Site-Based Teams

Byram Hills Central School District

May 12, 2014

Agenda

1. S.A.I.L.
2. Common Core in ELA & Math 6 - 12
3. Team Planning

PART 1: S.A.I.L.

Students Acting in Leadership

- *Sheila St. Onge & Kim Lapple*
- *HCC Students*

PART 2: The Common Core Standards in *Grades 6 - 12*

What are the Common Core Standards in English Language Arts & Mathematics?

And what do they look like in our classrooms?

How can parents support student learning at home.

What are the new expectations in mathematics?

*The pedagogical **shifts** demanded by the Common Core.*

Shift 1	Focus	Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to ***focus deeply*** on only the concepts that are prioritized in the standards.
Shift 2	Coherence	Principals and teachers carefully ***connect the learning*** within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3	Fluency	Students are expected to have ***speed and accuracy*** with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
Shift 4	Deep Understanding	Students ***deeply understand*** and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
Shift 5	Application	Students are expected to ***use math*** and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6	Dual Intensity	Students are ***practicing and understanding***. There is more than a balance between these two things in the classroom – both are occurring with intensity.

Standards for Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Main Differences in Mathematics

- Increased levels of reading for each problem
- Problems are application based and solutions must be within the context of the problem
- Students are required to justify their work explicitly
- Increased use of fractions at the middle school level
- At the high school level some curriculum previously in higher levels is now moved down

Sample Question - Math 7

A pine tree measured $40\frac{1}{2}$ feet tall. Over the next $7\frac{1}{2}$ years, it grew to a height of 57 feet. During the $7\frac{1}{2}$ years, what was the average yearly growth rate of the height of the tree?

Show your work.

Sample Question - Algebra 1

At an office supply store, if a customer purchases fewer than 10 pencils, the cost of each pencil is $1.75. If a customer purchases 10 or more pencils, the cost of each pencil is $1.25.

Let c be a function for which $c(x)$ is the cost of purchasing x pencils, where x is a whole number.

$$c(x) = \begin{cases} 1.75x, & \text{if } 0 \le x \le 9 \\ 1.25x, & \text{if } x \ge 10 \end{cases}$$

Create a graph of c on the axes below.

A customer brings 8 pencils to the cashier. The cashier suggests that the total cost to purchase 10 pencils would be less expensive. State whether the cashier is correct or incorrect. Justify your answer.

How can parents help at home?

- Communicate with your child's classroom teacher.
- Support daily fact practice so that your child can become fluent with basic addition, subtraction, multiplication, and division facts. If a child's working memory is occupied with calculating basic facts then they are not able to consider and learn new concepts.
- Have your child "think-talk" out loud as he/she is problem solving.
- Clarify the misunderstanding and pinpoint the "disconnect" by saying things such as "Show me what you know," and "Tell me what you are thinking about."
- If your child is discouraged, explain to them that they don't understand it YET, but the understanding will come with continued practice.
- Utilize www.engageny.org as a resource.

What are strategies parents can use?

In order for students to progress in math, they need to be able to understand what they are doing and be able to explain to others how they think. Our job as adults is to help ***activate thinking through questioning***. Here are some strategies to use at home:

- What is this problem about? What is happening in the problem?
- What part is confusing you?
- What have you tried so far?
- Is this problem similar to another one that you have solved?
- Is there a picture that you could draw to help you understand the problem?
- How did you figure that out?
- Is there another way to solve that problem?
- Does that answer make sense? Is it a reasonable answer?
- How much time have you spent thinking about the problem?

What are the new expectations in English Language Arts?

*The pedagogical **shifts** demanded by the Common Core.*

Shift 1	Balancing Informational & Literary Text	Students read a true balance of *informational* and *literary* texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) *through TEXT* rather than the teacher or activities.
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous *evidence based conversations* about text.
Shift 5	Writing from Sources	Writing emphasizes *use of evidence from sources* to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in *increasingly complex texts*.

Key Shifts in ELA

- Regular practice with complex texts and their academic language
- Reading, writing, and speaking grounded in evidence from texts, both literary and informational
- Building Knowledge through content-rich nonfiction

Reading

Through exposure to:

- High-quality contemporary works
- Influential U.S. documents
- Classics of American and world literature

Students will:

- Examine and understand intricate arguments
- Build literary and cultural knowledge

Writing

Students will:

- Consider the task, purpose, and audience for writing
- Combine elements of writing (narration, description, persuasion, etc.) effectively
- Use technology to create, refine, and collaborate
- Conduct meaningful research
- Produce high-quality writing at various stages of the writing process

Language

Students will:

- Have control of English conventions
- Understand the importance of diction
- Develop a fluency with academic vocabulary (e.g., synthesis, parallelism, foil, etc.)

Speaking and Listening

Students will:

- Participate in a variety of speaking and listening opportunities with a whole class, small group, or partner
- Make appropriate contributions to conversations through comparison and contrast, analysis, and synthesis

Regents in ELA (Common Core)

Pt 1: Reading Comprehension (Multiple-Choice)

- Combines literature, informational text, and poetry

Pt 2: Writing from Sources (Argument)

- Close reading of four texts

Pt 3: Text Analysis (Exposition)

- Identification of central idea and recognition of an author's strategy in a single text

Sample ELA Question

Based on events in the text, which quotation best reveals the irony of the statement that Mr. Pontellier's wife "was the sole object of his existence" (lines 11 and 12)?

(1) "From his trousers pockets he took a fistful of crumpled bank notes" (lines 6 and 7)

(2) "Then he lit a cigar and went and sat near the open door to smoke it" (lines 22 and 23)

(3) "He assured her the child was consuming at that moment in the next room" (lines 27 and 28)

(4) "He was eager to be gone, as he looked forward to a lively week in Carondelet Street" (lines 78 and 79)

What Can You Do?

- Find ways to make reading fun and exciting by giving access to a variety of high interest, non-fiction texts
- Provide more challenging texts for your child to read: show them how to dig deeper into difficult pieces by asking them why and how questions
- Ask your child to provide evidence in everyday discussions
- Encourage writing at home: write together using evidence and details
- Read often

PART 3: TEAM PLANNING

District-wide goal:

Character Education

- Sustainability
- Cultural Proficiency

BYRAM HILLS SCHOOL DISTRICT
ARMONK, N.Y.