Hello!

Andrea Higdon: Elementary Lead

Sara Downs: Middle School Lead

Stacy Justus: High School Lead
Learn by Doing → Engage in the session to learn from different perspectives

Lower the Stakes! → We will support you to know what you need to know, but also what to prioritize

Learning is Social → Conference is collaborative and involves some movement and sharing
Goals:

- Describe Jefferson County Public Schools (Louisville, KY) professional learning model for K-12 mathematics

- Develop or Improve a coherent message for math instruction for your district
“Teachers need to believe this work helps them be more effective, not just something as oversight. Teachers need the accountability, but allowing them to have professional responsibility is huge!”
District Initiatives

Culture and Climate

Racial Equity

Backpack of Success Skills

Six Systems

- Standards and Curriculum Implementation
- Effective Use of Data
- Collaboration, Planning, and Instructional Practices for Deeper Learning
- Progress Monitoring and Analysis of Student Work
- Academic and Behavioral Supports
- Instructional Feedback and Professional Learning

MTSS Toolkits

- Toolkit 1: Teacher Clarity
- Toolkit 2: Self-Assessment and Reflection
- Toolkit 3: Modes of Instruction
- Toolkit 4: Formative Assessment
- Toolkit 5: Classroom Systems that Support Behavior
- Toolkit 6: Feedback

NWEA MAP

- Effective Communicator
- Productive Collaborator
- Emerging Innovator
- Prepared and Resilient Learner
- Globally and Culturally Competent Citizen

Backpack of Success Skills

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K-12 Math Vision

We believe all students will be college and career ready in mathematics by developing conceptual understanding leading to procedural fluency while engaging in a community of learning. We believe all teachers can empower students to be mathematicians by providing the opportunity for productive struggle, posing purposeful questions, facilitating math discourse, and implementing standards-based tasks that promote reasoning and problem-solving. We believe in the use of evidence-based decision making to inform the instructional design to create a student-centered learning environment. We believe all students should have the opportunity and access to grade-level mathematics to provide equity for learning.
K-12 Math Vision

Research Based Decisions

Where we were

MDC: Mathematics Design Collaborative

Siloed experiences

Where we want to go

Connections

- Teacher Leaders
- Common Curriculum options (CPM or IM/OUR)

Best Practices for Math Instruction

- Powerful Math Practices
- NCTM Math Practices
- Standards for Mathematical Practices
- Instructional Framework
Connections

What are the connections between the district initiatives and our work?
1. Found connections in our work
2. Found connections to the Six Systems
3. Identified Teacher Leaders

The system matured as we progressed through the 2018-2019 school system. At the end of 2018-2019 school year, the PLC Framework was introduced.

- How does our work and the initiatives connect to the PLC Framework?

2019-2020 School Year our focus has been on implementing the PLC Framework and when to use the tools provided to inform instruction and planning.

- PLC Framework
- Link in PLC Framework
- Math Resources
- K-5 Math Instructional Framework
- Number Talk Observation Document
Introduced the PLC Framework with our Tools

Provided time for teachers to explore the materials, links, and tools. Then allowed for some reflection time by posing the statement I thought...But now I know...

<table>
<thead>
<tr>
<th>I thought...</th>
<th>But now I know...</th>
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<tbody>
<tr>
<td>Our PLC’s were effective in the planning process</td>
<td>That we need to use data more to plan instruction</td>
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<tr>
<td>PLC’s were just about planning</td>
<td>There is so much more involved that just lesson planning</td>
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<td>That my PLC creating its own resources was beneficial and promoted autonomy</td>
<td>Having a pre-created curriculum that is aligned with the standards would create more time for effective discussions about the 4 questions, interventions, etc.</td>
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<td>We were given too much work from administration</td>
<td>WHY our administration is holding our Math department accountable</td>
</tr>
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<td>All of the resources were really overwhelming and difficult to implement</td>
<td>I can see how they all fit together and it just takes time and patience to implement</td>
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<td>That PLC’s only involved comparing CFA scores</td>
<td>That we need to analyze individually per teacher before our PLC meeting.</td>
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So What... Who Cares...

<table>
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<tr>
<th><strong>2018-2019</strong></th>
<th><strong>2019-2020</strong></th>
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<tbody>
<tr>
<td>Budget was $350,000</td>
<td>Budget increased to $500,000</td>
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| Elementary School: 12 schools and 24 teachers  
Middle School: 12 schools and 118 teachers  
High School: 5 schools and 37 teachers | Elementary School:  
Middle School: 24 schools and 180 teachers  
High School: 15 schools and 113 teachers |
| As a district, 43.5% of our math students are meeting grade level benchmark. This is an increase of 2.3% from Fall of 2018. | Based on the Fall 2019 NWEA assessment, 56.2% of all students are meeting expected growth which is an increase of 7.4% from the Fall of 2018. |
| Starting over again | Gaining traction and getting to the real work |
| Teachers hesitant to trust district math department. Not coming to professional learning. | Teacher and Coaches are reaching out for help. They are willing to present at our professional learning and be co-presenters. District team is building capacity with teacher leaders. |
| Spent about $30,000 on after school pay for teachers to attend professional learning for the whole year. | To date, we have spent over $70,000 on after school pay for teachers to attend professional learning. |
What are we seeing in the classrooms?
How has our training impacted the work in schools?

- We have started using problems that require more student thinking in our lessons.
- The things we have taken back to our schools for the after-school sessions have been beneficial. We have gotten positive feedback from our teachers about things that directly impact their daily practice.
- It has given me the confidence to have difficult conversations with teachers about working towards a common goal.
- I’m having good discussions and planting some seeds with my principal. I hope to be starting a change...helping us to grow. Drawing the focus to standards...always standards!
- A reminder of all the things I can be doing to increase my efficiency, especially mid-year when I get in a rut and forget all the resources I can be using. Allowed me to communicate with other schools about what’s working for them - allowed for outside of my box thinking.
Next Steps

District Implementation Team

✘ Assistant Superintendent of Teaching and Learning
✘ Assistant Superintendent for Middle Schools
✘ Assistant Superintendent for AIS
✘ ECE Resource Teacher
✘ K-12 District Math Team
✘ Meet monthly to look at data and determine next steps

Building Implementation Team

✘ District Middle School Math Team Member
✘ ECE Resource Teacher
✘ Principal
✘ Assistant Principal
✘ Instructional Coach/Math Resource Teacher
✘ Building Math Teacher
✘ Building ECE Teacher
✘ Meet monthly to look at data and determine next steps

Data

What data are we looking at?

✘ KMIT - Kentucky Mathematics Innovation Tool
✘ Professional Learning - how are teachers responding to professional learning
✘ Coaching - where are the coaches spending their time and is the coaching effective
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- Develop or improve a coherent message for math instruction for your district
What are all the messages being sent to your teachers?
Think region, district, building, PLC, etc.
Concept Map

What are all the messages being sent to your teachers?

Think region, district, building, PLC, etc.
Making Connections

What connects each of these initiatives, goals, expectations, messages, etc.?
How can you use the connections to develop a systematic approach?
Two Glows and a Grow

- Hang up your concept map and your plan
- Review each other’s posters
- Using a post-it provide two glows and a grow
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Take our 3 minute survey!

kicu.co/2019LF

Session ID: 2417

NOTE: Session ID should be in all CAPS and is case-sensitive.

Your responses power our report.
Thanks!

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