Student Services Curriculum and Instructional Council

Tuesday, March 29, 2011
McEvoy, Room 701
8:30 - 11:30 AM

Agenda

- Instructional Spotlight: Project-based Learning in Action – Amy Watts & Arethea Brown, Reach Program
- Sharing & Celebrating Success
- Professional Growth that Impacts Student Learning
  - Reflections on Staff Development Day
  - Update from Literacy Committees
  - APPR Committee

Agenda

- Hot Topics from the State Education Department
- Technology Vision
  - Sharing Feedback on Draft Survey
- Exploring NYS Common Core Learning Standards
  - Debriefing on the 3-2-1
  - Math Standards

Professional Growth that Impacts Student Learning

- Reflections on Staff Development Day
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Math Standards

- Align with college and work experience
- Focused, coherent and specific
- Provide rigorous content and application of knowledge
- Based on evidence and research

These standards don't:

- Define how teachers should teach
- Define all that can or should be taught
- Define interventions needed for student well below grade level
- Give range of support for English language learners and students with special needs
- Provide everything needed for college and career readiness

Hallmark of Mathematical Understanding

- Ability to justify **why** a mathematical statement is true
- Not just be able to solve it

Two Types of Standards

- Standards for Mathematical Practice
- Mathematical Standards of Content

If a student doesn't understand the math content he/she won't be able to engage in the mathematical practice.

Standards for Mathematical Practice

- Describe ways the students should increasingly engage in subject matter as they go through grade levels
- Same Standards K-12

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Mathematical Standards of Content

- **Standards** define what students should understand and be able to do.
- **Clusters** are groups of related standards.
- **Domains** are larger groups of related standards.

Mathematical Standards of Content

- K-8 Grade level specific
- 9-12 Standards listed in conceptual categories

Not Grade Specific

Mathemematical Standards of Content

- High School Standards-Conceptual Categories
  - Number and Quantity
  - Algebra
  - Functions
  - Modeling
  - Geometry
  - Statistics and Probability

Mathematical Standards of Content

- High School Standards

(+) Symbol indicates math students should learn in order to take advanced-level courses (i.e. calculus, etc.)

(*) Symbol indicates modeling standard which is throughout the high school standards because it's best understood in relation to other standards

Dipping into the Standards