

Agenda

- TEAM
 - Changes
 - Focus Areas
 - Professional Development
 - CORE 4
- Standards
 - Assessment Examples
 - Focus Areas:
 - Writing
 - Staircase to Algebra
 - Strong Core Instruction in Reading & Math

What we
teach

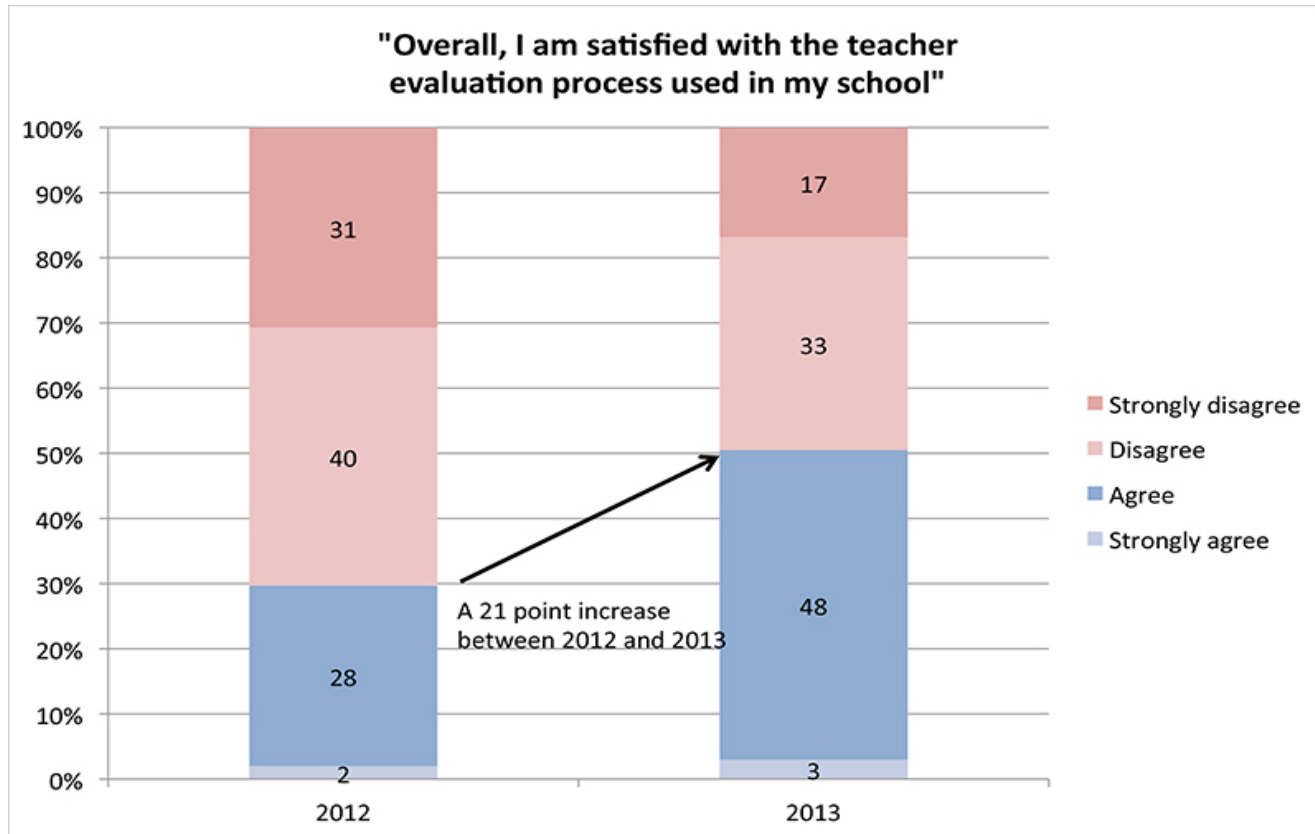
How we
teach

Why
we
teach

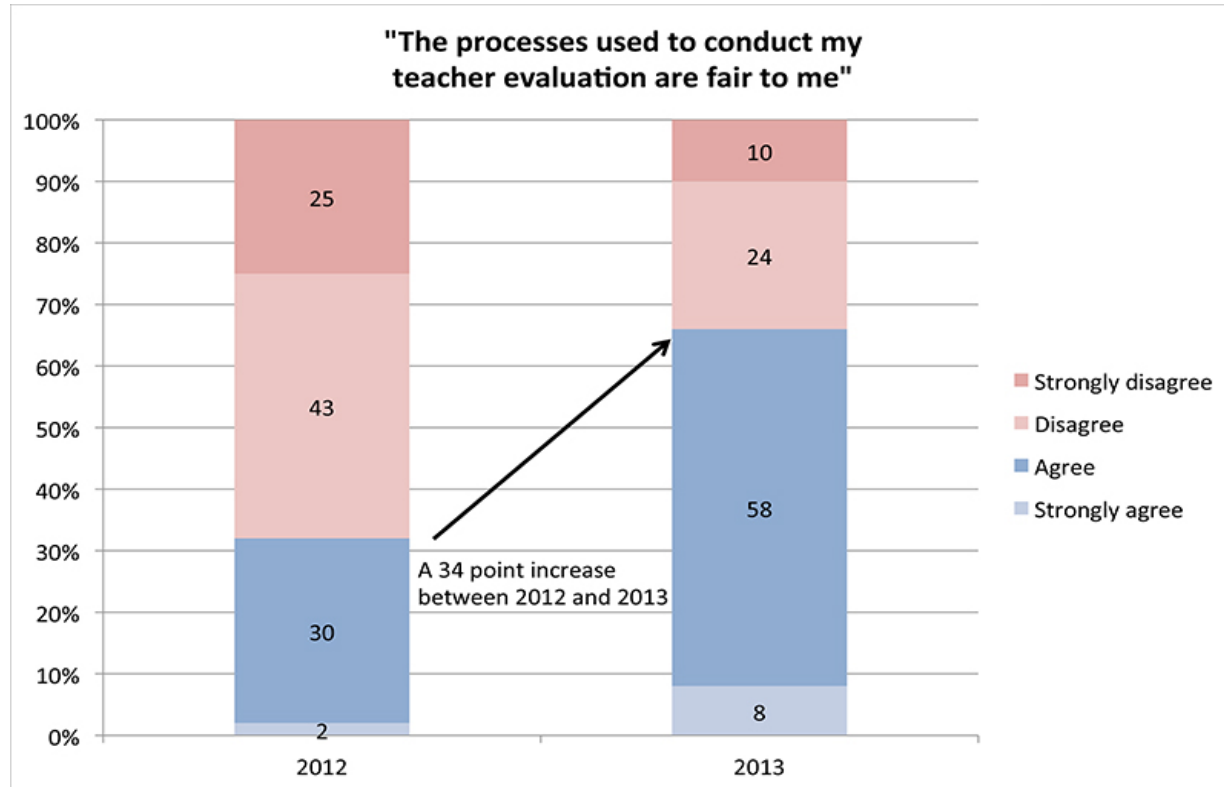
TEAM



TEAM



TEAM



Changes this year

- Certification exam
- Field support
- The instructional rubric has been revised to better reflect the language and shifts required for successful implementation of the standards
- World Language assessment option
- Student surveys

Additional Areas for Focus

- Professional Development
- Video
- 15 percent
- A revised principal evaluation model

CORE 4

- Questioning
- Thinking
- Problem Solving
- Academic Feedback

STANDARDS



Build fractions from unit fractions.

CCSS.MATH.CONTENT.4.NF.B.3

Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

CCSS.MATH.CONTENT.4.NF.B.3.A

Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

CCSS.MATH.CONTENT.4.NF.B.3.B

Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.

CCSS.MATH.CONTENT.4.NF.B.3.C

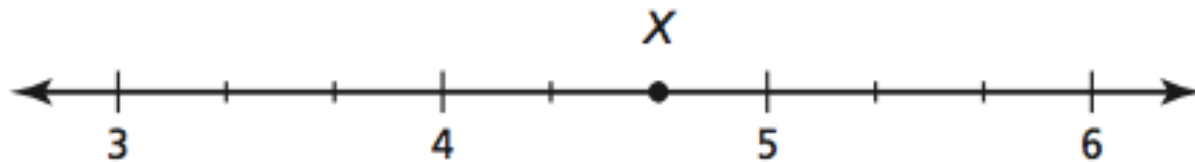
Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

CCSS.MATH.CONTENT.4.NF.B.3.D

Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

4th Grade Math

5 Which mixed number is best represented by Point X on the number line below?



- A** $5\frac{1}{3}$
- B** $4\frac{3}{4}$
- C** $4\frac{2}{3}$
- D** $4\frac{1}{2}$

1. Juliana divided the part of a number line from 0 to 1 into sections of equal length. She plotted point M on the number line, as shown below.

One of the following circles is shaded to represent a fraction that is equivalent to the number represented by point M . Which one?

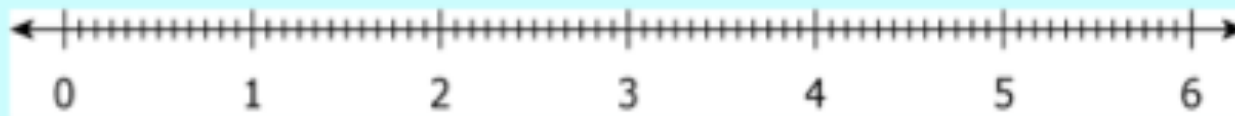


Part A

Ava created this number line to graph $\frac{3}{2}$. Select the correct point on the number line to represent $\frac{3}{2}$.



Mia created this number line to graph $\frac{5}{6}$. Select the correct point on the number line to represent $\frac{5}{6}$.



Part B

Is $\frac{3}{2}$ greater than or less than $\frac{5}{6}$? Explain how you know.

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Undo

Redo

Part C

Write a fraction that is between $\frac{3}{2}$ and $\frac{5}{6}$.

Explain how you know your fraction is between $\frac{3}{2}$ and $\frac{5}{6}$.

Undo

Redo

The Johnsons have a fence around their backyard that needs to be painted. Lani and Sandy spent all morning painting the fence. At lunch time, $\frac{1}{5}$ of the fence remains to be painted.

- a. What fraction of the fence did Lani and Sandy paint in the morning? Write an equation and draw a diagram to explain your answer.



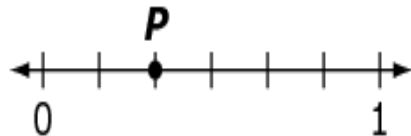
- b. Lani painted $\frac{2}{5}$ of the whole fence that morning. How much of the fence did Sandy paint?



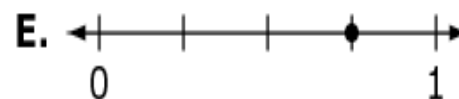
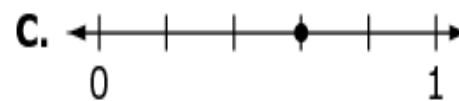
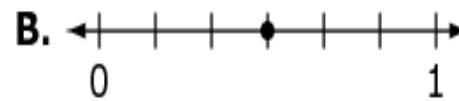
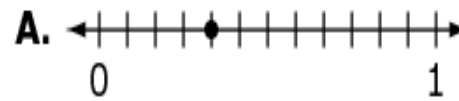
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Look at point P on the number line.



Look at number lines A – E. Is the point on each number line equal to the number shown by P ? Choose Yes or No.



Yes No

Yes No

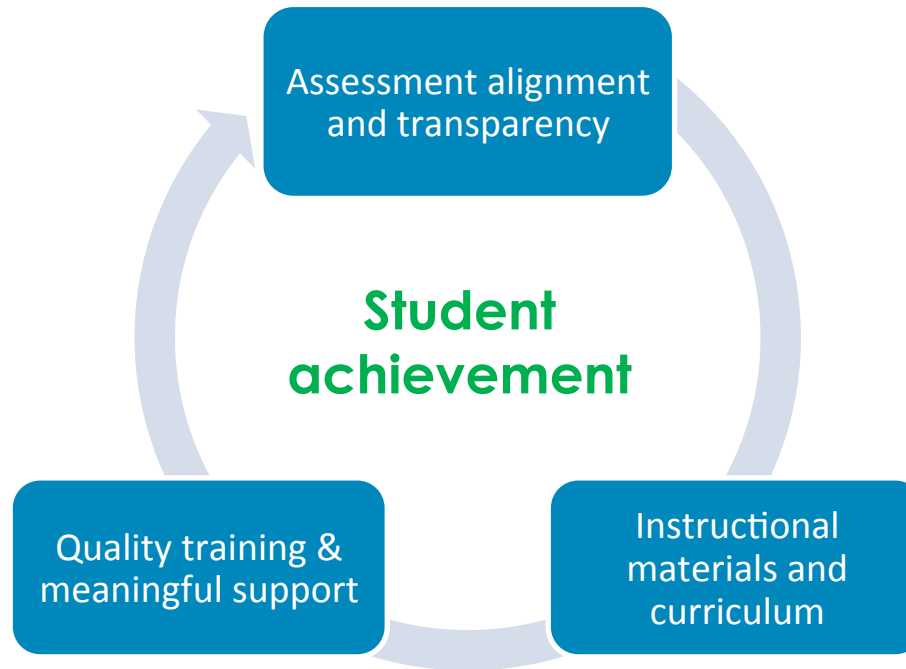
Yes No

Yes No

Yes No

We are focused on student achievement

Effective Communication



Continuous Improvement

We are focused on the support for school leaders

Communication

Assessment

We will place significant focus on involvement of school and district leaders throughout Common Core implementation.

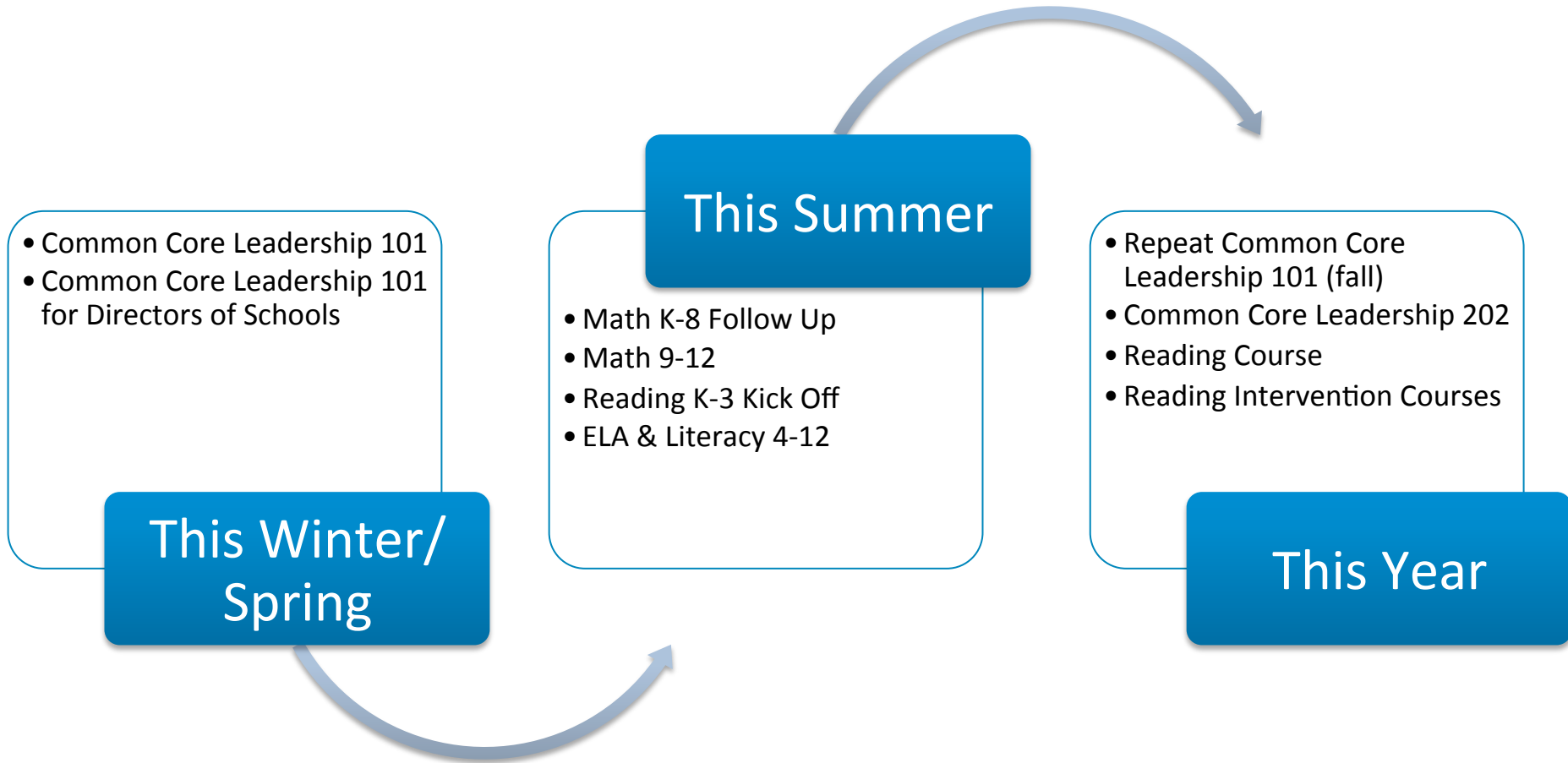
Without committed leadership, especially at the building level, we believe our preparation will be significantly compromised.

meaningful support

materials and curriculum

Continuous Improvement

We have trained 55,000 Educators



Was it effective?

- Participants' gains on observation scores were equivalent to **about half of the gains** made by the average teacher before the first and second year of teaching
- Participants' gains in effectiveness translate into the equivalent of approximately **one extra week** of learning for each of their students
- Students of teachers who participated in the training would be expected earn about \$600 more over their lifetime. 6,000 participants teaching 30 students each translates into **\$108 million** in increased student earnings.

Training Offerings

- 3-11 Math: Content and Progressions
- 3-11 Literacy: Writing
- PreK-2: Basic Math and Writing
- Reoffer Math
- Reoffer Literacy
- Reoffer Reading
- Math Intervention
- Reading Intervention
- Social Studies

Our Focus This Year

- Writing
- The Staircase to Algebra
- Basic Math and Reading