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| Slide 1 |  |  |
| Slide 2 |  | After engaging in this two-day TOT, you will be able to meet the following content and language objectives:  **We will start by building your background in MM through**  **A Review of the Math MATTERS goals and outcomes.**  **A Review of the evaluation results from Math MATTERS Year 1.**  **A Review of the components of Cognitively Guided Instruction.**  **Our success criteria:**   * **You will be able to reflect and record summary information for each of these in your MMTOT notebooks** |
| Slide 3 |  | After engaging in this two-day TOT, you will be able to meet the following content and language objectives:  **We will start by building your background in MM through**  **A Review of the Math MATTERS goals and outcomes.**  **A Review of the evaluation results from Math MATTERS Year 1.**  **A Review of the components of Cognitively Guided Instruction.**  **Our success criteria:**   * **You will be able to reflect and record summary information for each of these in your MMTOT notebooks** |
| Slide 4 |  | And continuing with our content objectives for this 2-day TOT:  **We will try to make the new information around a Math MATTERS lesson Comprehensible**  **4. Through the exploration of a complete Math MATTERS lesson.**  **We will Practice and Apply our new knowledge through**  **5. A hands-on exploration of sample extension activities.**   * **Modeling how to score assessments.**   **Our success criteria:**   * **You will be able to** |
| Slide 5 |  |  |
| Slide 6 |  |  |
| Slide 7 |  | Math MATTERS is a consortium incentive grant funded by the Office of Migrant Education. *The overarching goal of the project is to improve the math skills of migrant students through scientifically-based instruction, technology integration, professional development, and parent involvement.*  The map indicates the 8 total consortium and 3 partner states. Washington is no longer part of the consortium but is considered a “partner” state along with Michigan and New York. |
| Slide 8 |  | MM has a Content Advisory Team. This team reviews the evaluation results carefully and uses the results to inform their planning for the coming year’s curriculum and training. The following slides list some of the successes from Year 1. |
| Slide 9 |  |  |
| Slide 10 |  | The Content Advisory Team made changes based on suggestions received from Year 1. There were many requests for a table of contents and have now incorporated this feature into the primary four grade bands (K, 1-2, 3-4, 5-6). They also received feedback on the number of errors, so they had two states help them edit. This had led to fewer errors.  The Content Advisory team understands from feedback that the MM curriculum and materials can be overwhelming, particularly for home-based and summer programs of shorter duration. Consequently they have tried to incorporate additional flexibility by identifying essential vs optional daily routines and providing a focused in-home lesson.  See the handout on the more focused “In-Home” instruction/lesson. |
| Slide 11 |  | Let’s take a quick look at the evaluation results for Year 1. The good news is that all performance measures were met! |
| Slide 12 |  | (Read Objective 1)  The consortium states had a few additional measures (secondary, parent and teacher related measures) but this was the main one with regard to student achievement or student gains. |
| Slide 13 |  | These results do not include Washington (and probably don’t include the other two partner states because I think the only ones who had to send in their data to Meta Associates were the consortium states.  This performance measure (80%) was met with 82% of the 5,930 K-6 students with both pre- and post-assessments making the target gain. The mean gain across the grade levels and across the states was 26%. In addition, the performance measure was met at each grade level with at least 80% of students making a 9% gain. |
| Slide 14 |  | This performance measure (80%) was met with 82% of the 5,930 K-6 students with both pre- and post-assessments making the target gain. The mean gain across the grade levels and across the states was 26%. In addition, the performance measure was met at each grade level with at least 80% of students making a 9% gain. |
| Slide 15 |  | Texas told us that they can’t even “say” the word CCSS—that it’s a bad word in Texas. But they reassured us that the standards on which Math MATTERS was based we will find very similar to the Math Practices found in the CCSS.  Rather than take them at their word, it is more helpful for us as trainers to know what is and is not congruent with our CCSS. Especially because teachers will be asking and want to know this because the CCSS is their focus now.  To our knowledge, OSPI has not done a comparison of MM to CCSS, so for part of the day tomorrow, we will be working together to conduct a crosswalk between the two. Through this process we will all become more clear as to how MM aligns with CCSS and where it may deviate. |
| Slide 16 |  |  |
| Slide 17 |  | Math MATTERS provides a math curriculum that emphasizes the intersection between instructional practices for mathematics and reading (CGI and Balanced Literacy strategies) with instructional practices for English learners (sheltered instruction strategies aligned with the English Language Proficiency Standards). The balanced literacy that MM touts is a well scaffolded progression of guided reading and modeled writing through interactive collaborative R&W and finally independent R&W. The math content was chosen based on the content of the Texas state math test (TAKS) that migrant students were most often failing. These included multi-step problems, being able to find/show multiple ways to solve a problem, fractions, and more. You will see the Math content detail that makes up the 5 grade bands later in our training. |
| Slide 18 |  | As we walk through the lessons, we’ll be asking you to identify some of the balanced literacy and sheltered instruction strategies that are embedded. In preparation for that, **let’s take a 5-minute gallery walk** to look at the posters around the room and familiarize ourselves with the key pieces of this Math/Literacy intersection. These will be the Balanced Literacy poster, the Sheltered Instruction poster and the Key Math MATTERS Strategies poster. When you are finished, come back to your tables and prepare to share one thing that caught your attention from any of the three posters. |
| Slide 19 |  | The grade band breakdowns are different than the old Math MASTERS.  Math MASTERS used to be  K-1  2-3  4-5  6-8  Ask—How many grade bands are there? (5)  How many lessons in a unit? (3)  How many lessons in a grade band? (18) |
| Slide 20 |  |  |
| Slide 21 |  |  |
| Slide 22 |  | The time that a lesson takes is subjective. The actual time will be based on the needs of your students and how much scaffolding and differentiation you will need to do.  Daily routines take longer in the beginning while the students are learning the routines. After a while, they know exactly what is expected and they are able to move ahead at a faster pace.  Some teachers have said that they pause the TV lesson part way through and embellish or clarify what the TV teacher is saying if they have another way of explaining or want to emphasize a particular point.  There are ways to lengthen or shorten many of the activities. For example, in the follow up lesson (when the students play math games with each other) the length of “practice” during the playing of the game can be shortened or lengthened depending on the amount of time at hand. |
| Slide 23 |  | In this case, food is considered an instructional supply, not light refreshment. |
| Slide 24 |  |  |
| Slide 25 |  | When you get the box of curriculum, if will include: (see above) |
| Slide 26 |  | Do you know of anyone in your districts who might be doing an “in-home” Math MATTERS program this summer? |
| Slide 27 |  | The Math MATTERS Operational Guide will be posted on the website in April. The curriculum and DVD order forms, book lists, and manipulatives lists are posted on the website. Snack fraction and supply lists will be posted this month. In your TOT binder you’ll find a copy of a suggested implementation timeline. |
| Slide 28 |  |  |
| Slide 29 |  |  |
| Slide 30 |  |  |