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# Grade Level District Plan



## Washington Math Fellows: Leading Professional Learning Plans & Records

### 2013-2014 Big Picture

What is my target audience/ sphere of influence in 2013-2014? Consider opportunities to impact classroom, grade level, school and district

*Define the teacher/group of teachers you plan to work with to support their CCSS learning & implementation. Main focus is Algebra 1, Geometry, and Algebra 2 and will support PD time with [redacted] when we meet with all our 6th-H.S. Secondary Math Teachers (mandatory)*

I will be working to support our COE Algebra teachers throughout the district

Who do I need to talk to that will sponsor this work?

*Define the key stakeholders that you plan to communicate with to be able to make your plan successful.*

I will be working directly with [redacted] and [redacted]

What are my opportunities to work with this audience in 2013-2014?

*Specify dates or meeting patterns you can use to work with your audience on CCSS learning.*

*Nov. 2<sup>nd</sup> whole group PD Number System---- Implementation Planning Team 11/19 & 11/26*

*Jan. 11<sup>th</sup> whole group PD Expressions and Equations---- Implementation Planning Team 1/28 & 2/4*

*Mar. 1<sup>st</sup> whole group PD Statistics ---- Implementation Planning Team 3/11 & 3/18*

*Apr. 26<sup>th</sup> whole group PD Geometry---- Implementation Planning Team 5/21/ & 5/28*

*There are also other PD offerings happening*

*M.S. : March 5<sup>th</sup> System of Equations.*

### Oct/Dec 2013 Plans & Reflection

What professional learning will I provide to the target audience between the Oct 16 and Dec 4 meetings.

*Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

*The Number System and H.S. Modeling*

*Introduce the Concept of Rigor based upon the Common Core Meaning*

*Begin looking at the options for a Common Core curriculum, or supplemental materials for our Algebra 1, Geometry, and Algebra 2 course, with the priority on getting our Algebra 1 classes, standards, and assessments Common Core aligned for next school year*

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

Teachers (mostly H.S.) had a difficult time with understanding conceptual verse procedural. The teachers wanted to argue with me about the exact example that was used at the Fellow's Day. Next steps, is to keep experiencing conceptual and provide the meaning from Adding It Up when we meet with the group in Jan.



Need more help with conceptual pieces for the H.S. audience,

### Dec/Jan 2014 Plans & Reflection

What professional learning will I provide to the target audience between the Dec 4 and Jan 22 meetings?  
*Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

- Expressions and Equations
- Progression 6-H.S.
- Continue experiencing Rigor within instructional activities provided

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

60 Teachers attended

The PD class was great. Best part of the class: teachers were able to walk away with tools to utilize with students the following week.

### Jan-Apr 2014 Plans & Reflection

What professional learning will I provide to the target audience between the Jan 22 and Apr 30 meetings?  
*Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

- Developing Statistics Progression and Instructional Lessons to use with students this year. ---- M.S. Implementation Planning Team 3/11 & 3/18
- Middle School Teachers experienced System of Equations using the KEAS Lessons, my first opportunity leading a PD exclusively for middle school teachers (high school math is my area of focus)

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

Progression of Statistics and Geometry had almost 100% attendance from 6<sup>th</sup> M.S. through H.S.



System of Equations Class was attended by 5 Middle School Teachers

### Apr-Jun 2014 Plans & Reflection

What professional learning will I provide to the target audience between Apr- and the end of the school year or summer? *Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

- Developing Geometry Progression and experience tasks (MEC style)---- M.S. Implementation Planning Team 5/21/ & 5/28

**Reflection:** What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

60 teachers participated with Geometry Domain

High School teachers have decided on a plan of action regarding our Common Core curriculum. Algebra 1 teachers will begin using the Engage NY curriculum in 2014-15, Geometry in 2015-16, and Algebra 2 in 2016-17. This will give us a pathway to start transitioning over to a Common Core aligned curriculum without jeopardizing the path that student who have only experienced our current standards with our current curriculum are on. While teachers in Geometry and Algebra 2 will not begin using a Common Core curriculum next year, they have agreed to integrate Illustrative Mathematics tasks into their curriculum so students will have the opportunity to experience rich tasks as expected of the Common Core standards

### 2013-2014 Reflection

**Reflection:** What were the outcomes of the planned professional learning for the year? What are our next steps for CCSS Implementation and professional learning?

May Plans:

Algebra 1 teachers will be meeting in for Algebra 1 Item Writing Sessions for four weekends during the month of May. They will work in pairs to write high quality assessment items that mimic the item specs that have been released by SBAC. The goal is for teachers to develop 6-8 high quality SBAC-like questions for their particular standard during the item writing session.

Summer Plans

June 16<sup>th</sup>-19<sup>th</sup>: Algebra 1 team will be going through the EngageNY materials and writing Common District Assessments based on the work that was done by the teams of Item Writers in May. Teachers will be sorting the material into Assessments, Retake assessments, a Midterm, and a Final (and rounding out the assessments with basic multiple-choice questions as needed). The small grade level teams will vet, revise, finalize and write rubric for each assessment for the entire year so that teachers have a chance to see the assessments over the summer and prep for next year. The Geometry group will also be meeting during this time. They will begin using the Engage NY material during the 2015-2016 school year, and as such, have decided to mainly leave their current standards the same for the upcoming school year. However, they will be



rewriting the format of some of the questions on each of their assessments to be SBAC-like so that students will have the opportunity to practice these types of questions prior to the exam.

PD for all math 6<sup>th</sup>-Alg. 1 teachers Aug. 18<sup>th</sup> or 19<sup>th</sup>. The PD will allow teachers to experience Module 1 and increase their instructional practices with Common Core Content. This PD will begin a 6 day series of PD for 2014-2015.



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# District Plan



## Washington Math Fellows: Leading Professional Learning Plans & Records

### 2013-2014 Big Picture

What is my target audience/ sphere of influence in 2013-2014? Consider opportunities to impact classroom, grade level, school and district

*Define the teacher/group of teachers you plan to work with to support their CCSS learning & implementation.*

- Vertical Team (Consists of a Math Lead Teacher per grade level K-5, Middle School, High School)
- All District Teachers of Mathematics through Professional Development Workshops (1-1.5 hrs. per session)
- PLCs Grades K-5, Middle School Math, High School Math- 1 session per year 1.5 hrs.
- ██████████ 4th Grade Teacher: Baseline Task

Who do I need to talk to that will sponsor this work?

*Define the key stakeholders that you plan to communicate with to be able to make your plan successful.*

- Teaching and Learning Director ██████████
- Vertical Team for input on Professional Development Times/Locations

What are my opportunities to work with this audience in 2013-2014?

*Specify dates or meeting patterns you can use to work with your audience on CCSS learning.*

- Vertical Team Meeting Dates: 12/3, 1/14, 2/11, 3/11, 4/29, 6/3
- Professional Development District-Wide: 6 Workshops (3 review from last year, 3 new) Dates TBA, scattered throughout district with varied locations
- PLCs: Meet once per month for remainder of year dealing with Math- Need to schedule myself to attend at each level
- ██████████ Give Baseline Assessment on October 30th during Math Class

### Oct/Dec 2013 Plans & Reflection

What professional learning will I provide to the target audience between the Oct 16 and Dec 4 meetings.

*Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

During this time I will meet with the following:

- ██████████, 4th Grade Teacher: Baseline Data Assessment given to her Math Class. Review of assessment and what information the data shows. Targeted learning for remainder of the year.
- Vertical Team: December 3, 2013 Meeting: Stressing the 3 CCSS Shifts. Going through one of the protocols from Math Fellows training on 10/16/13. Planning of PD for Grade Level Bands for remainder of the year, scheduling PLC opportunities for me to interact with the whole team.

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

Yes. I delivered the learning in October. We administered the assessment and I sent in the results to you. The scores were pretty dismal. We are hoping for much growth when we re-administer this assessment.

### Dec/Jan 2014 Plans & Reflection

What professional learning will I provide to the target audience between the Dec 4 and Jan 22 meetings?

*Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

In lieu of 6 workshops mentioned as part of our district CCSS PD plan, we have opted for at least in the K-5 arena to do standards unpacking unit by unit. I have met with the following grade levels (2nd, 3rd, 4th, and 5th) in December and January to unpack Unit 3 or 4 depending where the grade level landed. In the unpacking

we identify the clusters being addressed in the unit, assessments offered by our text ( [REDACTED] ) and SBAC sample questions if applicable to grade. We then discuss methodology from our resource and specifically address how to “make meaning” with our students in regards to the specific clusters. Planning occurs for all levels of learners from Strategic to Above Benchmark. Each grade level then plans out their days for the time allotted to this unit and discussions occur during PLC time to assess progress of students.

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical “next steps” for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

The professional learning occurred as planned. With the exception of 1 emergency situation ALL teachers at each grade level that met attended. Teachers are finding this to be extremely important to their work. One, it gives them a deeper sense of what is expected by the CCSS and two, confidence in providing quality lessons to students. The following resources have been utilized during these trainings: CCSS Flipbooks, 8 Math Practices document put forth by combined ESD Math Content specialist (LOVE this doc.), Major Cluster document, progressions document, SBAC sample questions, inside mathematics classroom lesson videos. Next steps are to continue this work for each unit. This is about a 3-4 hour commitment per unit for each grade level. Our district has supported this work through the use of inservice \$\$\$ and flexibility with my schedule. This is the best format that I have seen in our district in regards to really embracing the CCMS!

#### Jan-Apr 2014 Plans & Reflection

What professional learning will I provide to the target audience between the Jan 22 and Apr 30 meetings? *Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

Content of Learning Elementary: Unpacking the CCMS and updating curriculum maps per grade level

Time: Grade levels K-5 will contact me 1-2 weeks prior to starting new units to schedule time.

Expectations: Deeper understanding of standards, methodology, and time frame for each grade level

Content of Learning Secondary: Understanding CCMS at 6-12th levels, especially HS courses

Time: ? TBS ASAP

Expectations: HHS MAP for Courses offered and what is in each course, HMS understanding standards for each grade level and what resources are necessary to supplement to reach these standards. HMS upper level courses (Algebra, Geometry) need to partner with HHS.

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical “next steps” for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

Elementary Grade Levels were able to meet in grades 1, 3, 4. Teachers are still expressing an interest in this model, however booking time where everyone can attend gets tricky. It is not that they don't want to it is finding that common time to do that planning. In grade 3 a change in their intervention model has occurred out doing this work. We are now using our Walk to Skills time more effectively by post-testing concepts already taught and creating FLEXIBLE groups to remedy misunderstandings or to further/deepen conceptual knowledge. 4th Grade again are the leaders in digging deep and searching for approaches, curriculum, meaningful tasks and assessments that fit with the CCSS. Math Practices will continue to be our focus.

Secondary Level: During PLC time we had Christine Cheng meet and discuss movement toward CCSS at their level. Will be incorporating EngageNY next year as our main curriculum resource with support from OUTDATED HOLT series. Personnel are anxious and would like some resources to support them.



### **Apr-Jun 2014 Plans & Reflection**

What professional learning will I provide to the target audience between Apr- and the end of the school year or summer? *Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

I have 4 sessions planned with Grade 2 to discuss 2 units and unpack standards in them in preparation for next year.

Vertical team will meet on April 29th with the following Focuses as we plan for 2014-15...

- CCSS-M: Math Practices, Blueprint development of standards for progress monitoring, curriculum adjustments needed
- Professional Development plan for support of teachers



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# Grade Level team



## Washington Math Fellows: Leading Professional Learning Plans & Records

### 2013-2014 Big Picture

What is my target audience/ sphere of influence in 2013-2014? Consider opportunities to impact classroom, grade level, school and district

*Define the teacher/group of teachers you plan to work with to support their CCSS learning & implementation.*

- My classroom
- My grade level colleagues (3<sup>rd</sup> grade)
- My building (2<sup>nd</sup> and 3<sup>rd</sup> grade)
- Possibly K-5

Who do I need to talk to that will sponsor this work?

*Define the key stakeholders that you plan to communicate with to be able to make your plan successful.*

- My principal
- ██████████ (District Coach)

What are my opportunities to work with this audience in 2013-2014?

*Specify dates or meeting patterns you can use to work with your audience on CCSS learning.*

- Team/Grade level meetings
- Early Release Days

### Oct/Dec 2013 Plans & Reflection

What professional learning will I provide to the target audience between the Oct 16 and Dec 4 meetings.

*Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

-The professional learning I will provide is the 3 Shifts Protocol on Focus, Coherence, and Rigor. The learning will take place during a team meeting with my third grade team. As a result of the learning, my team members will have a better understanding of the 3 shifts of the Common Core for Mathematics, will be able to use and understand the cluster document for third grade math, and experience/use a sample problem with their students.

**Reflection:** What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

-I was able to deliver the learning as planned around the 3 Shifts Protocol. I led the learning during a third grade team meeting with 7 third grade teachers from my building participating. I began by leading them through the article and a discussion of the 3 shifts. I then had them sort the third grade clusters into major and supporting clusters. We had a beneficial discussion about the Cluster Document for third grade. We explored coherence through the Algebra Continuum. I then gave them a third grade sample task to solve, and we discussed rigor. The logical "next steps" for the target audience would be to continue to provide them with resources to help them implement tasks in their classrooms that focus on the major and supporting clusters of the CCSS. Additional resources that might be helpful would be examples of appropriate tasks for third grade along with ideas for the implementation of using technology with students to solve those tasks.





### Dec/Jan 2014 Plans & Reflection

What professional learning will I provide to the target audience between the Dec 4 and Jan 22 meetings?  
*Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

-The professional learning that I will provide is to focus on the Numbers and Operations – Fractions cluster. The learning will take place during a team meeting with my third grade team. As a result, teachers will gain resources and information about the Fractions cluster to use in their classrooms.

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical “next steps” for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

-I was able to deliver the learning as planned with my 8 third grade team members. As a result of the learning, we moved up the fractions unit in our curriculum in order to provide a more in-depth focus. Using extra resources, teachers were able to use supplemental materials in order to more fully meet the Numbers and Operations – Fractions standards of the CCSS. The logical “next steps” would be to continue to focus on how we can meet the CCSS standards for third grade in the other clusters and to implement the use of Smarter Balanced type tasks.

### Jan-Apr 2014 Plans & Reflection

What professional learning will I provide to the target audience between the Jan 22 and Apr 30 meetings?  
*Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

-The professional learning that I plan to provide to is to use one of the protocols from the Learning Designs packet given to us at the January 22<sup>nd</sup> meeting. The learning will take place during a staff meeting time with my 2<sup>nd</sup> and 3<sup>rd</sup> grade building colleagues. During this time frame, [REDACTED], our district coach, will also be providing the staff with training on the Smarter Balanced Pilot assessment that our students will be taking to assess the CCSS. I will offer my input to the staff on the learning I have gained through our math fellows meeting during her training.

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical “next steps” for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

-I was able to use the Say Something Protocol from the Learning Designs packet during a Book Study meeting. The learning was delivered to a mixed group of 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers from my building. As a result, participants expressed positive reviews of using this particular protocol to review the chapter we were reading. I was also able to provide input on the resources [REDACTED] gave to us during our training on the Smarter Balanced assessments. As a result, all staff members were made aware of the task resources provided by the Illustrative Mathematics website. The logical “next steps” for the target audience are to continue to find resources that will provide our students with rich tasks/performance tasks similar to the Smarter Balanced online assessment.



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# Small District



## Washington Math Fellows: Leading Professional Learning Plans & Records

### 2013-2014 Big Picture

What is my target audience/ sphere of influence in 2013-2014? Consider opportunities to impact classroom, grade level, school and district

*Define the teacher/group of teachers you plan to work with to support their CCSS learning & implementation.*

**I will continue to work with the Elementary/Jr. High Math teachers in the district on aligning curriculum.**

Who do I need to talk to that will sponsor this work?

*Define the key stakeholders that you plan to communicate with to be able to make your plan successful.*

**I will continue communication with both building principals and the superintendant of the district.**

What are my opportunities to work with this audience in 2013-2014?

*Specify dates or meeting patterns you can use to work with your audience on CCSS learning.*

**I will have to see what works for stakeholders involved, last year we came up with dates that were agreeable to everyone/majority and met approx. monthly**

### Oct/Dec 2013 Plans & Reflection

What professional learning will I provide to the target audience between the Oct 16 and Dec 4 meetings. *Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

**I plan to use the progression documents, in understanding the concepts being taught at different grade levels, with emphasis on making use of structure and repeated reasoning standards of practice. We will first look at how the number system (and number line) progresses through the grade levels.**

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

**The four participants worked on a number-line task from a CCSS state presentation Power Point. And discussed how the exercise could be adapted for lower grade levels.**

### Dec/Jan 2014 Plans & Reflection

What professional learning will I provide to the target audience between the Dec 4 and Jan 22 meetings? *Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

**We plan to meet January 13<sup>th</sup>. The goal is to look at the progression documents for number-sense, to see what is expected at each grade level. We will have a discussion about the differences from each grade.**

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

**The participants did a number-line activity (given to reference points, determine the location of a third point.) We then discussed difficulties, and misconceptions for the task and about how the activity could be modified for different grade levels. Each of the eight participants plan to look at the number sense progression documents for their grade levels, and we plan to see how the standard progresses at the next meeting.**



### Jan-Apr 2014 Plans & Reflection

What professional learning will I provide to the target audience between the Jan 22 and Apr 30 meetings? *Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

**We plan to meet 2/10, 3/10 and 4/14. We will continue to look at the progression documents for number-sense (and if exhausted, other strands) to develop tasks and lessons that have similar structure so students can relate their new learning to previous knowledge. Also, we will look at rigor, coming up with conceptual, procedural and applicable tasks presented in a logical order.**

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

**We went over the progression documents, starting with Number Sense, and saw how content develops through the grade level. We talked about prerequisite skills needed and how common structures (like area model and number line) can be used throughout the grade levels to help students relate their new learning to previous learning. There were 6 participants. Next we will look at creating/finding quality tasks to teach concepts effectively.**

### Apr-Jun 2014 Plans & Reflection

What professional learning will I provide to the target audience between Apr- and the end of the school year or summer? *Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

**We will meet on 4/22 and again on 5/12. To look at and develop quality tasks. We will look at the Fence and Carpet tasks to understand what a quality task is, and discuss successful implementation strategies.**

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

**We met on 4/22 and looked at the Fence and Carpet tasks. We also looked at the four cases where teachers implemented the task in class. We then discussed which methods were effective implementation strategies and which weren't, and we talked about other successful strategies.**

### 2013-2014 Reflection

Reflection: What were the outcomes of the planned professional learning for the year? What are our next steps for CCSS Implementation and professional learning?

**Teachers involved in the professional development felt that they better knew which content standards were taught at what grades. Teachers plan to design their lessons to take advantage of the structure of math concepts so students don't see math as a bunch of separate facts. We, as a group, feel that we want to look further at the practice standards, developing lessons that promote them.**



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# Small District Building PLC



## Washington Math Fellows: Leading Professional Learning Plans & Records

### 2013-2014 Big Picture

What is my target audience/ sphere of influence in 2013-2014? Consider opportunities to impact classroom, grade level, school and district

*Define the teacher/group of teachers you plan to work with to support their CCSS learning & implementation.*  
Main focus is Algebra 1, Geometry, and Algebra 2 and will support PD time with [redacted] when we meet with all our PLC group as well as H.S. Secondary Staff we will develop our District learning goals for 2014-2015 and find commonalities between subjects and cross curriculum units.

Meet with CTE teachers to reinforce math standards ([redacted])

Meet with Math Leadership team throughout year.

Who do I need to talk to that will sponsor this work?

*Define the key stakeholders that you plan to communicate with to be able to make your plan successful.*

I will be working directly with [redacted]  
[redacted]

What are my opportunities to work with this audience in 2013-2014?

*Specify dates or meeting patterns you can use to work with your audience on CCSS learning.*

*1<sup>st</sup> Tuesdays of each month, during PLC and 5<sup>th</sup> period Planning period with MS Science & Financial Math Instructor.*

### Oct/Dec 2013 Plans & Reflection

What professional learning will I provide to the target audience between the Oct 16 and Dec 4 meetings.

*Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

*Share some of the insightful material and activities from Math Fellows meeting. (Number systems applicable from K-12) grade.*

*Begin discussing Common Core curriculum and supplemental materials & resources available for all subjects. Share CCSS Ideas and advice with [redacted] from ESD 113. Topics will include standards and assessments of the Common Core and suggestions and strategies for alignment for the 2014-2015 year and the advantages and examples of converting all subjects to standard based assessment.*

*Discuss vocabulary specifically: procedural vs conceptual understanding: come up with a common definition or understanding. Share Math Fellows handout & read.*

Reflection: What were the outcomes of the planned professional learning? Discussed the importance of vocabulary but did not have time to discuss in detail procedural vs conceptual. We all agree that we as teachers need to purposefully utilize vocabulary and will adopt a common list of vocabulary words to use universally in all subject areas. We discussed cross curriculum activities and building upon this to unify lesson for students to help deepen their conceptual understanding. We also shared resources such as KhanAcademy's CCSS section. We questioned [redacted] on Standards Based Assessment and his examples and responses left all of us confused and not assured. I believe that if he had more time to plan this answer we



may be more clear but teachers all came away that standards based assessment was too much work to try to implement as we do not have time to retest and retest students. I will search my colleagues and see what follow up data I can find.

*Was I able to deliver the learning as planned?* NO see notes above.

*Who participated?* Counselor, Principal, K-12 music department, English Department, History Department, HS Science Department, Business Department, History Department.

*What are logical "next steps" for the target audience?* Build a universal vocabulary list. Develop cross curriculum activities .Revisit Standards Based Assessment. Share More Resources. Science Department shared their "Next Generation Standards".

*What additional resources might be helpful to me to continue support for the CCSS?* Great Resources that I can show and teachers can experience and see the relative importance or benefit to them. Great mini lessons that teachers can take and immediately place into their classroom. Really good diagnostic tools to reinforce mastery of subject and ensure success on state testing.

### Dec/Jan 2014 Plans & Reflection

What professional learning will I provide to the target audience between the Dec 4 and Jan 22 meetings?  
*Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

- Share CCSS resources that I am finding beneficial to all grades and subjects
- Create a tinyurl.com to help (tinyurl.com/5rszh) this is a great tool where students can begin to begin to be more familiar with computer based tests for various grades and subjects.
- Share Khanacademy.com with MS staff and HS staff.
- Work on development team to create District plan for next year focusing on teaching goals.

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

*Individual think time about district plan and what would our department want to focus upon.*

### Jan-Apr 2014 Plans & Reflection

What professional learning will I provide to the target audience between the Jan 22 and Apr 30 meetings?  
*Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

- Meet with ██████████ (MS Math Dept & Scheduling Department) to discuss concerns and options



for next year and credit retrieval plans.

- Communicate with outside colleagues and share Math Fellows work.

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

*Work with colleagues outside of district to find and develop resources and supplemental material to make a smooth transition to CCSS. Discuss with HS the cost of new curriculum and we feel that we will piggy back on others experience and wait till we find something that will make financial and academic sense to our district. NY is being praised by some of my colleagues and I will present their findings to the district prior to curriculum adoption. Inquired of District Business manager of our textbook budget. This is an area of concern for all subjects but I especially feel that our middle grades are facing some of the greatest challenge for curriculum alignment and developing highly rigorous material to meet CCSS standards.*

#### Apr-Jun 2014 Plans & Reflection

What professional learning will I provide to the target audience between Apr- and the end of the school year or summer? *Write an action plan to define: content of the learning, when the learning will take place, expectations or shared actions as a result of the learning.*

- Meet with various colleagues from various districts ( [redacted] ) to discuss and share ideas in grades (5-12) in addition, reach out to colleagues at the college level and share concerns and ideas.

Reflection: What were the outcomes of the planned professional learning? *Was I able to deliver the learning as planned? How many people participated? What are logical "next steps" for the target audience? What additional resources might be helpful to me to continue support for the CCSS?*

*After meeting with [redacted] Colleague, I will continue to look at their High plan of action. I will attend some of their training and discussion to help implement the Engage NY curriculum for 2014-15. Geometry standards have not changed significantly, and will continue to use McDougal Littel Course for 2014-2015. Algebra 2 will be completely revamped to better prepare students for there College Rediness exams and will have more computer practice exams placed into the units. Math Fellows highly suggest using Illustrative Mathematics tasks to help develop deeper math connections. This will be implemented in all subject areas and I will share this resource through examples with various departments within my district and my circle of peers. Providing more technology opportunities that are aligned to the Common Core Standards will improve retention and understanding.*

#### 2013-2014 Reflection

Reflection: What were the outcomes of the planned professional learning for the year? What are our next steps for CCSS Implementation and professional learning?

*Meet with colleagues over the summer and find rich tasks and resources to improve state scores. Develop lesson plans that will include rigorous content. Submerge myself in the common core standards. Explore the Engage NY algebra program and share and discuss alignment and pros and cons of program.*



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*Find more information on Standards Based Assessment. Find a class or open up to moodle discussion with peers.*

*Meet with Superintendant to share and discuss mathematics program and curriculum adoption.*

*Rewrite course syllabus and outlines.*