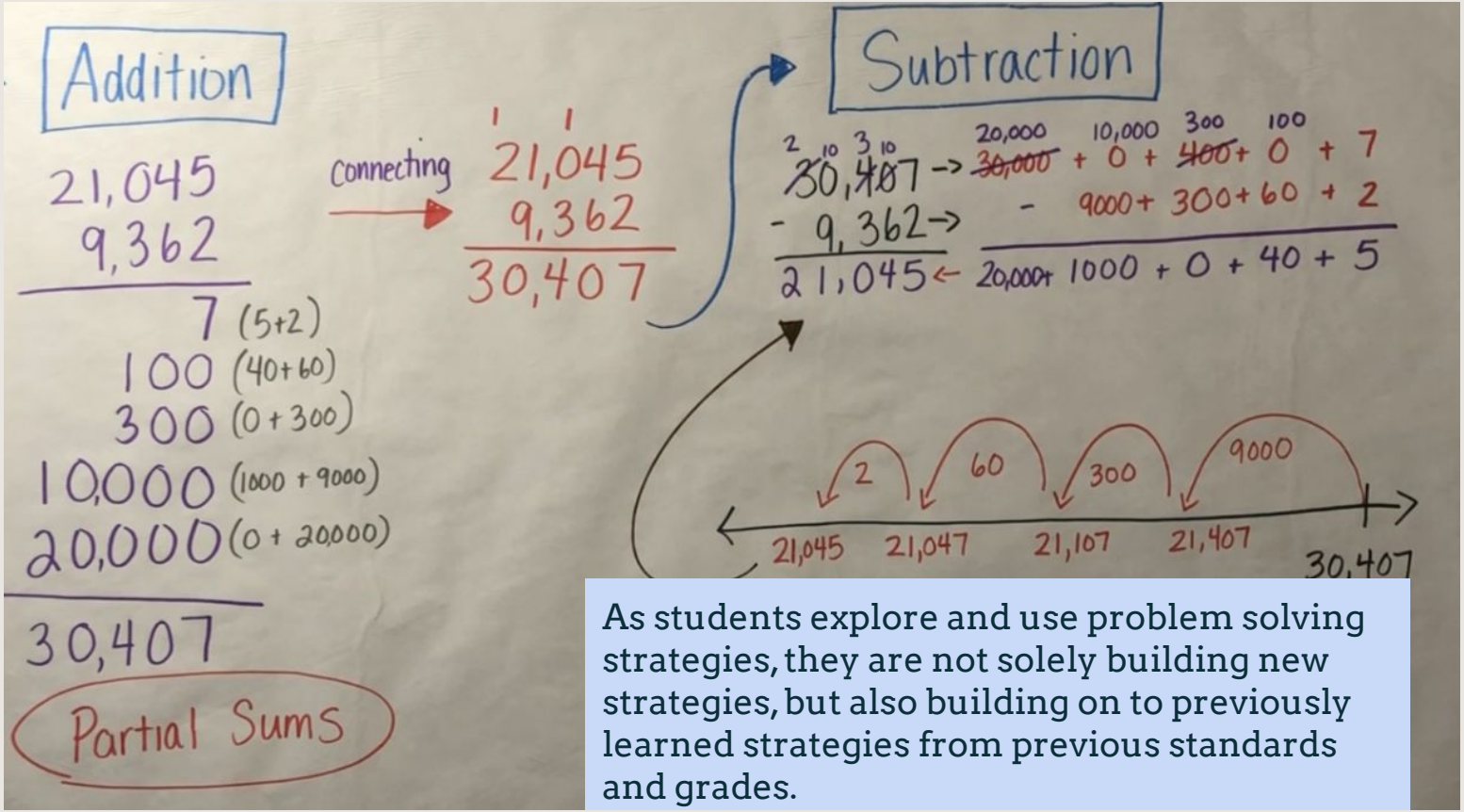
5th Grade

Liz Pettinger & Guy Larson

6th Grade

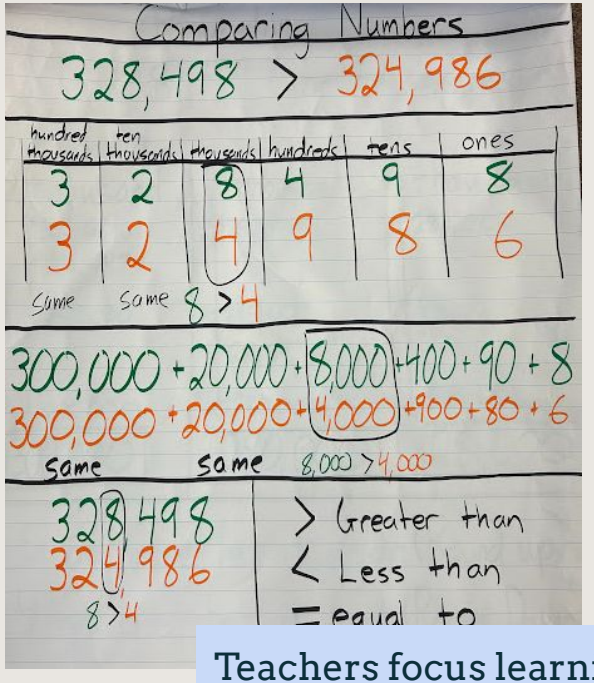
Faith Forshee & Cherie Harbour

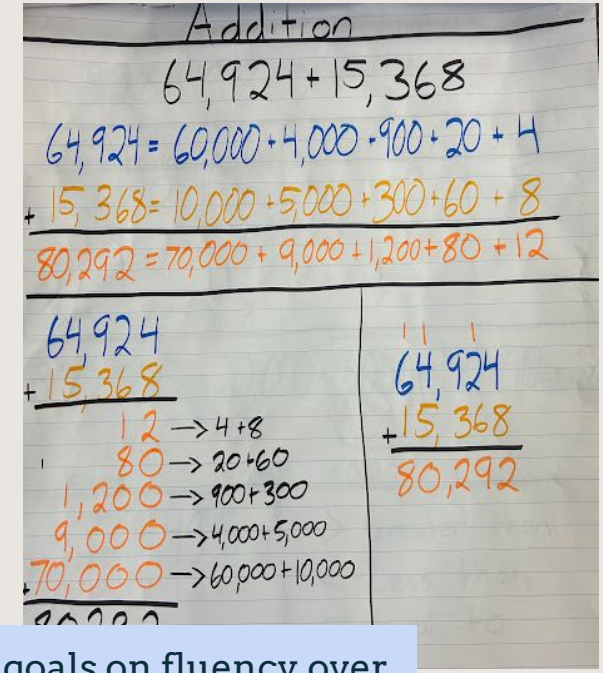
Procedural Versus Conceptual Understanding



As students explore and use problem solving strategies, they are not solely building new strategies, but also building on to previously learned strategies from previous standards and grades.

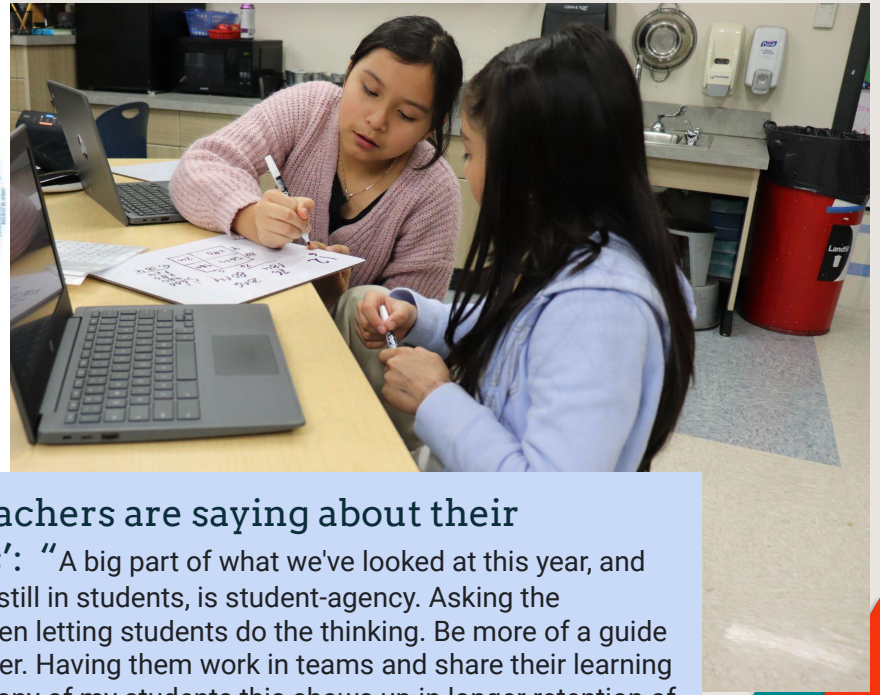
Procedural Versus Conceptual Understanding





Teachers focus learning goals on fluency over time, give students opportunities to engage in productive struggle and discourse by building engaging, student-centered learning opportunities.

How our students are engaged in Math



What teachers are saying about their students': "A big part of what we've looked at this year, and worked to instill in students, is student-agency. Asking the questions then letting students do the thinking. Be more of a guide than a lecturer. Having them work in teams and share their learning orally. For many of my students this shows up in longer retention of the steps and strategies needed to solve problems."

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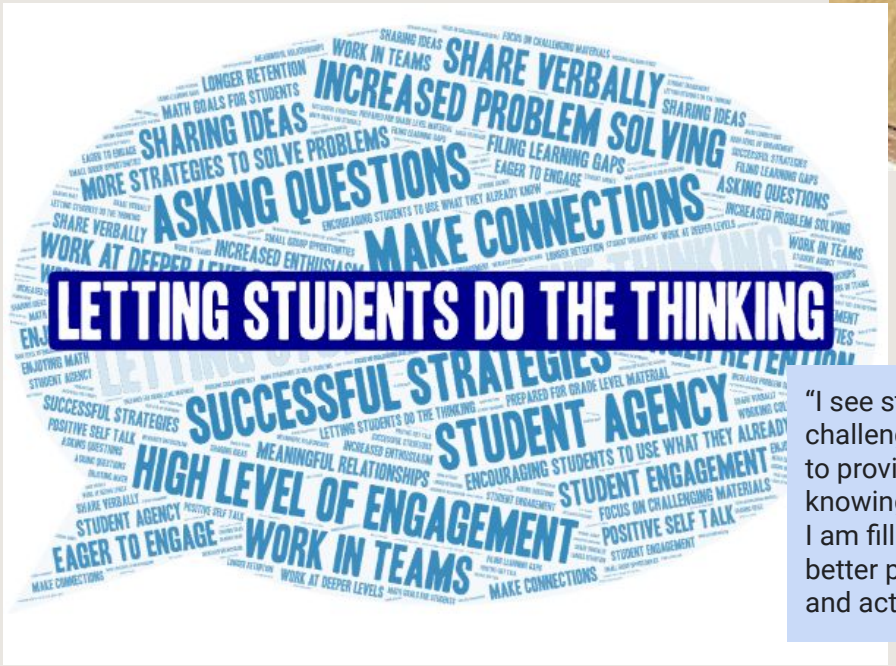
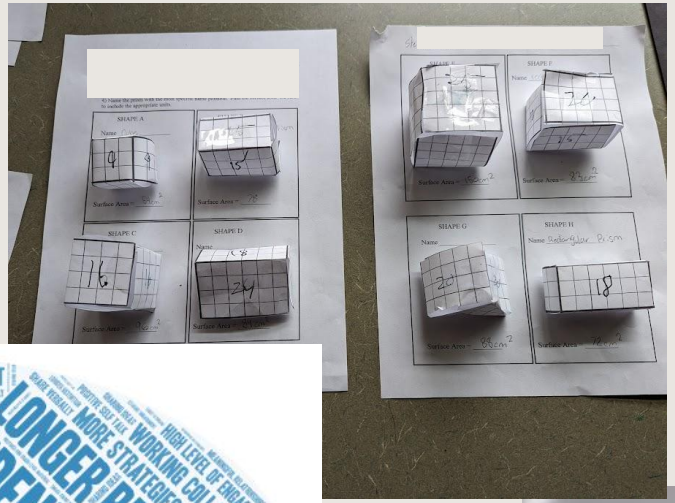
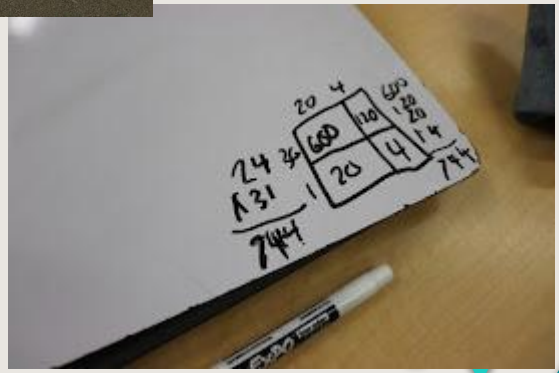


"I see students more eager to engage in challenging material as I have been better able to provide small group opportunities based on knowing the curriculum from the previous year. I am filling learning gaps therefore they are better prepared for the current grade material and actually believe they can do it."

How our students are engaged in Math





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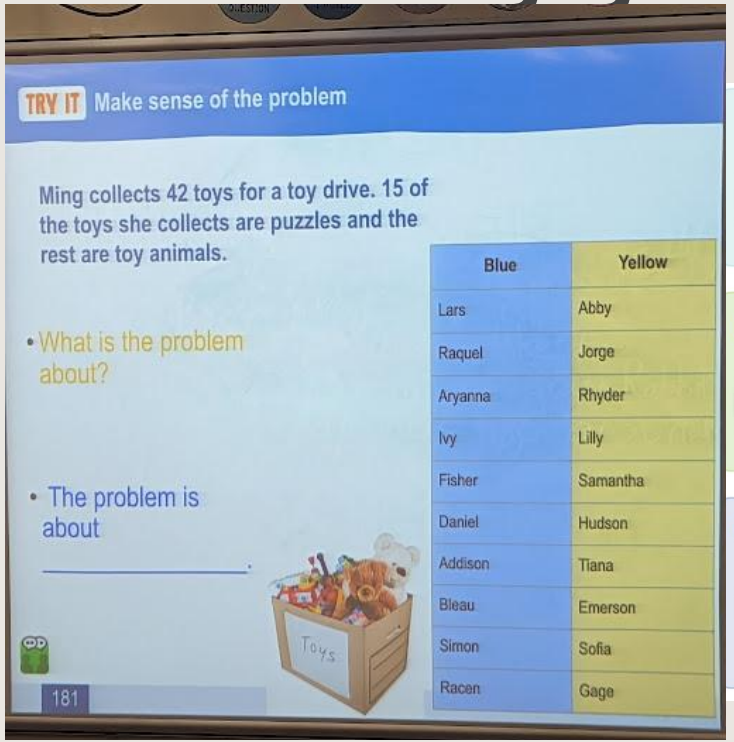
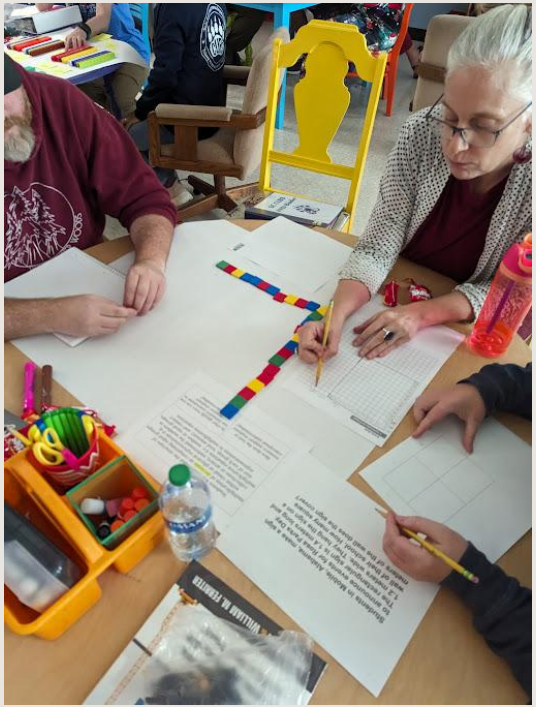
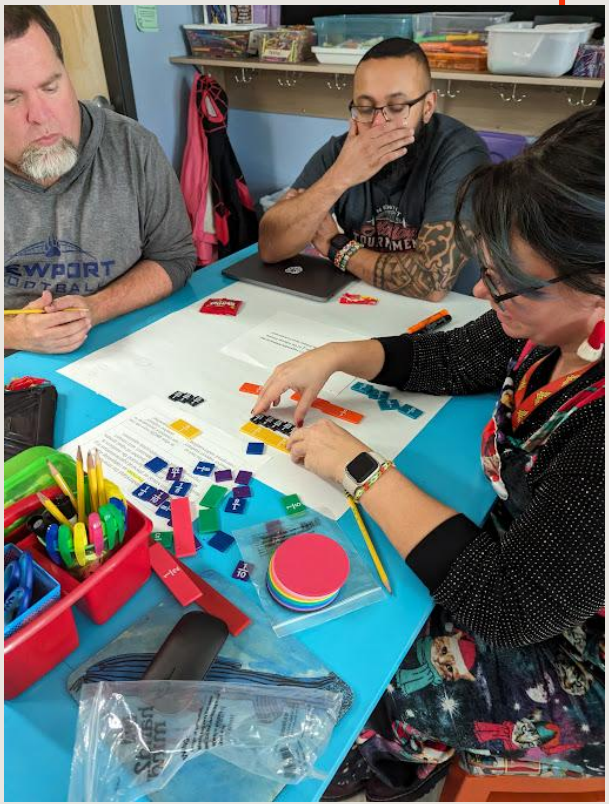


"I have seen stronger collaboration between student along with stronger math vocabulary."

How our teachers are engaged in Math





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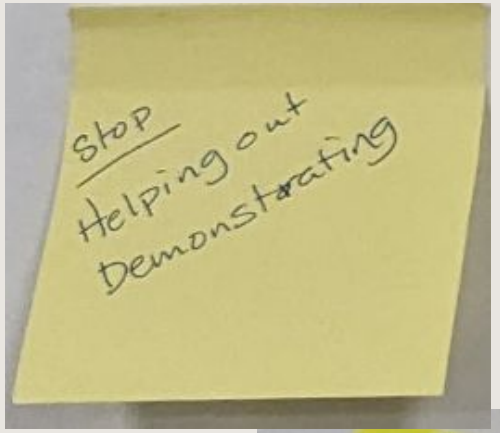

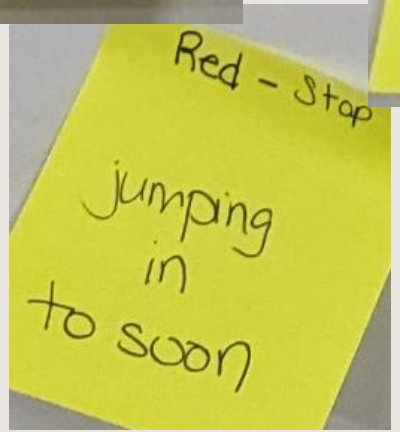

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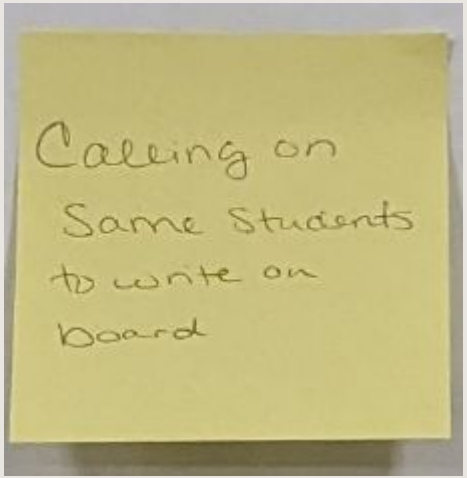

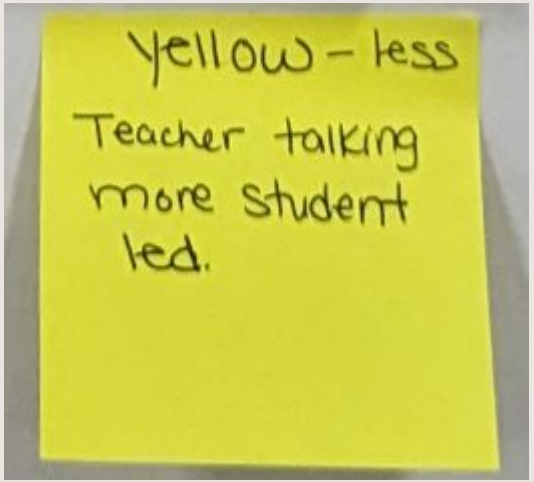

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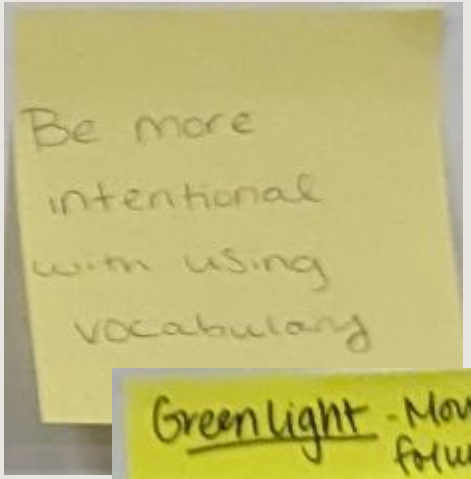
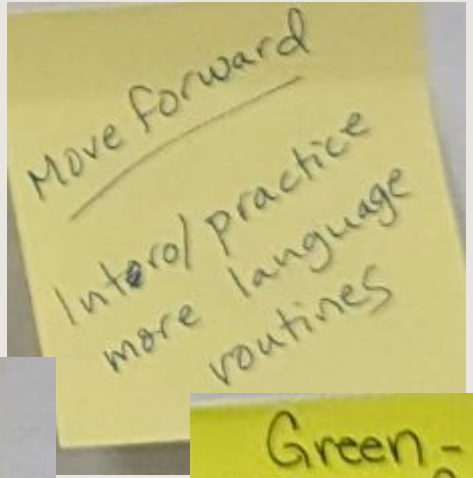
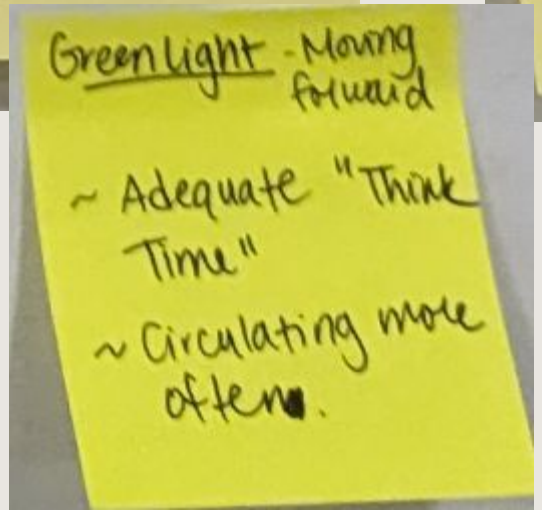
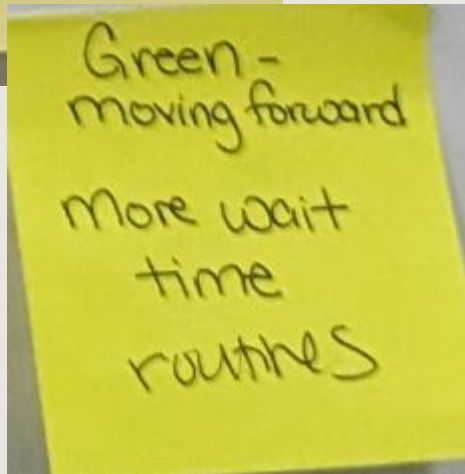








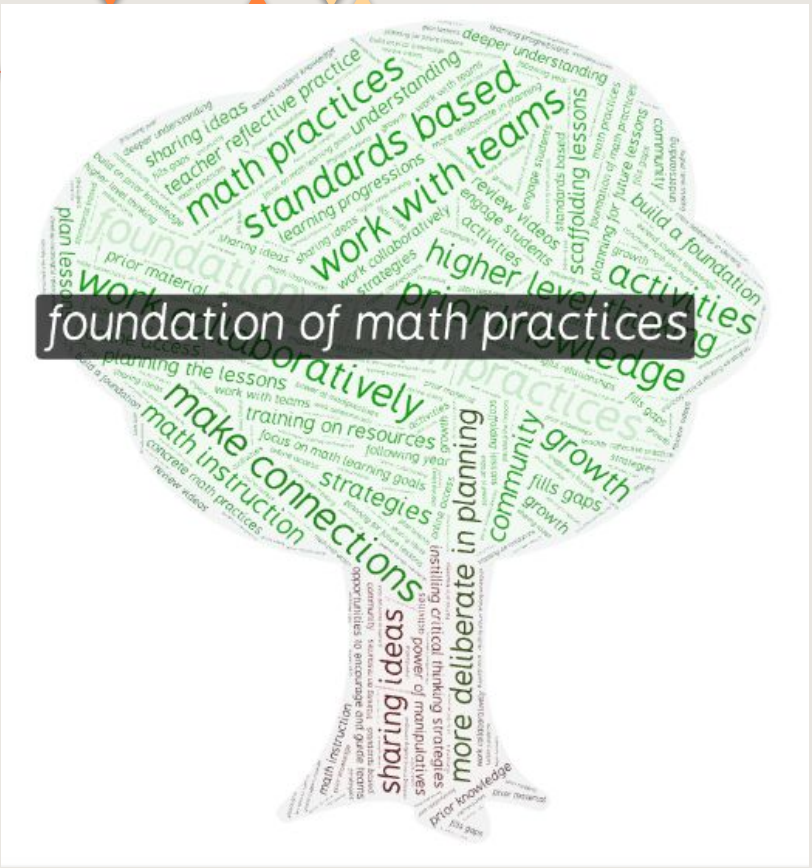
What our teachers are saying

“Working collaboratively with other teachers in the district has opened up our path to successful strategies and student engagement. Helping each other and sharing ideas, having a say in the professional development needed to enhance the curriculum and developing meaningful relationships within the district.”

What our teachers are saying

“i-Ready curriculum was new to 6th grade this year. Jenn provided a full day of training on using the resources, planning the lessons, and instilling critical thinking strategies into the activities. Having also worked on the math team with her, we've been able to create teacher-led opportunities to encourage and guide our grade level teams in their math instruction.”

What our teachers are saying



“Working with the Math TOSA has helped me tremendously. I came in half way through the year last year with no prior teaching background and zero background in math outside of my own K-12 experience. Jenn helped be build a foundation of concrete math practices and strategies. How to engage students, break apart lesson, build on prior understandings and learn the power of manipulatives. My understanding and growth is all owed to my Math TOSA.”

What our teachers are saying

“Having been diagnosed with dyslexia during my education, I was forced to use different strategies and resources in order to be successful. Throughout my teaching career, as I had to learn new processes and new curriculums, I have continued to utilize these skills. Jenn Loseke has been an invaluable resource. I have been working with her regularly for the last year and a half and both my students as myself have benefited from this relationship as I have become a more a proficient math teacher and my students have shown consistent growth.”

Thank you!!

Jenn Loseke

jenn.loseke@lincoln.k12.or.us

541-265-4435

Elementary Math TOSA (K-6)