

Curriculum, Standards, and Technology

(AAML Conference Open Session, Nov. 2, 2016)

We are in a situation where when we went to CCMS the curriculum doesn't match. We are creating our own pacing guides and curriculum. Wanting to know what is happening in the state. Greenwood

Several are writing their own

Morrilton – Understanding by Design

Rogers was 1st to write a curriculum and then decided they needed to rewrite. Math coaches were pulled to do that

Springdale had tossas

Bentonville coaches pulled to write the curriculum.

Roll out has been a challenge even after the written curriculum.

They used Marzano to guide them Levels 2 and 3. Used lots of research and books from NCSM .

Essential Understanding and Van de Wahl.

Number Talks – Problem Solving - Used progressions of Van de Wahl and Bill McCullum.

When is it important for coaches to be in buildings vs building foundational work for a solid math curriculum.

Teachers will buy in if the curriculum is founded on research. Teacher unpacked standards and gave feedback near the end of the process. Changes made as teachers unpack for the next quarter.

Supporting documents are constantly being developed and revised.

Started out piecemealing resources together before this.

ADE – contact co-op to schedule time to meet and work on curriculum.

Maybe we need to come together to write a statewide curriculum.

ADE – Math committee is talking about the same concerns that we have. We need to be more common statewide. Not a top down – what can the teachers come together and create.

Not so much lesson plans that everyone would follow, but same structure. When students move from one district to another or one district to another, huge gaps created.

We need to also think about time allotment for learning the mathematics based on learning needs.

A lot of mobility is a big concern.

We need minimum guidelines.

Kids are losing my our pride in local control of the teaching and progressions. ADE needs to put out a progression for all districts to follow.

How do we have the progression of learning and still support individualized learning.

Content taught in a progressive learning. Big mathematical ideas.

Thomas Coy – ADE

We have missed the coherence for 5 years. We have to make the connections. Turned the teachers loose with progressions! We have to have pacing but also keep the individualized learner.

Content driven PD doesn't give us the pay off that we are looking for.

Leandra – You have to hear where the kids are and know where to go. We are trying to provide for them all the things you need and the progression to follow. Loose pacing per quarter.

Linda Griffith's 3 dimensional pacing guide development. Teachers don't have this deep training on this type of PD.

PD has to align every

WE NEED TO ALL START BY FOCUSING ON THE PROGRESSIONS DOCUMENTS.

Different teaching staffs have different levels of understanding and readiness.

Leandra will gladly share what they have developed what in Bentonville.

Cara Rathbone (Fayetteville) It is important for teachers to unpack the progressions and standards. it help deepen their understanding.

Thomas – Do a PD where teachers take a standard and/or task and take back to K and take forward to HS.

TECHNOLOGY

Reflex is being used.

CGI trainer said students could call out the fact but they didn't understand the strategies or show understanding or show understand

Students seem to think they are supposed to have