Teaching & Learning
Parent Night
September 26, 2019
Dig In (Motivate Time)
Review the expectations for MotivateTime. Do this each day for the first week.

Review the place value periods using an anchor chart. This activity will help you informally assess their understanding of place value from Lesson 1.1.

- Have students draw three lines on their whiteboards to represent blank spaces for digits.
- Draw three Number Cards. Record the numbers on the board. “Use these three numbers in any order to make a three-digit number.”
- Turn and Talk: “Read your number to your partner. Describe it using expanded form.” Listen for student responses.
- MP6 Attend to Precision: This is a good time to remind students that we don’t say and when reading numbers that don’t contain decimals. For example, for 396 we don’t say three hundred AND ninety-six, but rather simply three hundred ninety-six.
- Extension: “How many different three-digit numbers can you write using the numbers 3, 6, and 9?” There are 6: 369, 396, 639, 693, 936, 963
- Repeat this activity with different cards, and move to 4-, 5-, or 6-digit numbers as students are ready.
- Supporting Learners: Refer to the place value periods as students read numbers in the thousands.
- Not all students will be proficient with this activity particularly in the thousands period; the concepts will continue to be practiced in this lesson.

“Today, you are going to represent the values of digits in multi-digit numbers using standard, expanded, or word form. Are there any of these forms you are not comfortable with?”
Curriculum Maps (also available on the District 109 website)

**Elementary**

Kindergarten  1st Grade  2nd Grade  3rd Grade  4th Grade  5th Grade  5th Grade TAP

**Middle School**

**Algebra Pathway**

6th Grade: Pre-Algebra  7th Grade Intro to Algebra  8th Grade Algebra

**Geometry Pathway**

6th Grade: Intro to Algebra  7th Grade Algebra I  8th Grade Geometry
Understanding the Elementary Math Progressions

<table>
<thead>
<tr>
<th>Through the Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 3</strong></td>
</tr>
<tr>
<td>• Explain multiplication as the total number of objects in a given number of equal groups.</td>
</tr>
<tr>
<td>• Use drawings and equations to solve multiplication and division word problems within 100.</td>
</tr>
<tr>
<td>• Use place value to round numbers to the nearest 10 or 100.</td>
</tr>
<tr>
<td>• Fluently add and subtract within 1,000.</td>
</tr>
<tr>
<td>• Multiply a one-digit number by multiples of 10 within 100.</td>
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</tbody>
</table>
# Understanding the Middle School Math Progressions

## Progressions

<table>
<thead>
<tr>
<th>Through the Grades</th>
<th>Grade 7</th>
<th>Grade 8</th>
<th>High School</th>
</tr>
</thead>
</table>
| **Grade 7**        | • Add, subtract, factor, and expand linear expressions with rational coefficients.  
                    • Solve multi-step problems posed with positive and negative rational numbers.  
                    • Solve two-step equations. Compare algebraic solutions to arithmetic solutions. | **Grade 8** | • Show that a linear equation in one variable has one solution, infinitely many solutions, or no solution by transforming the equation into simpler forms.  
                    • Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. | **High School** | • Solve multi-step linear equations and use them to solve real-life problems.  
                    • Rewrite and use literal equations and common formulas.  
                    • Solve systems of linear equations by graphing, by substitution, and by elimination. |

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
Preparing Students for Algebra or Geometry Pathways

4th-5th-6th Grade Math Progressions

<table>
<thead>
<tr>
<th>Progressions for Big Ideas Chapter 1</th>
<th>Student Knows... What the student has to know to accomplish the “I-Can” statement. (Essential Knowledge)</th>
<th>Student Can.... Statements of what a student is able to do to demonstrate proficiency. (Mathematical Understanding)</th>
</tr>
</thead>
</table>
| 4.NBT.1                             | • I know what a multi-digit number is.  
• I know place value through the thousands place.  
• I know the relationship between division and multiplication. | • I can show how a digit’s value is affected by its position.  
• I understand that a digit’s value increases by ten times if it is moved one place to the left (5740 is how many tens? 5740 + 10 = 574).  
• I understand that a digit’s value decreases by ten times if it is moved one place to the right (87 tens is how much? 87 x 10 = 870). |
| 5.NBT.1 (Ch 1: 1.1, 1.2, 1.4, 1.5)  | • I know place value names.  
• I know place values of digits in a given number.  
• I know base ten operations. | • I can recognize that in a multi-digit number, one place to the left is 10 times larger than the place directly to the right.  
• I can recognize that in a multi-digit number, one place to the right is 1/10 as much as the place directly to the left. |
| 5.NBT.2 (Ch 1: 1.3)                 | • I know place values of digits in a given number.  
• I know how to fluently multiply and divide by ten.  
• I can explain how a digit’s position affects its value.  
• I know how to convert to numbers with a base of 10 and an exponent to standard form and back again. | • I can explain patterns when multiplying a number by powers of 10.  
• I can explain the relationship in the placement of a decimal point when a decimal is multiplied by powers of 10.  
• I can explain the relationship in the placement of a decimal point when a decimal is divided by powers of 10.  
• I can use whole number exponents to express powers of 10. |
| 6.EE.1 (Ch 1: 1.1, 1.2)             | • I know mathematical operations are used in solving problems in which a new value is produced from one or more values.  
• I know algebraic thinking involves choosing, combining, and applying effective strategies for answering | • I can write numerical expressions involving whole-number exponents.  
• I can evaluate numerical expressions involving whole-number exponents. |
Assessing for Learning

**Summative:**

**K–5:** Big Ideas pre/post common chapter assessments

**6–8:** Common questions per standard

**Formative:**

Exit Tickets

Small group Instruction

Anecdotal Notes

Math Notebooks/Journals

Homework
What might I see my child working on at home?

Practice Pages

Digital Assignments

Math Notebook/Journal (to show work)

Features of Big Ideas for Parents to Know

“Need Help” Video Feature

“Live Tutor” available for some questions

“Check Work” Feature

Skills Trainer
Pathways to the High School
LEADING TO DEERFIELD HIGH SCHOOL 113

ALGEBRA PATHWAY

6
PRE-ALGEBRA
6TH GRADE COMMON CORE STANDARDS AND SOME 7TH GRADE COMMON CORE STANDARDS

7
INTRO TO ALGEBRA
7TH GRADE AND 8TH GRADE COMMON CORE STANDARDS

8
ALGEBRA
ALGEBRA 1 STANDARDS

GEOMETRY PATHWAY

6
INTRO TO ALGEBRA
7TH GRADE COMMON CORE STANDARDS AND 8TH GRADE COMMON CORE STANDARDS

7
ALGEBRA I
ALGEBRA 1 STANDARDS

8
GEOMETRY
GEOMETRY STANDARDS

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
<table>
<thead>
<tr>
<th>Grade</th>
<th>Algebra</th>
<th>Geometry</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Algebra 1 or Algebra I Survey</td>
<td>Geometry or Geometry Honors</td>
<td>Projected from Algebra Pathway</td>
</tr>
<tr>
<td>10</td>
<td>Geometry or Geometry Survey</td>
<td>Algebra II or Algebra II Advanced</td>
<td>Projected from Geometry Pathway</td>
</tr>
<tr>
<td>11</td>
<td>Algebra II Survey or Algebra II or Algebra II Advanced</td>
<td>Pre-Calculus or Pre-Calculus Advanced or AP Stats</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>College Algebra or Pre-Calculus or Pre-Calculus Advanced</td>
<td>AP Calculus AB or AP Calculus BC or AP Stats</td>
<td>AP Calculus BC or Multivariable Calculus and Linear Algebra or AP Stats</td>
</tr>
</tbody>
</table>
Instructional Supports in Grades K-5

- **Instructional Coaches: 2 per building**
  - Collaborative Planning, Modeling, and Tier I support for all grade levels
  - Non-evaluative feedback for teachers

- **RtI Specialists: 1 per building**
  - Tier II/Tier III pull-out support for academic intervention

- **Mrs. Stein: Advanced Learning Coordinator**
  - Supports Individualized Learning Plans for 3rd and 4th grade students who qualify
  - Assists intermediate grades by developing academic extensions

- **Advanced Learning Specialists: 1 per building**
  - Push-in support for 3rd and 4th grade classrooms
  - Pull-out support for students identified for TAP in 5th grade

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
Instructional Supports in Grades 6–8

- Ms. D’Ambrosio (CMS) and Mrs. Krasavin (SMS):
  - Push-in support for 6-8 math classes to co-teach and work with small groups
  - Pull-out support for students identified for tiered math interventions in grades 6-8

- Mrs. Field: Math Coach at Caruso and Shepard
  - Push-in/planning support for 8th grade classrooms
  - Plans with 6-8 teachers to continue to improve instructional practices and support student growth

- Mrs. Hogan: K-8 Math Curriculum Specialist
  - Push-in support for 7th grade classrooms
  - Plans with teachers K-8 to continue to improve instructional practices and support student growth
How to be a MATH PERSON:

Step 1: Do math (any type)

Step 2: Be a person

scaffoldedmath.com
The Leader In Me

The 7 Habits' Tree

Habit 7: Share the Seat

Habit 6: Think Big, Act Local

Habit 5: Seek First to Understand, Then to Be Understood

Habit 4: Think Win-Win

Habit 3: Put First Things First

Habit 2: Begin With the End in Mind

Habit 1: Be Proactive

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
Agenda

1. Portrait of a Graduate
2. Leader In Me in DPS109 Implementation Timeline
3. What is The Leader In Me?
4. What does Leader In Me instruction look like in the classroom?
5. Celebrating our Leaders
6. Global Impact
Stakeholders were asked to describe the knowledge, skills, and characteristics they hope students develop throughout their time in District 109. The following portrait of a graduate emerged.

AT THE END OF 8TH GRADE, DISTRICT 109 STUDENTS WILL DEMONSTRATE:

- Excellent communication skills in reading, writing, and speaking
- Critical thinking, especially for solving complex problems
- Collaboration skills in order to work effectively with others
- Creativity to produce original thoughts
- Passion, grit, and confidence to become lifelong learners and contributors
- Academic knowledge and skills necessary to prepare for college and career pathways
- Social-emotional skills to take care of oneself responsibly and develop a healthy perspective of self and relationships with others
- Responsible decision-making skills and accountability for personal actions
- Excellent social and global citizenship, and the ability to be mindful and respectful of different viewpoints
DEERFIELD PUBLIC SCHOOLS DISTRICT 109

**Leader In Me** Implementation Timeline

- **Fall '14**
  - Kipling LIM Book Study, Decision to adopt

- **Fall '15-16**
  - Kipling LIM Year 1

- **Spring '16**
  - Kipling's first Leadership Day
  - Walden book study, Decision to adopt

- **Fall '16**
  - Kipling LIM Year 2

- **Fall '17-'18**
  - Kipling LIM Year 3
  - Walden LIM Year 1

- **School Year 18-19**
  - Kipling LIM Year 4
  - Walden LIM Year 2

- **Spring '16**
  - Walden’s first Leadership Day
  - Wilmot LIM Book Study

- **Spring '19**
  - Kipling achieved Lighthouse Status
  - District LIM Adoption and Board Approval

- **September '19**
  - All 6 DPS109 schools adopted and implementing LIM

**The 7 Habits Tree**
What is The Leader In Me?

Developing Life-Ready Leaders

Leader in Me unites students, staff and families around a common goal to prepare students with college, career, and life-readiness skills that are necessary to thrive in today’s ever-changing, fast-paced environment, like:

- Critical thinking
- Creativity
- Self-discipline
- Vision
- Initiative
- Goal achievement
- Global awareness
- Public Speaking
- Social and Emotional Awareness
- Teamwork
- Listening Skills
- Time Management
- Leading Projects
- Self-Directed Learning
- Valuing Diversity
- Problem Solving
Leader In Me Instruction

- CASEL approved social-emotional program PreK-5
- Grade-level appropriate classroom lessons scheduled weekly
- School-wide initiatives and programming
- Classroom leadership opportunities
Begin With the Habits

Classroom lessons begin with teaching the 7 Habits

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, Then to be Understood
6. Synergize
7. Sharpen the Saw
Paradigm Shift

Paradigm of Leadership
- Not This: Leadership is for the few
- But This: Everyone can be a leader

Paradigm of Potential
- Not This: A few people are gifted
- But This: Everyone has Genius

Paradigm of Change
- Not This: To improve schools the system needs to change
- But This: Change starts with me

Paradigm of Motivation
- Not This: Educators control and direct student learning
- But This: Educators empower students to lead their own learning

Paradigm of Education
- Not This: Help students achieve academically
- But This: Develop the whole person
AT THE END OF 8TH GRADE, DISTRICT 109 STUDENTS WILL DEMONSTRATE:

- Excellent communication skills in reading, writing, and speaking
- Critical thinking, especially for solving complex problems
- Collaboration skills in order to work effectively with others
- Creativity to produce original thoughts
- Passion, grit, and confidence to become lifelong learners and contributors
- Academic knowledge and skills necessary to prepare for college and career pathways
- Social-emotional skills to take care of oneself, responsibility and develop a healthy perspective of self and relationships with others
- Responsible decision-making skills and accountability for personal actions
- Excellent social and global citizenship, and the ability to be mindful and respectful of different viewpoints

Strong fine arts program
Community outreach/philanthropic events
Rigorous, differentiated academic curriculum
Clubs and extra-curricular opportunities
Variety of support of students
Implementation of Leader in Me
Lead: What is it?

- Written by a 6th Grade Caruso student

Lead helps students apply personal leadership principles to the tough choices they face every day. In Lead you will learn the 7 habits of highly effective teens. You will also learn how to take responsibility and control of your life. The small group will support you in thinking about who you have already become and who you want to be. It will be an adventure in becoming more confident and independent.
This is a Process not a Program

Crockpot

VS

Microwave

It Takes

Time!

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I personally love lead. I feel so safe while I'm in the class. I love how there is only 10 or less people in the class! Yesterday in lead I said "I wish lead would be the whole day". I said this because I love getting to speak out and not have to worry about what others are thinking. I feel like once we get into it and start sharing our feelings more, we have a minute left! I also LOVE how I can get to know a teacher I have maybe never even talked to, but yet I feel so safe around them! In all I think lead is a great way to share your feelings in a safe environment. But I wish it was a little longer.

- S.C.
(8th grader at Caruso)
LEAD 2.0

- Focuses on relationships
- Emphasizes Guiding Principles to build off of Habits
- Creates safe place to share ideas

“Relationships and instruction are not an either…but are rather an incredible combination. Research tells us this combination will increase engagement, motivation, test scores, and grade point averages while decreasing absenteeism, dropout rates, and discipline issues.”

AMEL
What’s Happening in Elementary Schools New to The Leader in Me?

At Wilmot and South Park, we have...

- Set a schedule for teaching the 7 Habits
- Formed a Lighthouse Team and Action Teams who are...
  - Planning professional learning experiences for teachers
  - Organizing a kick-off week and other activities to engage students
  - Designing displays to promote Leader in Me principles in common spaces
  - Sharing news with families
Celebrating our Leaders

- Leadership Day
- Goal Attainment
- Learning Habits
- Home Connections
- Leadership Lanyards
- Twitter Celebrations
- ....and more!

DEERFIELD PUBLIC SCHOOLS DISTRICT 109
We’re part of something BIG!

- 4340 Leader in Me Schools
- 510 Lighthouse Schools

Total Schools: 4850
Next Steps for T&L

Presentation linked to the Teaching & Learning Dept. page at dps109.org

Regular Updates via Teaching & Learning Newsletter

November 14: Teaching & Learning Night Part II (ELA and Innovation)

Parent/Teacher Conferences: T&L Survey

March 5: Teaching & Learning Parent Night Part III (TBD)