

**From:** Jennifer Olson  
**Sent:** Tuesday, December 19, 2017 1:59 PM  
**To:** Irving Faculty <[IrvingFaculty@derbyps.org](mailto:IrvingFaculty@derbyps.org)>  
**Subject:** FW: Instructional Rounds- Math Support  
**Importance:** High

Team,

I wanted to share with you some of the feedback we received after our **Instructional Rounds** from Lisa Lamezo and Jen Michalek, from the State Department of Education. It is helpful to know that there are a lot of resources available to us and that we have the support of the Turnaround Office.

We will begin to look at the recommendations and feedback we received from the members of the Rounds more closely when we return from our winter break. If we are going to truly dive in to solving this problem and better understand how to raise the rigor in our math instruction, we will need to engage students and raise the expectations for their independent work. There are three major areas that we will address:

- shifting our focus from procedural to conceptual understanding
- reducing students' reliance on adult support and resources
- consistently using math vocabulary

To provide more time for teams to look at math together, I am going to change our **January 29** meeting to a Math Grade Level Meeting. **Jamie Carey** will lead the meetings for Grades K-2 and **Jori Pirritino** will lead the meetings for Grades 3-5. I think this model will help us be more targeted, strategic, and age/grade specific. Please be sure to bring your Math Expressions manuals, MOY data, and your revised student groupings to the meeting.

THANKS!!

**From:** Lamenzo, Lisa  
**Sent:** Monday, December 18, 2017 12:26 PM  
**To:** 'Jennifer Olson'; 'Matthew Conway'  
**Subject:** Instructional Rounds- Math Support  
**Importance:** High

Good afternoon Jen and Matt,

Thank you for inviting Jen Michalek and I to participate in Irving's instructional rounds last week. Jen Olson, your team's identification of the POP was spot on. I commend you for your transparency and willingness to tackle math and rigor. Also, I'd like to commend the district's instructional round process which was inclusive and tightly structured. It organically led to the identification of specific root causes and potential next steps.

In reflecting on the next steps, I have pulled together some resources and suggestions to support the (as Mario mentioned) the "what now?" While we (SDE), are working on a math professional learning

opportunity, in the meantime this email includes some interim next steps. The list below includes webinars, resources, articles and research around some of the root causes identified during Irving’s instructional rounds. These can be facilitated by coaches, team leaders, and/or administration during staff meetings, common planning time, and other professional learning opportunities.

First, I strongly suggest you register for *Connecticut Core Standards Online Learning Modules*. Through these modules, educators will be able to access online content to support the implementation of the Mathematics standards (and English Language Arts & Literacy). It offers interactive content for educators that can be applied immediately in the classroom including instructional resources, teaching videos, and technology-enhanced assessment items. These modules are free to all Connecticut educators. The modules are outlined below. There are 2 ELA, 2 Math and 5 Special Populations Modules. Here’s the link to registration: <http://surveys.pcgus.com/s3/connecticut-core-standards-online-course-registration>

The Meeting the Challenge professional learning series include:

Module 1 - *Supporting Success for ALL Students with the Connecticut Core Standards (Although this is geared towards leaders, I recommend this one for all staff as an initial overview)*

Module 2 - *Connecticut Core Standards Mathematics Success for Students with Disabilities*

Module 3 - *Connecticut Core Standards English Language Arts and Literacy Success for Students with Disabilities*

Module 4 - *Connecticut Core Standards Mathematics Success for English Learners*

Module 5 - *Connecticut Core Standards English Language Arts and Literacy Success for English Learners*

English Language Arts and Literacy modules include:

Module 1 - *Focus on Instructional Shifts*

Module 2 - *Focus on ELA and Literacy Instruction*

Mathematics modules include:

Module 1 - *Focus on Practice Standards*

Module 2 - *Focus on Content Standards*

Below is a menu of resources aligned to the root causes identified at Irving:

Root Cause	Resource Links
<i>Skill based and procedural instruction and learning tasks and Many teachers report they are not as comfortable</i>	<p>Attached documents:</p> <ul style="list-style-type: none"> <li>-Building a Deeper Understanding of Math Standards (zip folder)</li> <li>-Best Practices in Math Interventions</li> <li>-K-5 Math Instruction</li> <li>-Math Classroom Walkthrough Tool</li> <li>-Achieve the Core Tools (menu)</li> </ul> <p><a href="https://achievethecore.org/aligned/?s=math+conceptual">https://achievethecore.org/aligned/?s=math+conceptual</a></p> <p>General math resources menu <a href="https://achievethecore.org/aligned/?s=math">https://achievethecore.org/aligned/?s=math</a></p>

<p><i>teaching math concepts.</i></p> <p>Next steps: shift from procedural to conceptual understanding and build teacher's capacity</p>	
<p><i>Students' reliance on adult support and resources.</i></p> <p>Next steps: to increase students' critical thinking</p>	<p><i>Who's Doing the Work?</i> A look at shifting the lift to students. <a href="https://achievethecore.org/page/3135/who-s-doing-the-work-shifting-the-lift-in-math-2017-september-webinar">https://achievethecore.org/page/3135/who-s-doing-the-work-shifting-the-lift-in-math-2017-september-webinar</a></p>
<p><i>Inconsistent use of math vocabulary</i></p> <p>Next steps: Developing math vocabulary with staff and students</p>	<p>Math Vocabulary <a href="https://achievethecore.org/content/upload/Handout%20-%20Math%20vocabulary%20instruction.pdf">https://achievethecore.org/content/upload/Handout%20-%20Math%20vocabulary%20instruction.pdf</a> <a href="https://ct.portal.airast.org/core/fileparse.php/51/urlt/Math-Construct-Relevant-Vocabulary.pdf">https://ct.portal.airast.org/core/fileparse.php/51/urlt/Math-Construct-Relevant-Vocabulary.pdf</a></p> <p>Number Talks <a href="https://achievethecore.org/page/3033/number-talks-waldron">https://achievethecore.org/page/3033/number-talks-waldron</a></p>

Although these were specific to Irving's root causes, I would imagine many of these would be beneficial for the other schools in Derby. Please forward this email to the other administrators. Feel free to contact me for additional information or questions. I would be more than willing to come down and be a thought-partner in how to move forward and roll this out.

Best,  
Lisa



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