

## Grade K-5 Mathematics

**STUDENT/ CLASSROOM PERFORMANCE DATA**

Data may or may not include:	Current	Goal	Final
FCAT 2.0.			
Fall, Winter, and Spring Interim Benchmark Assessments			
Math Diagnosis and Intervention Kits from enVisionMath			
Pre/Post assessments from CLC, Lesson Study, PLC			
Mathematics PMA			

**PROFESSIONAL LEARNING OBJECTIVES**

- Participate in and complete "Foundations of Mathematics" and "Content for the Elementary Teacher" courses. Earn a passing score on the final Lesson Design project for the "Foundations of Mathematics" course.
- Become an Academy of Math representative
- Complete assigned "follow-through" tasks from professional learning
- Collaborate monthly with my school's Academy of Mathematics representative to update my knowledge and skills
- Read and discuss professional literature in PLCs (Beyond Arithmetic, Knowing and Teaching Mathematics, Elementary and Middle School Mathematics: Teaching Developmentally, Young Mathematicians at Work, and/or articles from Teaching Children Mathematics (NCTM))
- Explore websites that support the DCPS current curriculum (RiverDeep, mypearsontraining.com, Destination Success math)
- Collaborate weekly with grade level colleagues to discuss lessons, differentiate instruction, analyze student work, and develop formative assessments

**AYP** Teachers of targeted subgroups that did not make AYP - *What did you learn from your Professional Development to meet the needs of the subgroups?*

- Data analysis to target sub-groups
- Participate in the Continuous Learning Cycle/ Lesson Study with content area of focus based on data including AYP sub-groups
- Mentoring/Coaching by highly qualified instructional coaches.

**PLANNING/INSTRUCTIONAL STRATEGIES**

To meet students' needs I will implement these planning/instructional strategies:

- Unpack each benchmark and standard (NGSS/CCSS) within each module in the Learning Schedule.
- Plan and deliver each math lesson that aligns with the benchmark/standard and its cognitive complexity in the prescribed workshop format and at the appropriate level of rigor.
- Implement a recording system (anecdotal records) to document student thinking and strategies that are aligned with the state adopted standards.
- Embed informal assessment daily and use such assessments to drive daily instruction
- Strategically group students daily to maximum learning
- Meet with small groups during work period for differentiation/safety nets
- Model how to effectively communicate in mathematics through student-generated strategy charts
- Assign correlated Destination Math lessons and EnVision differentiated pages to students in need of supplemental work
- Implement mastery of standards checklist from school AoM representative as well as student portfolios for individual conferencing
- Observe a model mathematics classroom.

**AYP** Teachers of targeted subgroups that did not make AYP - *What did you implement from your professional learning to meet the needs of the subgroups?*

- Continuous analysis of student work
- Delivery and documentation of differentiated instruction for targeted subgroups
- Implement safety nets for targeted subgroups (ex. 1-1 tutoring, after hours program, etc.)

**CHANGES IN EDUCATOR'S PRACTICES:** Describe how you changed your professional practice as a result of what you learned?

Last year's IPDP focused on developing and implementing formative assessment effectively. Because of this focus and what I learned, I was able to differentiate instruction based on the assessment of student learning needs and changed my instructional practice to meet these needs.

**RESULTS**

**Results: How did the strategies impact student performance?**

**Based upon the results, what would you change or maintain for next year?**

Teacher Signature \_\_\_\_\_ Principal Signature \_\_\_\_\_

Initial Date 1: \_\_\_\_\_ Mid-Year Review Date 2: \_\_\_\_\_ End of the Year Review Date 3: \_\_\_\_\_