

# **Tri-State Consortium K-12 Mathematics Report**

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Bryan Paul - EHS Mathematics Chair

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# Tri-State Consortium

- Consortium of high performing districts in the tri-state region
- Committed to
  - external evaluation of programs
  - best practices
  - leadership
  - professional development

# Tri-State Consortium

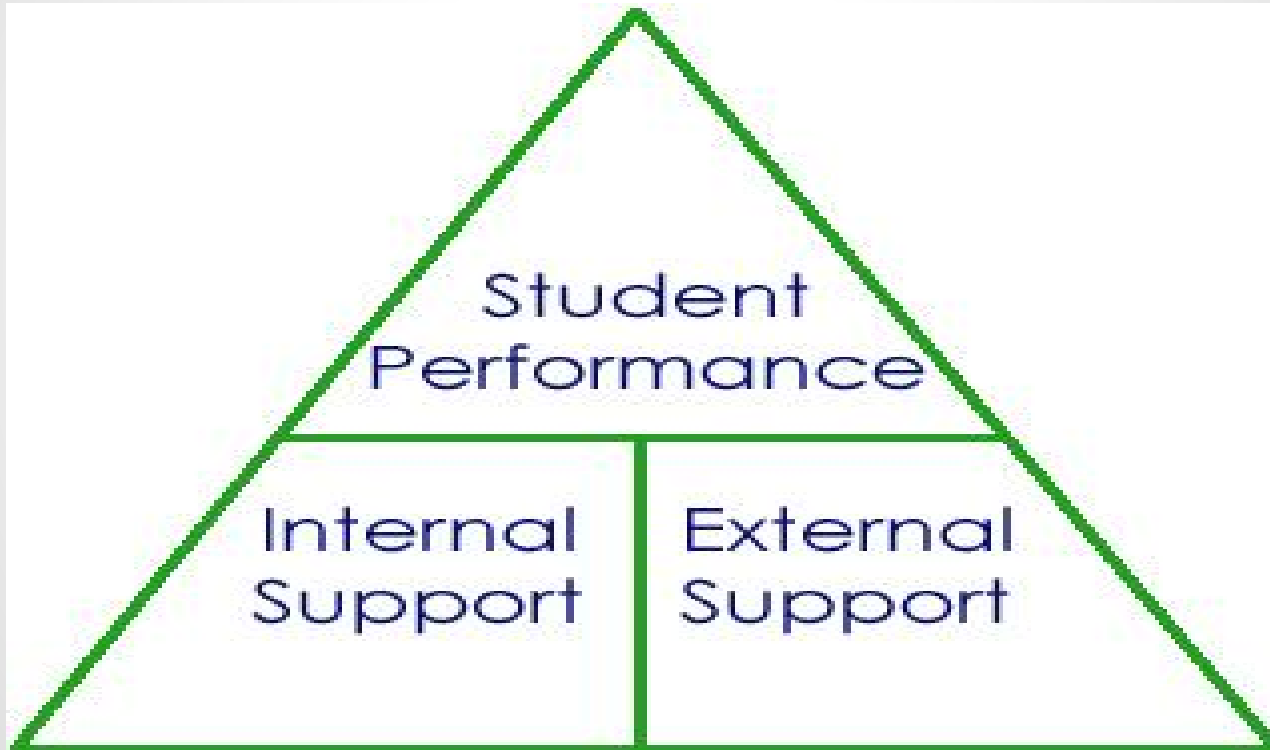
## What it is:

- Critical friends who support each other
- Communicating and sharing methods of bringing about continuous improvement

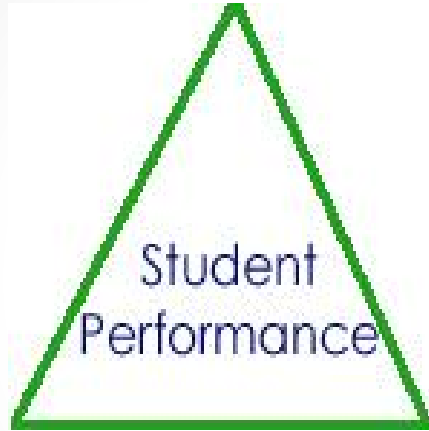
## What it isn't:

- Not a deficit model
- Not an evaluation of teachers

# Tri-State Assessment Model



# Indicators of Student Performance



1. Performance-based assessment
2. Metacognition in the learning process
3. Student performance data

# Indicators of Internal Support



4. Curriculum and instruction
5. Professional learning, supervision, and evaluation
6. Equitable support for student needs
7. Shared vision and environment for change

# Indicator of External Support



8. Parent and community support

# Process

- Fall, 2015: Steering committee created, draft essential questions
- Spring, 2016: Scarsdale Teachers Institute Course I - ongoing evidence collection
- Fall, 2016: Scarsdale Teachers Institute Course II - evidence collection and logistical planning
- March, 2017: Visit
- Spring, 2017: De-brief, creation of action plan



# Steering Committee

Jennifer Allen

Amanda Barry

Carol Bartlik

Jennifer Borrelli

Michael Curtin\*

Rachel Golub

Suzanne LaPadula

Beth Mullin

Bryan Paul\*

John Scutero

Heather Weldon

\*Chairperson

# Essential Questions

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To what extent is our approach to the teaching of K-12 Mathematics articulated and aligned?

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- 7-12 curriculum well-articulated and well-aligned
- Strong 7-12 leadership
- Broad district commitment to professional development through *Focus Forward*
- Need for additional professional learning and curriculum development around *Math in Focus*
- Consider “content-specific math leadership” for K-6

# Essential Questions

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To what extent do our course offerings, placement practices, and instructional strategies address the academic needs of all students at all ability levels?

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- Many teachers able to adjust instruction to meet student needs
- “Powerful examples of co-teaching classrooms”
- Reconsider “timing and process” around selection of students for Math 7H
- Consider implementation of a “universal screener” and creation of RTI process

# Essential Questions

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To what extent does our math program foster development of a common language and understanding of mathematical content and processes?

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- Strong evidence of common language 6-12
- K-5 teachers express interest in additional *MiF* professional learning
- “Some inconsistencies” in K-5
- Provide time for development of internal common assessments
- Look at replicating successful literacy PD approach in math
- Review time devoted to elementary math instruction
- Provide *MiF* PD for new teachers

# Essential Questions

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To what extent does our math program include opportunities to:

- develop critical thinking and problem solving skills?
  - engage in authentic learning experiences?
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- All students “engaged in challenging mathematical thinking”
- Strategic plan focuses on “authentic opportunities for local/global citizenship”
- Some examples of PBA’s/authentic learning tasks already in place
- Develop exemplars of authentic learning tasks
- Include students in discussions around math program
- Parents want to learn more about the math program
- Work to define “authenticity” and a common language around PBA’s

# Top-priority recommendations

- Consistency/fidelity in implementation of *Math in Focus*, K-5
- Need for content-specific leadership and/or coaching
- Need for a “universal screener”/common assessments to identify at-risk students
- Review placement processes for EHS honors classes
- Support for creation of authentic learning experiences and/or performance-based assessments

# Action plan (a work in progress)

- Create K-6 curriculum map connecting Common Core standards, *Math in Focus*, and supplemental learning/resources
- Establish a committee to study data relevant to the placement process and consider various options for advanced students at EHS
- Identify universal screener assessment and review processes surrounding AIS/RTI and progress monitoring
- Create a basic new teacher orientation program for *Math in Focus*
- “Refresher course” in *Math in Focus* on November SCD
- Consider plans and structures to provide leadership around math curriculum and implementation of Tri-State recommendations