

CONNECTICUT STATE DEPARTMENT OF EDUCATION



A Focus on English Language Arts and Mathematics April 23, 2020

For audio, you must connect to your computer's audio or telephone using the phone number provided in the registration email from SDE GO TO Webinar

The webinar will begin at 2pm. Thank you!

Attendee Reminders

- **Thank you for attending!**
- **All attendees will be placed on mute for the duration of the webinar.**
- **To ask questions, please use the Q and A or chat feature**
- **Questions will be addressed by the presenters at the conclusion of the session**
- **This session is being recorded and will be posted to the CSDE COVID-19 web page.**



Our Presenters



NEW HAVEN PUBLIC SCHOOLS

Bristol Public Schools—

Dr. Catherine Carbone, Superintendent

Georgina Rivera, Elementary STEM Supervisor

Carly Fortin, Director of Teaching and Learning

Dr. Jaime Rechenberg, Secondary STEM Supervisor

New Haven Public Schools—

Lynn Brantley, Supervisor of Literacy





Distance Learning Plan for PK-12 Mathematics

Presented to Connecticut Schools
April 24, 2020

Catherine Carbone, Ed.D
Superintendent of Schools

Georgina Rivera
Elementary STEM Supervisor

Carly Fortin
Director of Teaching and Learning

Jaime Rechenberg, Ed.D
Secondary STEM Supervisor





Justice is like the north star, which is fixed and all the rest revolves about it. -Confucius



Catherine Carbone, Ed.D
Superintendent of Schools



Carly Fortin
Director of Teaching and Learning



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Elementary STEM Supervisor



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Secondary STEM Supervisor





Learning Targets

- ⊙ I can identify how the key elements within our district's vision informed the development of the continuation of learning plans for Bristol Public Schools.
- ⊙ I can identify the how the guaranteed viable BPS mathematics curriculum is evident in our virtual classrooms and lessons.
- ⊙ I can identify and replicate how teacher leaders were restructured and leveraged in the multi-phase implementation structure to build the capacity of staff.



Total Student Enrollment: 8,381

Students with Disabilities: 1,719

Free and Reduced: 3,960

Direct Certified: 3,472

8 Community Eligibility Provision (CEP)

English Learners: 423

6 Bilingual Schools

12 schools

**2 programs represent 26 countries and speak
27 different languages.**

We are Bristol...



BRISTOL PUBLIC SCHOOLS
TEACH & LEARN WITH PASSION & PURPOSE

Guiding Our Distance Learning Plan



1 Positive Learning Environment

Maintain and build a positive learning environment
Cultivate a supportive climate and culture
Make deep connections with parents, staff, and community



2 Clear & Challenging Expectations

Maintain clear and challenging expectations for all learners
Personalize learning
Maximize operational and organizational effectiveness



5 Individual Goal Setting

Build staff capacity through coaching
Support learning through individualized feedback
Develop adaptive leadership capacity





1 Positive Learning Environment



Strategic Moves to Build Equity in Math Virtual Learning

Continuous Instructional Improvement

Capacity Building

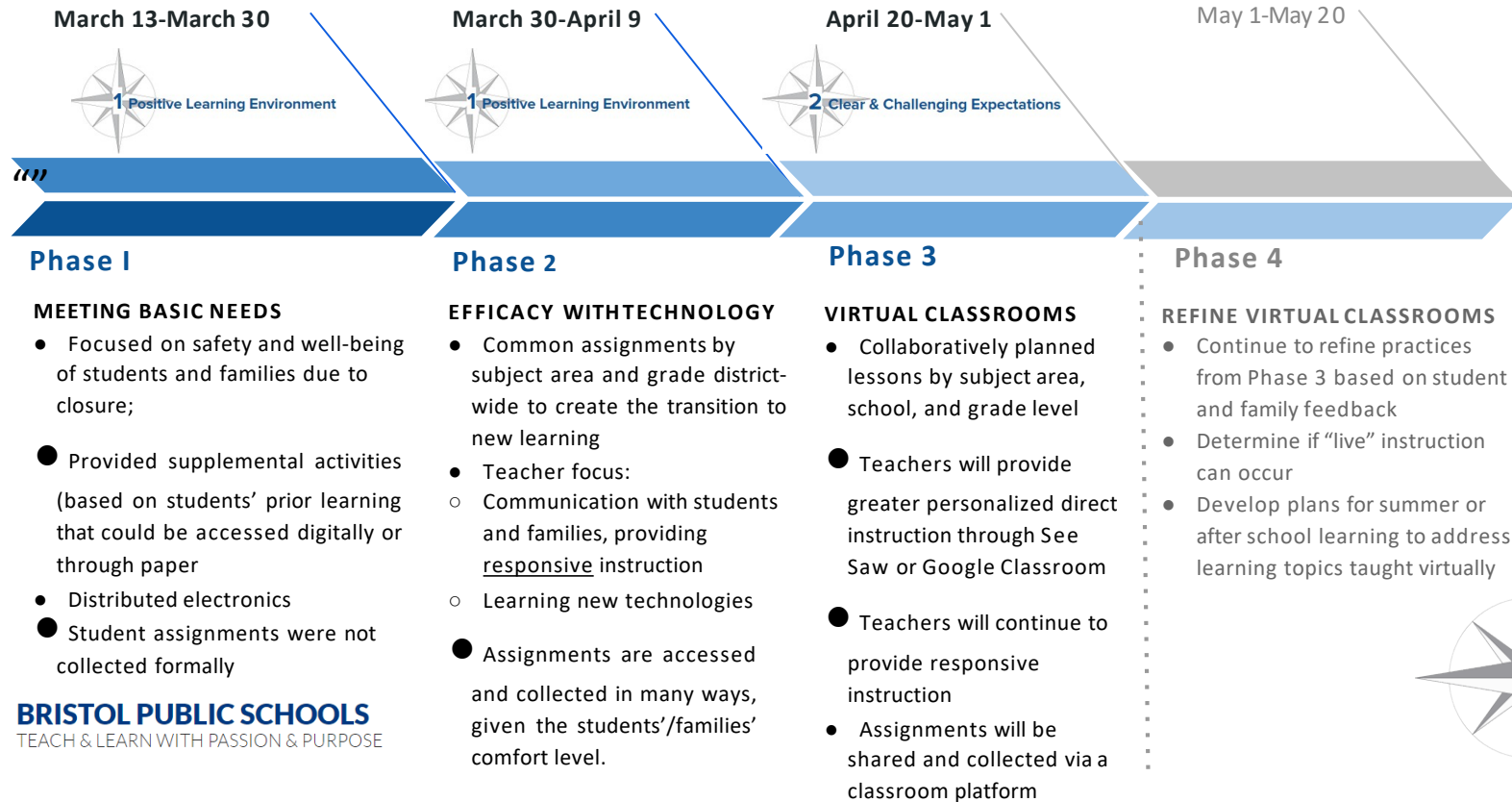
Clear and Challenging Expectations

Personalized Learning

High Performing Teams



Continuation of Learning



Capacity Building

 <p><u>Bristol Central Virtual School</u></p>	 <p><u>Bristol Eastern Virtual School</u></p>	 <p><u>Bristol Prep Virtual School</u></p>	 <p><u>Chippens Hill Virtual School</u></p>
 <p><u>Northeast Virtual School</u></p>	 <p><u>Greene-Hills Virtual School</u></p>	 <p><u>West Bristol Virtual School</u></p>	 <p><u>Edgewood Virtual School</u></p>
 <p><u>Hubbell Virtual School</u></p>	 <p><u>Ivy Drive Virtual School</u></p>	 <p><u>Mountain View Virtual School</u></p>	 <p><u>South Side Virtual School</u></p>

Library Media Specialists

SeeSaw Coordinators

Google Classroom Coordinators

Teacher Leaders



Critical Design Component

We used the
**Achieve the
Core**
site to identify
the essential
learning topics.

ACHIEVE
THE CORE



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CCSS WHERE TO FOCUS GRADE 4 MATHEMATICS

MATH **4** **F**

MATHEMATICS GRADE 4 FOCUS

This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority¹ of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (○) can engage students in the major work of the grade.^{2,3}

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 4
Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the details in each cluster.

Key: ■ Major Clusters □ Supporting Clusters ○ Additional Clusters

- 4.OA.A ■ Use the four operations with whole numbers to solve problems.
- 4.OA.B □ Gain familiarity with factors and multiples.
- 4.OA.C ○ Generate and analyze patterns.
- 4.NBT.A ■ Generalize place value understanding for multi-digit whole numbers.
- 4.NBT.B ■ Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 4.NF.A ■ Extend understanding of fraction equivalence and ordering.
- 4.NF.B ■ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- 4.NF.C ■ Understand decimal notation for fractions, and compare decimal fractions.
- 4.MD.A □ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- 4.MD.B □ Represent and interpret data.
- 4.MD.C ○ Geometric measurement: understand concepts of angle and measure angles.
- 4.G.A ○ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

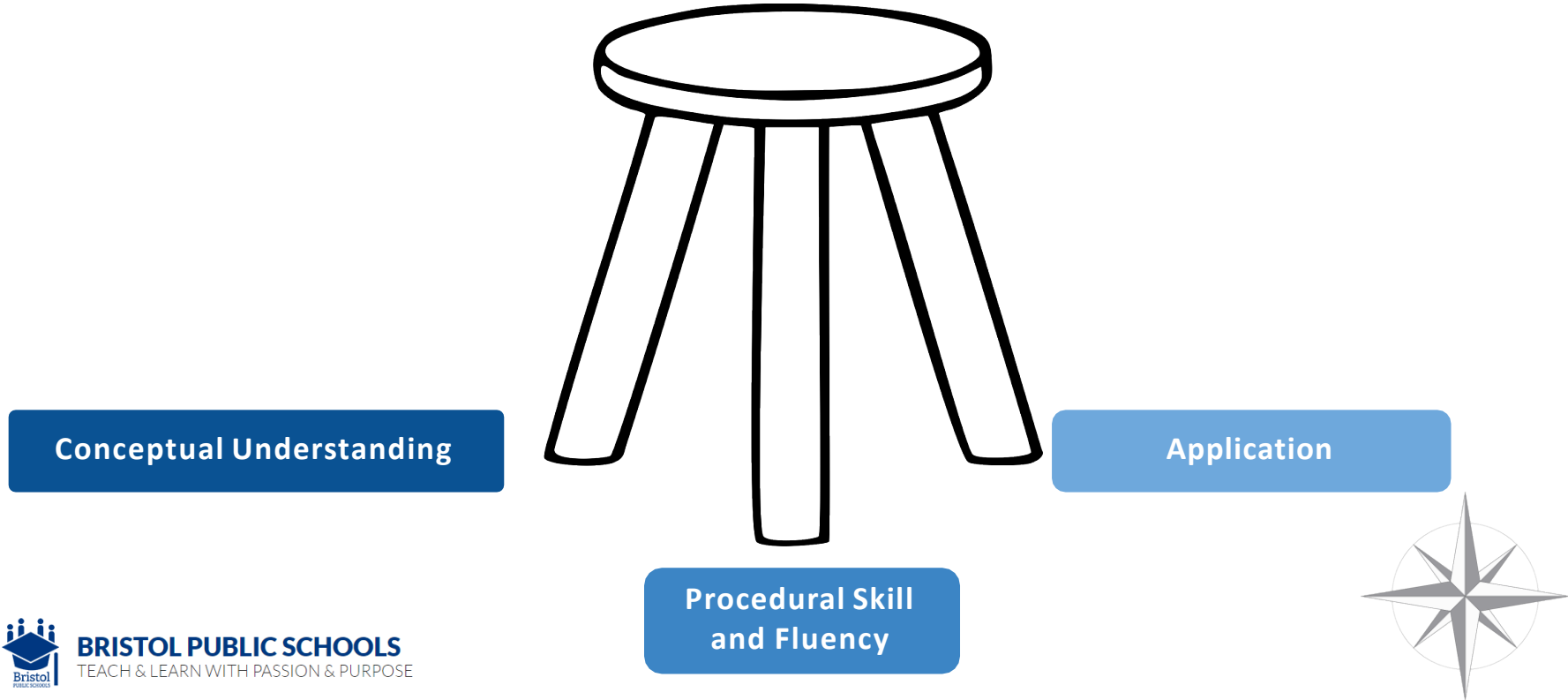
HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 4

4.NBT.B.4	Add/subtract within 1,000,000
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Critical Design Component-Rigor



Critical Design Component-Building Student Efficacy

Mathematics distance learning planning considerations included building **student efficacy**. Dr. Timothy Kanold suggests simple feedback cues for setting high expectations for success.

“You are a part of this class.”
“ I created these lessons just for you”

“This class is special; we have high standards here.”

“I believe you can reach these math standards.”

“I am giving you these comments because I have very high expectations for you and this class and I know you can reach them...”

Shift from Supplemental to Continued Learning in Math

Phase 1

Meeting Basic Needs

March 13-30

- Supplemental math practice
- Aligned to previous essential learning
- Fact Fluency element in K-5
- Printed packets or access on the BPS website
- Work was not submitted



1 Positive Learning Environment



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Phase 2

Building Efficacy with Technology

March 30-April 9

- Collected student work
- Learning targets aligned to essential learning
- Only accessible through technology (BPS and Google Classroom)
- Work submitted through various platforms
- Feedback provided to students, with grading parameters
- Support professional learning needs of teachers and staff.



1 Positive Learning Environment



2 Clear & Challenging Expectations

Phase 2: Elementary Math Example


Procedural Skill
and Fluency

Application

Email	Google
<ul style="list-style-type: none"> Email your teacher (a picture of your work, scanned image of your work, etc.) Class Dojo (if applicable) 	<ul style="list-style-type: none"> Google doc of assignment (share with your teacher through Gmail) Google Classroom (if applicable)

Week of March 30 - April 3

Weekly Fluency Activity Complete 5-10 numbers each day and submit on 4/3/20

Day	Learning Target 	Assignment (Must be submitted)	Optional Activities
March 30	I can make sense of problems and persevere in solving them.	Crayon Task (pdf) Crayon Task (doc)	Play Powers of Ten Yatzu
March 31	I can apply my knowledge of decimals to solve problems.	Hiking Task (pdf) Hiking Task (doc)	Grade 5 Spiral Review 1

Phase 2-Middle School Example

Grade 7 Math

March 30 - April 10

Continuation of Learning-Part 2

Here are the daily assignments for the next ten days. The work can be submitted numerous ways.

Your teacher will let you know how to submit these assignments. Your work may be completed electronically, on paper by printing the included documents or on a separate piece of paper. You will need to show your work when submitting documents.

Options for submission may include:

- Print the PDF and email your teacher a picture or scanned image of your completed work
- Use a separate piece of paper to complete your work and email your teacher a picture or scanned image
- Make a copy of the included google doc (if available) and share completed version with your teacher
- Submitting work through Google Classroom

Much of your learning will be done through Khan Academy.

To access this go to <https://www.khanacademy.org/> and click log in.

Then, click continue with google to sign in with your school google account.

Day	Assignment/Directions	Completion
Learning Targets: ② I can add, subtract and multiply different types of numbers.		
1	Start today by completing the Rewriting decimals as fractions module on Khan Academy. Then utilize the provided Notes page as a reference when you complete the Lesson 1 Practice. Lesson 1 Practice (doc) Lesson 1 Practice .pdf	Complete this google form to submit your work for Day 1-2 Khan Academy Work. Complete at the end of day 2 for content from both days.
2	Start today by completing the Comparing rational numbers module on Khan Academy. Be sure to complete the google form at right to check in with Khan Academy Progress. Then utilize the provided Notes page as a reference when you complete the Lesson 2 Practice. Lesson 2 Practice (doc) Lesson 2 Practice .pdf	
3-4	Utilize the two notes pages Notes I & Notes II as reference when you add and subtract fractions in two practice pages. Lesson 3 Practice .pdf Lesson 3 Practice (doc)	



Phase 2-High School Example

High School Geometry
Continuation of Learning-Part 2

Right Triangle Trigonometry

Here are the daily assignments for the next ten days. The work can be submitted numerous ways. **Your teacher will let you know how to submit these assignments.** Your work may be completed electronically, on paper by printing the included documents or on a separate piece of paper. The documents have been included as both a PDF and a google doc.

Options for submission may include:

- Emailing your teacher a picture or scanned image of your completed work
- Make a copy of the included google doc and share completed version with your teacher
- Submitting work through Google Classroom
- Completed the google form included in this document



Day	Assignment/Directions	Completion
Learning Target(s)		
<p>Ⓢ I can use the pythagorean theorem to find right triangle side lengths. Ⓢ I can use the pythagorean theorem to find isosceles triangle side lengths.</p>		
1	<p>Review the pythagorean theorem on Khan Academy and complete the cornell notes sheet. <i>If math characters are too difficult to reproduce via google doc, you can take a photo of your handwritten notes and share the image with your teacher. You can also embed a photo of handwritten notes in the google doc.</i></p>	<p>Shared DOC with Teacher</p> <p>Images of completed practice modules shared with the teacher.</p>
2	<ul style="list-style-type: none"> • Select and watch one of the following videos: Khan 1, Khan 2, Khan 3. • Watch the problem solving videos and record the process on the notes sheet : Khan-Fishing Boat, Khan-Theorem Ex., Khan-Carpet, Khan-Isosceles triangle <p>Complete the 3 Practice modules on Khan for the Pythagorean Theorem. Screenshot* your results and share with your teacher.</p> <ul style="list-style-type: none"> • Module 1 • Module 2 • Module 3 <p><i>*Disregard this sharing piece only if your teacher assigned this to you directly in Khan, as your teacher can already see your results.</i></p>	
Learning Target(s)		
<p>Ⓢ I can mathematically explain the special right triangle and its relationship to the pythagorean theorem.</p>		
3	<p>1. Review Special Right Triangles on Khan Academy by watching ALL videos. Complete the Cornell notes sheet as you watch. Share the completed notes sheet with your teacher. <i>If math characters are too difficult to reproduce via google doc, you can take a photo of your handwritten notes and share the image with</i></p>	<p>Shared DOC or image of completed notes sheet</p>

Shift from Supplemental to Continued Learning in Math

Phase 1

Meeting Basic Needs

March 13-30

- Supplemental math practice
- Aligned to previous essential learning
- Fact Fluency element in K-5
- Printed packets or access on the BPS website
- Work was not submitted

Phase 2

Building Efficacy with Technology

March 30-April 9

- Collected work with grading limits
- Learning anchored by learning targets
- Aligned to previous essential learning and embodied limited new learning
- Fact Fluency element in K-5
- Only accessible through technology (BPS website and Google Classroom)
- Work had to be submitted, student selected platform.
- Personalized feedback provided to students.
- Staff engaged in professional learning about digital learning platforms (seeSaw and Google Classroom).

Phase 3

Implementing Virtual Classrooms

April 20-May 20

- Full implementation of virtual learning environment with new learning using SeeSaw (K-2) and Google Classroom (3-12).
- Learning is strategically focused on priority standards identified by BPS supervisors and coaches.
- Teachers use the continuous instructional improvement cycles to implement high quality instruction.

Phase 3: New Learning Elements

**Monday
Wednesday**

Learning Targets

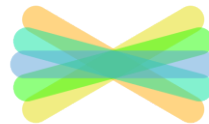
Lesson/Task

Work Submission

**Tuesday,
Thursday,
Friday**

**Responsive
Instruction**

PreK-2



Seesaw

3-12



Google Classroom



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Phase 3: Elementary Sample (Student View)

Clear and Challenging
Expectations

FRACTION MULTIPLICATION AND DIVISION Day 1: Multiplying Whole Numbers and Fractions

A NOTE FROM YOUR TEACHER

Good morning everyone!
Welcome to Day 1 of Phase III Distance Learning.
Today's focus is on **LT1: I can represent fraction multiplication problems with a model and solve to find the product.**

Have a great day and don't hesitate to reach out to me if you have questions.

Personalized Learning



LESSON

- ★ Begin with our [NUMBER ROUTINE](#) to get your mind ready to think about math.
- ★ Watch our first [DAILY LESSON](#) to explore our new topic.



CHECK FOR UNDERSTANDING

- [DAILY LESSON PRACTICE](#) (This is also linked as an assignment in your Google Classroom. You can upload a picture of this or work directly in the document and click **TURN IN** when you are finished.)



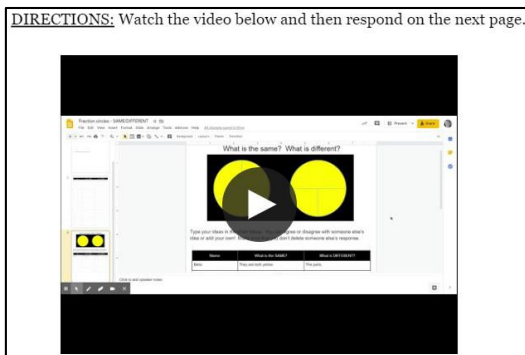
EXTRA RESOURCES

- ❖ [FRACTION DIVISION ANCHOR CHART](#)

Phase 3: Grade 4 Student Activities

Number Routine

DIRECTIONS: Watch the video below and then respond on the next page.



Learning Target



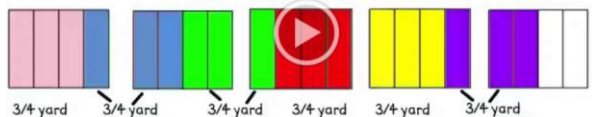
LEARNING TARGET

I can multiply a whole number by a fraction and explain my thinking.

Lesson

Jackie is making scarves for her school club. Each scarf takes $\frac{3}{4}$ of a yard of fabric to make. How much fabric will Jackie need to make 6 scarves?

6 groups of $\frac{3}{4}$ yard of fabric



Work Submission

Name _____

4.NF.4 - I can represent fraction multiplication problems and represent my work with a model.

1. a) Write a multiplication expression equal to $\frac{3}{4} + \frac{3}{4} + \frac{3}{4}$

ENTER WORK HERE

- b) Draw a model to solve the expression.

Use this shape below to help build your model. Highlight the shape, then Copy + Paste to make more. Connect these pieces to make a whole. Then click on the paint can to color each grouping a different color.



Phase 3-Middle School Sample (Slideshow Progression):



You will have two days to complete this work. It must be submitted by the end of the day Tuesday

- To Do List**
1. Complete the warm up.
 2. Watch the mini lesson.
 3. Complete the practice slides.
 4. Complete the Must Do then submit your slides.

Warm Up

Analyze the two tables below, record what you notice and wonder.

Table A

x	y
1	8
3	14
8	20
10	28

Table B

x	y
1	11
3	8
8	11
10	24

I notice...	I wonder...

Double click on text boxes provided in the chart to record your responses.



- I know how an input-output diagram represents a rule.
- I know that a function is a rule with exactly one output for each allowable input.

Our lesson focus is to introduce the concept of a function and what makes a function different than other scenarios.

FIRST Watch the Video Below :



THEN:

Utilize the notes linked below as you practice and explore with various functions.

Click [HERE](#) for a copy of the notes from the video.

Activity 1: Guess My Rule Debrief

From your work you saw:

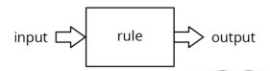
A function is a rule that assigns **EXACTLY ONE** output to each possible input.

Example:

Function

Input	Output
-1	5
0	3
1	4
2	7
3	4

This is a function because each input has exactly one output.



Non-example:

Not a Function

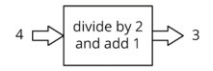
Input	Output
3	0
4	7
5	10
4	14
10	25

This is a NOT function because the input of 4 has two outputs, 7 & 14.

Activity 1: Guess My Rule Debrief

From your work you saw:

- We can use inputs and a rule to find outputs
- We can use tables to organize our inputs and outputs



Input	Rule: divide by 2 and add one	Output
4	$4/2 + 1$	3
6	$6/2 + 1$	4
8	$8/2 + 1$	5
10		
20		

Fill in the last two rows of the table above: Remember we're using the backslash / to represent division.

Double click on text boxes to record your responses.

District Math Planning Teams

K-2 and 3-5

- Math coach on each planning team
- Grade level representatives from each building
- Special education teacher(s) on each team
- Weekly PLC time with agendas
- Team members assigned roles based on their strengths
- Common planning templates
- Math coach provides content learning around essential standards for the week
- Team members share technology tips and best practices
- Team members plan lessons and activities

6-8 and 9-12

- One secondary math coach supports instructional design collaborative teams (6-9) by
 - identifying priority learning targets on common planning template
 - facilitating planning cycles (1week + 1day)
- Department chair/teacher leader led collaborative teams by course (9-12)
- Collaborative groups plan and implement the same lessons and identify success criteria for grading practice and/or to supply feedback to student.
 - Tuesday: Outlines content for future lessons and assigns planning teacher development roles
 - Wednesday: Content review prior to posting
 - Friday: Finalized plans shared with Google Coordinator, for posting on Monday and Wednesday



Tuesday Meeting Time	ELA	Math	Math: IM	Science
9:00 - 10:00	Grade 3	Kindergarten	Grade 4 IM	Kindergarten
10:00-11:00	Grade 4	Grade 2 10:10- 11:10		Monday Grade 1 9:40 - 10:40
11:00 - 12:00	Grade 5	Grade 1 11:20 - 12:20		Grade 2
12:00 - 1:00	PreK Kindergarten	Grade 4		Grade 3 12:30-1:25
1:00 - 2:00	Grade 1	Grade 3 1:30-2:30		Monday Grade 4 11:15-12:15
2:00 - 3:00	Grade 2	Grade 5 1:45 - 2:45	Grade 2 IM Grade 5 IM	Grade 5 2:30 - 3:25



Sample Elementary Planning Agenda

Grade Four Math Planning Meeting

Team Norms



Norms

- Stay muted unless you are speaking
- Be on time and focused on agenda items
- Communicate openly, positively, and courageously
- Communicate decisions with grade level team at your building
- Be open to feedback
- Root decisions in what is best for the students
- Own individual and collective responsibility

Building Relationships



April 7, 2020

Members Present

S

Introductions

What is one thing you can do now that you're working from home?

Review Norms Communicate decisions with grade level team at your building

Feedback from Week 1

- What worked well?
 - Working together, creative thinking
- What changes need to be made to make things better?
 - Make sure to include copies of all resources you create in our SHARED folder
 - Debbie and/or Joanna will make a pdf of the weekly plan (with live links) and put it into each school's Virtual Classroom folder by the end of the day today.
 - Force copy for SHARED docs within the class (ex Number Routines)
 - In web address for the file, change the word "edit" to "copy". Highlight that address and then use it as the link in the weekly plans.
- Does anyone want/need to switch roles?

Continuous Improvement



Final Review of April 20-24 Lessons ([LINK](#))

- Is there anything we are missing?



Secondary Planning Teams/Action Items

Planning Cycle

Initial Planning
Unpack target, identify roles and responsibilities

Content Review
Preview and build consensus on learning plan

High School

Phase 3 Planning Folder-STEM

Meeting Day and Time	Course Planning Documents	Action Items -This assumes an initial planning meeting followed by a sharing meeting where T's can share the resources they pulled with the rest of their team.
Tuesday <ul style="list-style-type: none"> Please share meeting times here 	<p>Math Teams</p> <ul style="list-style-type: none"> Algebra I Geometry Algebra II AMDM (optional) Pre-Calc (optional) Statistics (optional) Calculus (optional) <p>Math Template (please share copied document with Jaime)</p>	<p>Initial Planning Meeting:</p> <ul style="list-style-type: none"> Identifying weekly learning targets in the planning folder (above). Identify planning roles and responsibilities of building/course team members to achieve the intended learning targets for next lesson series. Please follow the timeline structure below to maintain <p>Initial Planning Notes:</p> <ul style="list-style-type: none"> 3/31: Plan for learning week of 4/20 4/7: Plan for learning week of 4/27 4/21: Plan for learning week of 5/4 5/5: Plan for learning week 5/11 5/12: plan for learning week 5/18 5/19: Plan for learning week 5/25 5/26: Plan for learning week 6/1 6/2: Plan for learning week 6/8 6/9: Plan for learning week 6/15
Tuesday <ul style="list-style-type: none"> Please share meeting times here 	<p>Science Teams</p> <p><i>Please embed the anchor phenomenon as a part of weekly lessons.</i></p> <ul style="list-style-type: none"> Physical Science Biology Chemistry Physics Environmental Science (optional) Anatomy and Physiology (optional) <p>Science Planning Template (please share copied document with Jaime)</p>	<p>Follow-up/Sharing Ideas Meeting (building-based)</p> <ul style="list-style-type: none"> Each teacher provides an overview of prepared lessons to elicit feedback from the team. Grade level team makes modifications as needed to support student learning. Copy the learning plan into the virtual school district folders. Publishing of agreed upon lessons (by building) to Google Classroom will occur by Friday. <p>Follow-up Notes:</p> <ul style="list-style-type: none"> 4/8: Review/finalize learning plan week of 4/20-Publish date 4/40 4/22: Review/finalize learning plan week of 4/27-Publish date 4/24 4/29: Review/finalize learning plan week of 5/4-Publish date 5/1 5/6: Review/finalize learning plan week of 5/11-Publish date 5/8 5/13: Review/finalize learning plan week of 5/18-Publish date 5/15 5/20: Review/finalize learning plan week of 5/25-Publish date 5/22

Rechenberg 4/3/2020



Sample Secondary Planning

1. Coach paced priority learning targets for the remainder of the year.
2. Teachers meet weekly to identify resources and modes instruction to support acquisition of the learning targets.
3. Teachers post common assignments and grade with agreed upon success criteria.

Algebra 1			
Support Materials for Course:			
<ul style="list-style-type: none"> • Khan Academy • Kendall Hunt iM • Assistsments (iM specific)-pairs with google classroom • www.CK12.org (online text and adaptive practice, links to google classroom) • Albert io-(standards/course specific online assessment) You will get a login the week of 4/6, also links to google classroom • DESMOS 			
Please plan to post assignments on Mondays and Wednesdays in Google classroom.			
Proposed Posting Date	🕒 Learning Targets	Topic / Assignment	Possible Resources (to review with whole group before added to lesson plan)
Week of 4/20	4/20 and 4/21 🕒 I can <ul style="list-style-type: none"> • graph the solution to an inequality in one variable. • solve one-variable inequalities and interpret the solutions in terms of the situation. 	<ul style="list-style-type: none"> • Ensure that all assignments for Phase 2 are completed • Watch video: Solve and graph one variable inequality • Kuta Inequalities Formative Assessment <ul style="list-style-type: none"> ◦ Solving Inequalities in One Variable Form (12 pts.) ◦ Solving Inequalities with One Variable HW.pdf 	Solve and graph a one variable inequality
	4/22 and 4/23 🕒 I can	From the Khan Unit: Inequalities (systems and graphs) do the following: <ul style="list-style-type: none"> • "Checking solutions of two-variable inequalities" 	Testing solutions to inequalities Stop at 2:32
Distance Learning Phase 3 Pacing for Course (4/2/2020)			



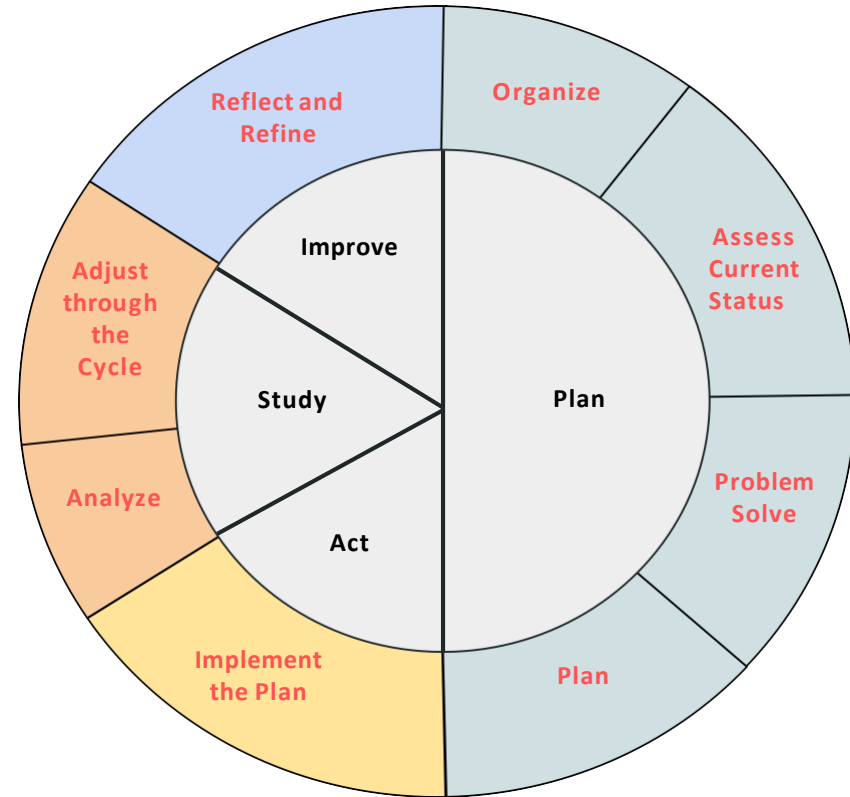
Progress Monitoring/Feedback

- Utilize exit tickets to formatively assess student conceptual understanding or procedural fluency
- Align exit tickets to success criteria and learning targets
- Provide responsive instruction to support students through both written and verbal feedback towards mastery of the standard
- Focus feedback on current conceptions and help them to move towards mastery of the standard/
- Use Friday's to address current conceptions through reteaching and provide enrichment to those who have shown mastery
- Allow for multiple attempts at assignments and submission at anytime



Next Steps

- Engage families through social media
- Communicate with families on how to best support their child with math
- Record the team meetings to be shared with support staff and leaders
- Incorporate new applications to better meet the needs of our learners.
- Assess the essential learning at each grade level
- Conduct vertical team meetings to make plans for the 20-21 school year



Thank you to Math Coaches and Library Media Specialists

Michelle Cantin 6-12 Math Coach

Sara Kulig K-5 Math Coach

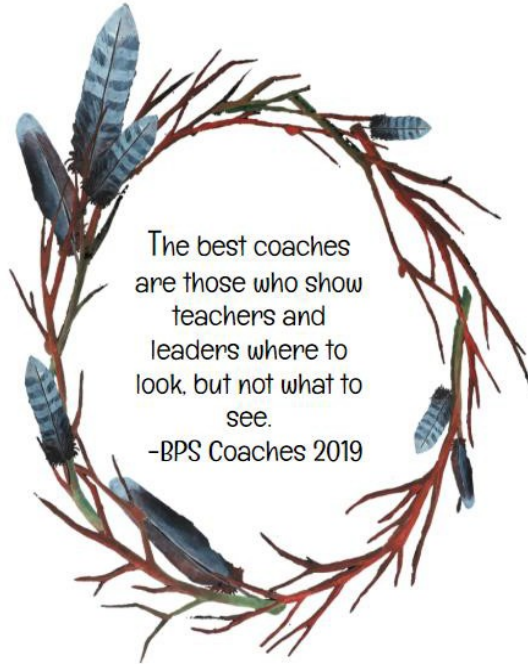
Tania Palmieri K-5 Math Coach

Joanna Vastola K-5 Math Coach

Debbie Vitale K-5 Math Coach

AnnMarie Spinelli, CCSU Professor

Lindsey Ramos, CREC Education Specialist



Lisa Carroll NEMS LMS

Janet Kenney, BEHS LMS

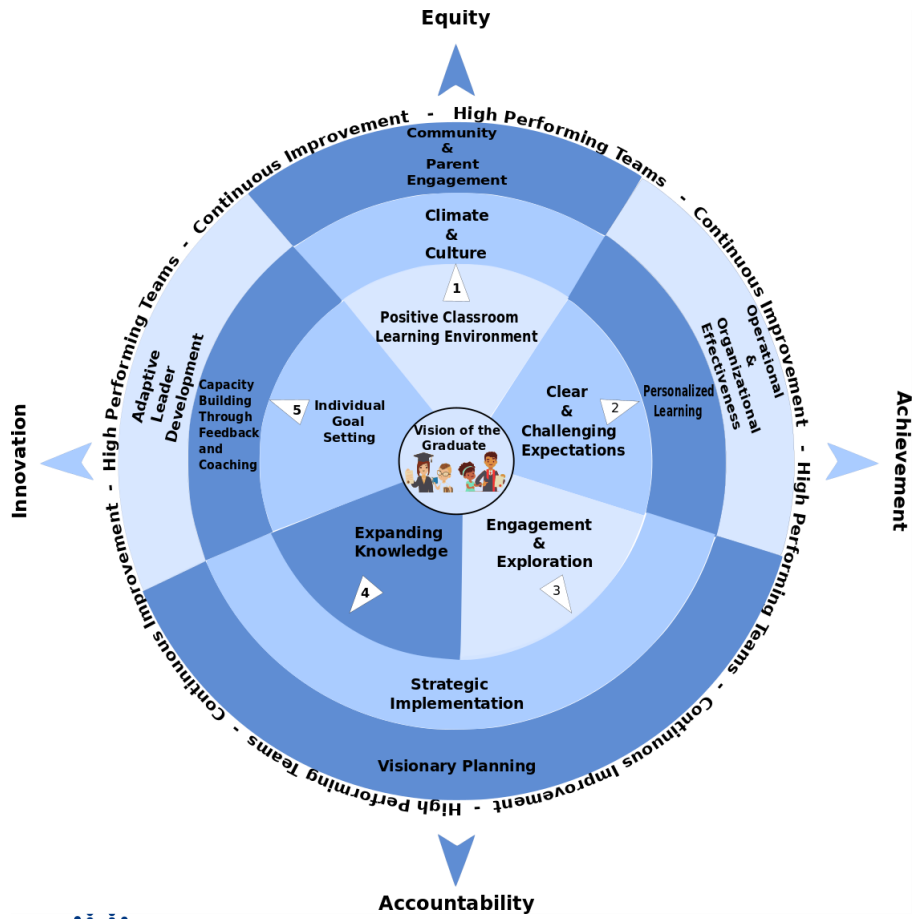
Paul Pinette, BCHS LMS

Julie Prescott CHMS LMS

Christell Russman K-5 LMS

Dean Russo WB LMS

Kristine Woods GH LMS



Contact Information:

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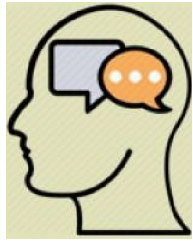
Moving to Distance Learning



NEW HAVEN PUBLIC SCHOOLS
LITERACY DEPARTMENT

Problems
Solutions

Things to Consider



- What essential resources will be unavailable for teachers in order to support lesson delivery?
- How do we utilize existing structures and systems in order to support teachers in transferring to a new online learning platform?
 - Use the units of study they are familiar with*
 - Write plans in same format as written curriculum*
- How do we mindfully choose topics that support the emotional well being of our learning communities?

Build a Sustainable Plan

- District Staff Team Meeting (3/17)
- Lead Coaches are defined for gr. K-12 (3/19)
 - Review next units
 - Provide resources, strategies and objectives to ensure curriculum is continued
 - Work alongside Bilingual and SPED Departments in order to ensure Biliteracy and SEL lessons
 - Launch first two week supports (3/30)
- Continue to provide two week supports for duration

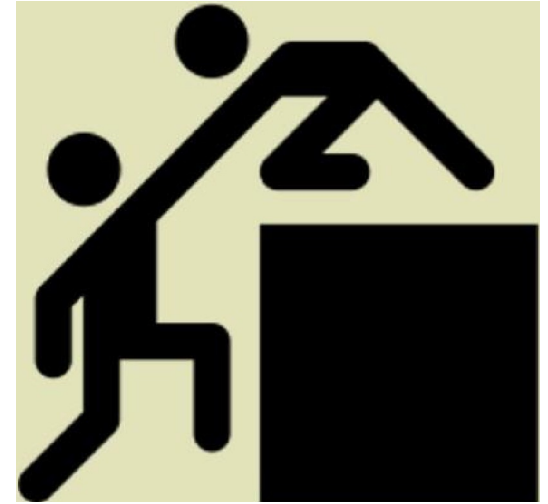
The Planning Cycle



<https://sites.google.com/a/nhps.net/new-haven-public-schools-curriculum/ela/learning-from-home>

Coaching from a distance...

- Daily support of Google Classrooms
 - Guest teaching to provide model lessons
 - Development of resources bank
 - Feedback on lessons
- Support Meetings
 - Building Leadership
 - Grade Level
 - Planning with Lead Coach
 - Literacy Staff Meetings with District Team
- Weekly calendar shared to Supervisor



Providing Intervention Supports

- Lexia licenses for all K-3
 - Coaches provide recorded direct instruction for flagged lessons
- READ 180 Universal and System 44 for all students in program for grades 5-12
 - District Coaches held 3 sessions with intervention teachers
(3/26 , 3/27 and 4/1)
 - All teachers were provided training by HMH in new Universal platform
(3/31)
- Tutors, both Reading and ESL, are attached to classrooms to continue support

Learning Continues

- Ct Reading Model Continues
 - Leadership Meetings and Training
 - Coach Cohort 1 and 2
 - Provide professional development series through webinars
- Grade Level Meetings
 - Collaborate on student work through google classroom to review and refine feedback
 - What does a child need to do to move on the continuum of learning

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