



**DMS Schedule  
Parent  
Meeting**



# Agenda

## Presentation (6:00-6:15)

- Purpose of the Evening
- Clearing up the Confusion
- Necessities
- Outline of Next Steps



## Feedback Collection via Notecards (6:15-6:30)

## Feedback Collection via Survey - Available Through 2.18.18

## Follow-up Parent Meeting- February 21st 6pm at DMS

# Clearing up the Confusion...

**Schedule creation is in process**

**Stakeholder feedback is valued**

- **FCASD Educators**
- **Families**
- **Local Districts**
- **National Leaders**
- **Educational Consultants**



# Clearing up the Confusion...

Currently students are **NOT** getting every elective every year.

Teachers are **NOT** being furloughed.

The budget is **NOT** driving the schedule.

Teaming is **NOT** being eliminated.



# Clearing up the Confusion...

**Social Studies was NEVER considered to only be an elective.**

**Elective options are NOT being eliminated.**

**We are NOT cutting or reducing the number of elective offerings in the arts.**



# Necessities

**Provide adequate instructional time in science in support of both text-based and inquiry-based learning modes**

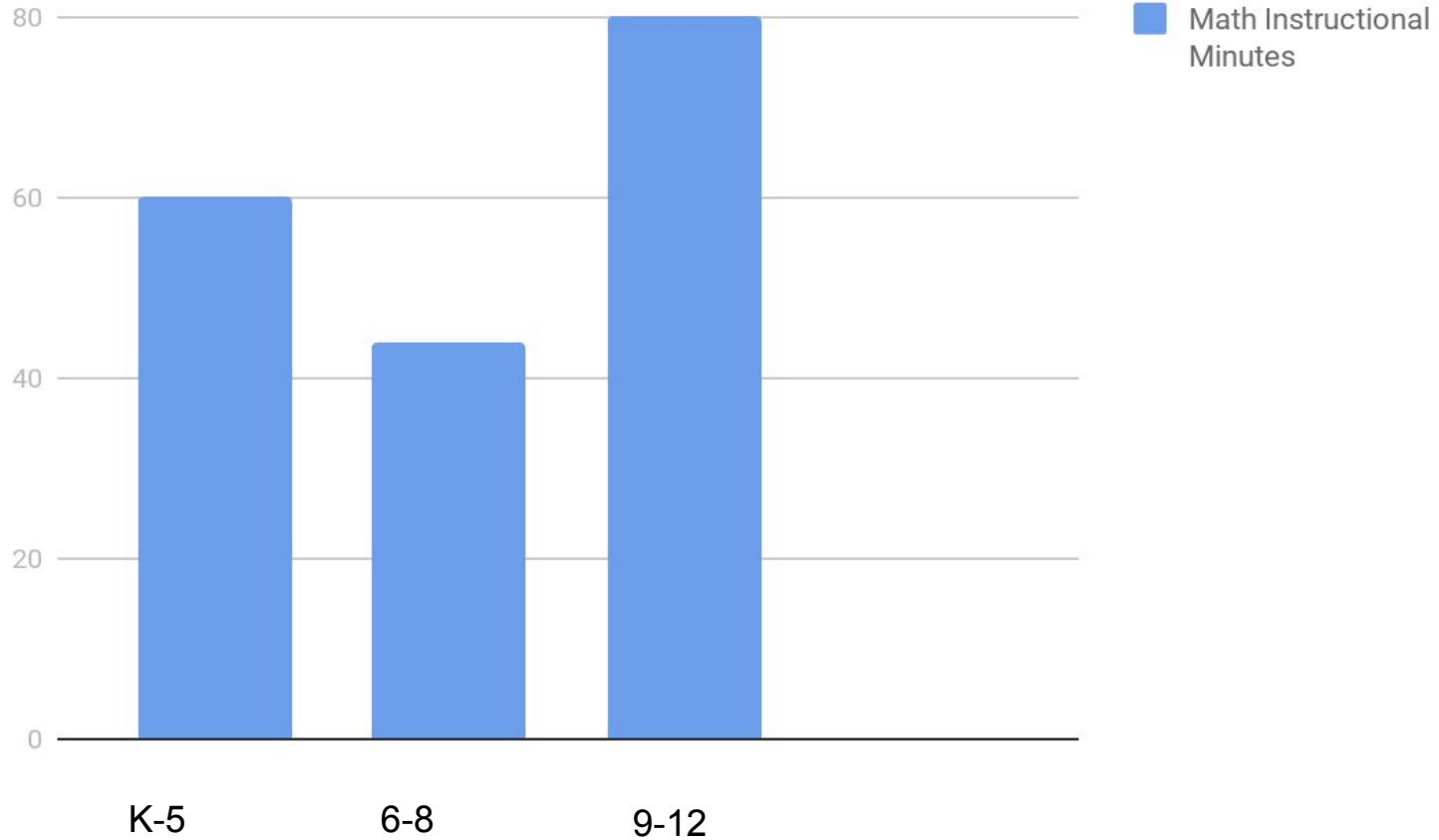
**Create effective and consistent support opportunities for students**

**Provide adequate instructional time in mathematics**

**Ensure adequate instructional time in English Language Arts**



# Math Instructional Minutes Per Day



# Student Achievement

**Our sixth grade students, *at all academic levels*, consistently have not met the PA Growth Standard.**

**One-third of all 6th grade students regressed significantly in mathematics.**

**76% of students enrolled in Math 8 did not demonstrate proficiency on the PSSA in mathematics.**





# Student Achievement

**22% of 9th grade students (2017) required additional remediation in mathematics.**

**35% of 9th grade students (2017) required additional remediation in science.**

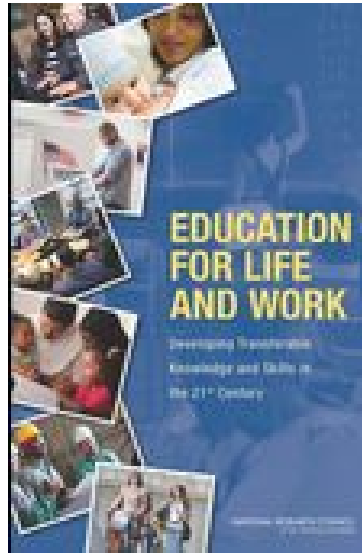


**Diane J. Briars, Ph.D.**

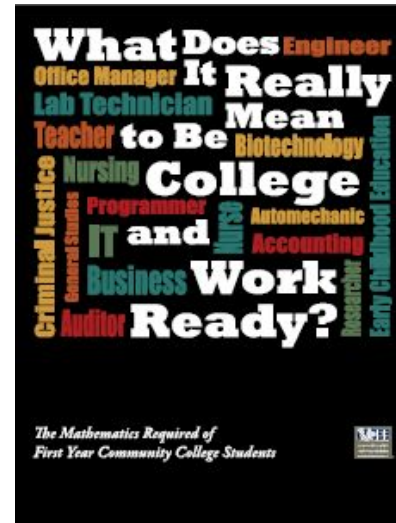
Immediate Past President

National Council of Teachers of Mathematics

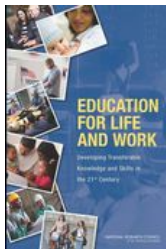
# College and Career Readiness



National Research Council, 2012

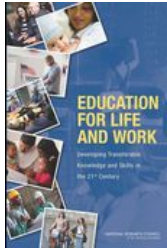


National Center on Education and the Economy, 2013



# 21<sup>st</sup> Century Competencies

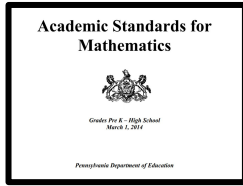




# 21<sup>st</sup> Century Competencies

“Deeper learning” is the process through which an individual becomes capable of taking what was learned in one situation and applying it to new situations (i.e., transfer). . . . **The product of deeper learning is transferable knowledge, including content knowledge in a domain and knowledge of how, why, and when to apply this knowledge to answer questions and solve problems.** We refer to this blend of both knowledge and skills as “21st century competencies.”

*Education for Life & Work, NRC, 2012, p. 5*



# PA Core Standards

## Standards for Mathematical Content

### 2.1 Numbers and Operations

- A) *Counting and Cardinality*
- B) *Numbers and Operations in Base Ten*
- C) *Numbers and Operations—Fractions*
- D) *Ratios and Proportional Relationships*
- E) *The Number System*
- F) *Number and Quantity*

### 2.2 Algebraic Concepts

- A) *Operations and Algebraic Thinking*
- B) *Expressions & Equations*
- C) *Functions*
- D) *Algebra*

### 2.3 Geometry

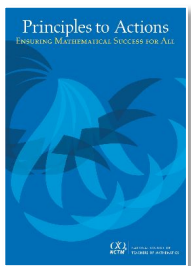
- A) *Geometry*

### 2.4 Measurement, Data, and Probability

- A) *Measurement and Data*
- B) *Statistics and Probability*

## 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 make sense of regularity in repeated reasoning.*



# ***Effective Mathematics Teaching Practices***

1. Establish mathematics **goals** to focus learning.
2. Implement **tasks** that promote reasoning and problem solving.
3. Use and connect mathematical **representations**.
4. Facilitate meaningful mathematical **discourse**.
5. Pose purposeful **questions**.
6. Build **procedural fluency** from conceptual understanding.
7. Support **productive struggle** in learning mathematics.
8. **Elicit and use evidence** of student thinking.



# Facilitate Meaningful Mathematical Discourse

Mathematical Discourse should:

- Build on and honor students' thinking;
- Provide students with the opportunity to share ideas, clarify understandings, and develop convincing arguments; and
- Advance the mathematical learning of the whole class.

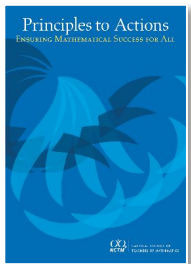




# Facilitate Meaningful Mathematical Discourse

*Discussions that focus on cognitively challenging mathematical tasks, namely those that promote thinking, reasoning, and problem solving, are a primary mechanism for promoting conceptual understanding of mathematics. (Hatano & Inagaki, 1991; Michaels, O'Connor, & Resnick, 2008).*

Smith, Hughes, Engle & Stein, 2009, p. 549



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# Questions

# Next Steps

**Publish PowerPoint**

**Parent Survey**

- **Available Now Through February 18**
- **Online <http://bit.ly/DMSinput>**
- **Presentation & Survey will be shared this evening via email**

**Feedback Analysis**

**Parent Meeting - February 21st 6pm at DMS**

