

Effective Instructional Practices in Exemplar Units

Mathematics





Vision ---

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens

Mission ---

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

Board Strategic Plan Goals

- 1. All Students Proficient and Showing Growth in All Assessed Areas**
- 2. Every Student Graduates From High School and is Ready for College and Career**
- 3. Every Child Has Access to a High-Quality Early Childhood Program**
- 4. Every School Has Effective Teachers and Leaders**
- 5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes**
- 6. Every School and District is Rated “C” or Higher**

Getting to Know You

Share a few things about yourself:

- Name
- School/District
- Grade Level
- Reason for coming today

Hello
my name is

Elise

Session Goals

During this training, participants will

- identify and discuss the major elements and qualities of an exemplar unit.
- develop an understanding of effective content-specific instructional practices in exemplar units.
- discuss how to make informed instructional decisions concerning instructional units.

Session Norms

- Silence your cell phones.
- Do not hesitate to ask questions.
- Be willing to share with other participants throughout the day.

Agenda

8:00 a.m. Registration

8:30 a.m. Introductions, Agenda, Overview, Clock Partners

8:40 a.m. Unit Preview

**9:00 a.m. Effective Instructional Practices in Exemplar Units:
Alignment to the MS CCRS**

9:45 a.m. Break

**10:00 a.m. Effective Instructional Practices in Exemplar Units:
Key Shifts**

11:00 a.m. Lunch

Agenda

- 12:30 p.m. Effective Instructional Practices in Exemplar Units: Key Shifts (Continued)**
- 1:00 p.m. Continue Effective Instructional Practices in Exemplar Units: Instructional Supports**
- 2:00 p.m. Break**
- 2:15 p.m. Continue Effective Instructional Practices in Exemplar Units: Assessment**
- 3:00 p.m. Reflection and Plan of Action**
- 3:15 p.m. Closing Remarks**
- 3:30 p.m. Dismissal**

Clock Partners

- Stand up.
- Grab your clock sheet and a pen.
- Find a partner for the different appointment times:

- 12 o'clock
- 3 o'clock
- 6 o'clock
- 9 o'clock



- You and your partner will write each other's names in the appointment slot.




Today's Documents

Exemplar Quality Review Packet

Unit Title:		Grade:				
1. Alignment to the Depth of the MS-CCR Standards:		3	2	1	0	Evidence
1	Targets a set of grade-level MS-CCR mathematics standards) to the full depth of the standards for teaching and learning.					
2	Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.					
3	Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the MS-CCR mathematics standards).					
Score and rationale for Element 1						

Achieve (2013). EQIP rubric for lessons and units: Mathematics. http://www.achieve.org/files/EQIPmathrubric-06-17-13_1.pdf

Mississippi Unit



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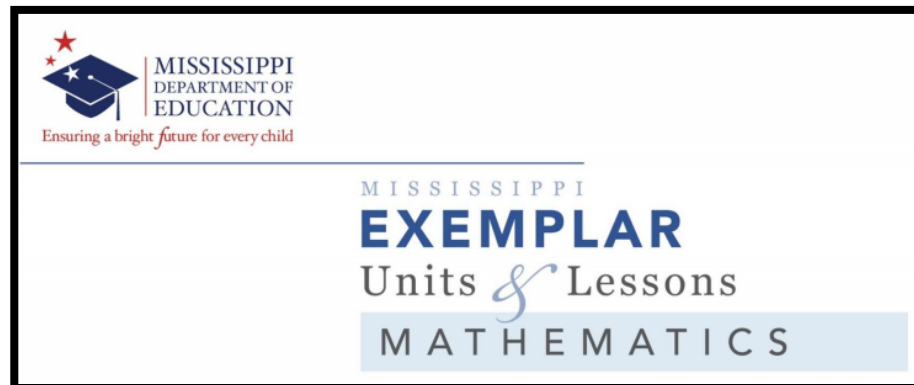
EXEMPLAR

Units & Lessons

M A T H E M A T I C S

Mississippi Unit Scan

- Locate the **Mississippi Unit** for your grade level.
- Focusing only on the Unit Overview and Lesson 1, annotate the unit using the symbols shown on the next slide.
- Be prepared to share your findings.





Annotating the MS Unit

annotating text!

Use the following marks & symbols to show how you are connecting to what you're reading!



This is a key word or idea.



I have a question about this or I don't understand.



This is interesting or surprising.



I have a connection to this.



This is my favorite part.

Effective Instructional Practices in Exemplar Units



Four Major Elements of a Unit

1. Alignment to the Depth of the MS CCRS
2. Key Shifts in the MS CCRS
3. Instructional Supports
4. Assessment

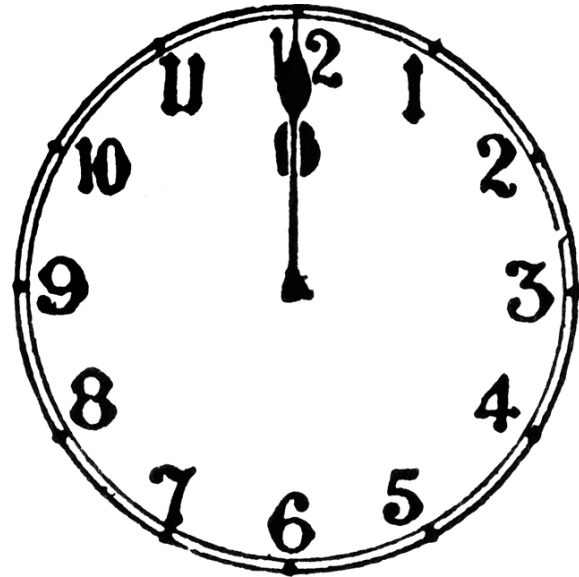
Alignment to the Depth of the MS CCRS



Clock Partner Sharing

Find your 12 o'clock partner and discuss what each of the traits in the Alignment Element on the **Exemplar Quality Review** packet means to you.

Ask yourselves:
“What would evidence of each trait look like?”





Scaffolding Documents

www.mde.k12.ms.us/ESE/ccr

[Business and Technology](#)
[Contemporary Health \(K-8\)](#)
[Contemporary Health \(9-12\)](#)
[Dyslexia](#)
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[Physical Education](#)
[Reading Fair](#)
[Science](#)
[Social Studies](#)
[Standards for Professional Learning](#)
[Textbook Adoption and Procurement](#)
[Visual and Performing Arts](#)
[World Languages](#)

OTHER LINKS
[Academic, Career Counseling and Support Services](#)
[Approved Courses Manual](#)
[C&I SharePoint Site](#)
[MS College- and Career-Ready Standards](#)
[MCCRS SharePoint Site](#)
[Mississippi Virtual Public School](#)
[RESA Registration](#)
[Unpacking the CCSS for ELA](#)
[DWW Box Access Instructions](#)

Mississippi College- and Career-Readiness Standards Scaffolding Documents

The primary purpose of the 2016 *Mississippi College- and Career-Readiness Standards Scaffolding Documents* is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 *Mississippi College- and Career-Readiness Standards*, these documents provide a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. These documents will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

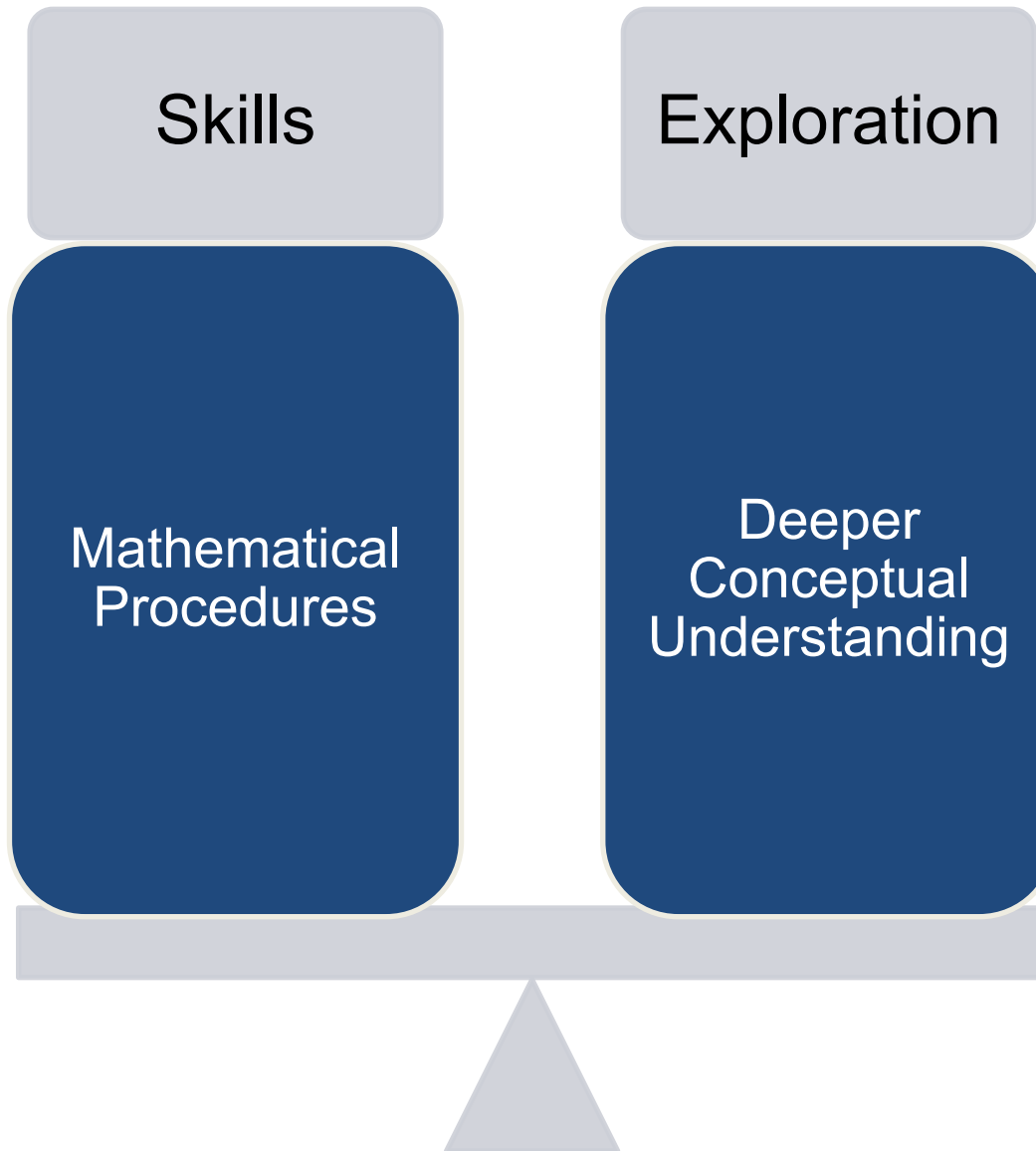
English Language Arts Scaffolding Document	Mathematics Scaffolding Document
Introduction	Introduction
Kindergarten	Kindergarten
First Grade	First Grade
Second Grade	Second Grade
Third Grade	Third Grade
Fourth Grade	Fourth Grade
Fifth Grade	Fifth Grade
Sixth Grade	Sixth Grade

Standards for Mathematical Practice

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.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for regularity in repeated reasoning.



Finding a Balance



Finding Evidence: Alignment to the Depth of the MS CCRS

1. Locate the **Mississippi Unit** for your grade level and the **Exemplar Quality Review** packet.
2. Focus on the first major element: *Alignment to the Depth of the MS CCRS*.
3. Work with others to identify evidence and discuss which parts are of exemplar quality.
4. Record your findings on the **Exemplar Quality Review** packet with your table group.



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Teacher Growth Rubric: Alignment to the Depth of Standards

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1. Lessons are aligned to standards and represent a coherent sequence of learning

Lessons:

4

Include student learning outcomes and instructional activities that

- are fully aligned to current Mississippi College and Career Ready Standards or Framework
- are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning
- reflect collaboration with other school staff within and across disciplines to enrich learning

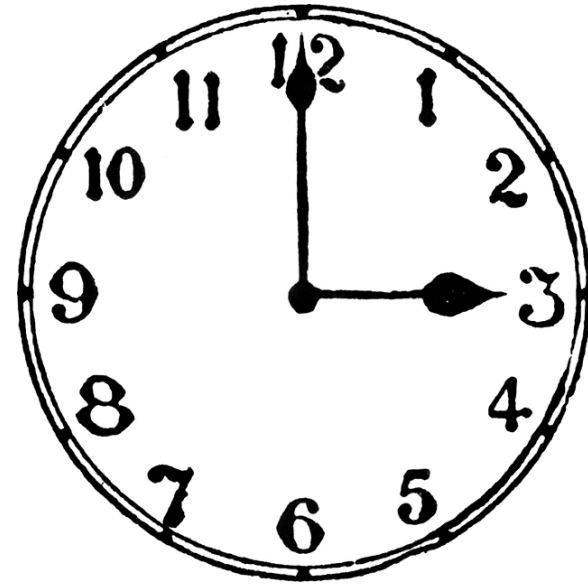
Key Shifts in the MS CCRS



Clock Partner Sharing

Find your 3 o'clock partner and discuss what each of the traits in the Key Shifts Element on the **Exemplar Quality Review** packet means to you.

Ask yourselves:
“What would evidence of each trait look like?”



Key Shifts



Focus

- Stays on grade level
- Additional standards support focus
- High expectations



Coherence

- Connections to other clusters, domains, or prior grades
- Clearly fits together
- Skills aren't taught in isolation

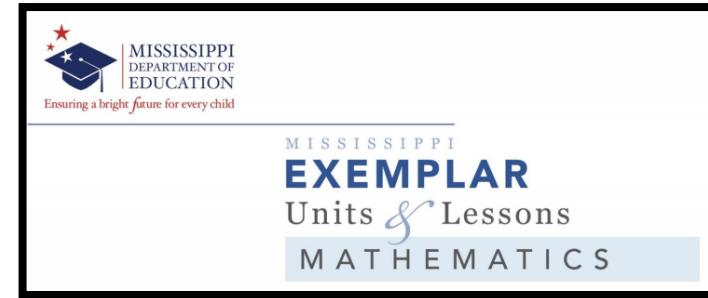


Rigor

- Application
- Conceptual Understanding
- Procedural Fluency

Finding Evidence: Key Shifts in the MS CCRS

1. Locate the **Mississippi Unit** for your grade level and the **Exemplar Quality Review** packet.
2. Focus on the second major element: *Key Shifts in the MS CCRS*.
3. Work with others to identify evidence and discuss which parts are of exemplar quality.
4. Record your findings on the **Exemplar Quality Review** packet with your table group.





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Teacher Growth Rubric: Key Shifts in the MS CCRS

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4. Provides multiple ways for students to make meaning of content

Teacher:

- 4** Moves *all* students to deeper understanding of content through various techniques including
- a variety of explanations and multiple representations of concepts
 - extended productive discussion
 - effective questioning to support students' attainment of the learning goals
 - making connections to other content across disciplines
 - independently connecting lesson content to real-world application

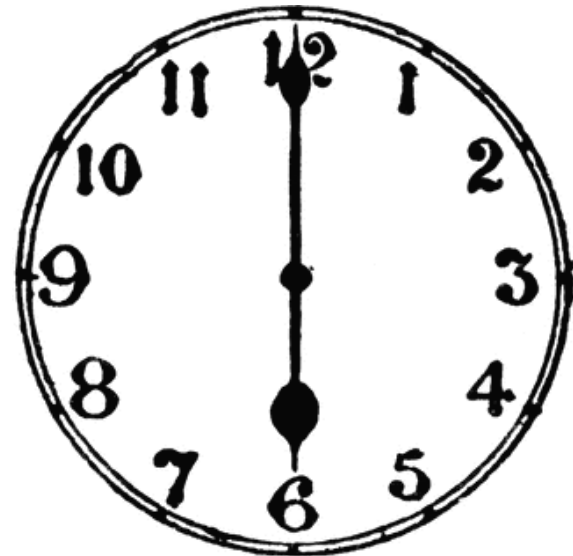
Instructional Supports



Clock Partner Sharing

Find your 6 o'clock partner and discuss what each of the traits in the Instructional Supports Element on the **Exemplar Quality Review** packet means to you.

Ask yourselves:
“What would evidence of each trait look like?”



Standards for Mathematical Practice

Differentiation

Progression

Questioning

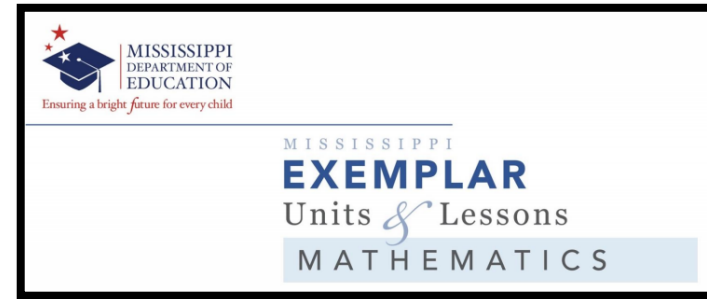
Grouping

Problem
Solving

Removal of
Supports

Finding Evidence: Instructional Supports

1. Locate the **Mississippi Unit** for your grade level and the **Exemplar Quality Review** packet.
2. Focus on the third major element:
Instructional Supports.
3. Work with others to identify evidence and discuss which parts are of exemplar quality.
4. Record your findings on the **Exemplar Quality Review** packet with your table group.





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Teacher Growth Rubric: Instructional Supports

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2. Lessons have high levels of learning for all students

Lessons:

4 Provide assignments and activities that contain the following components:

- appropriate scaffolding that effectively builds student understanding
- ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery
- differentiation based on students' abilities and learning styles
- student-centered learning whenever appropriate
- relevant connections to students' prior experiences¹ or learning opportunities for students to choose challenging tasks and instructional materials

Family Guides for Student Success

www.mde.k12.ms.us/ESE/links/response-to-intervention-teacher-support-team/family-guides-for-student-success

IN THIS SECTION

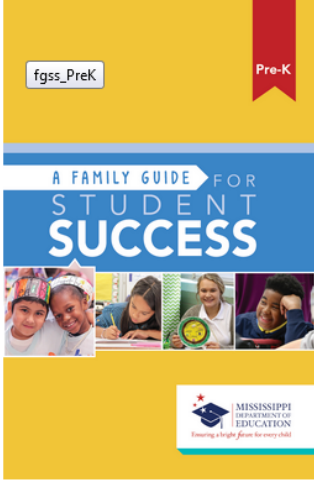
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Family Guides for Student Success

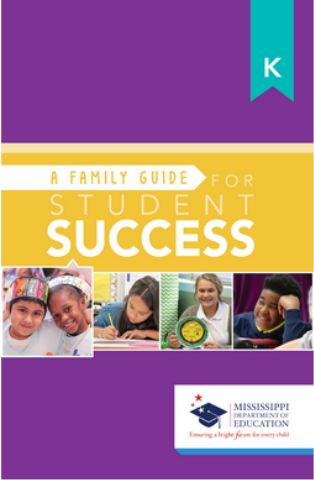


fgss_PreK Pre-K K

A FAMILY GUIDE FOR STUDENT SUCCESS

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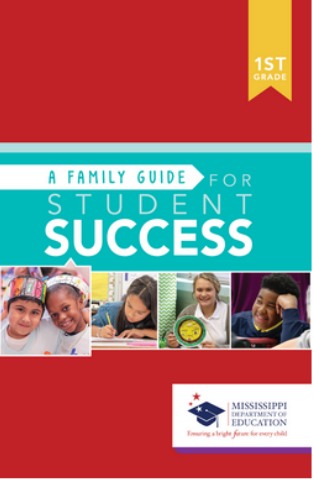


K

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1ST GRADE

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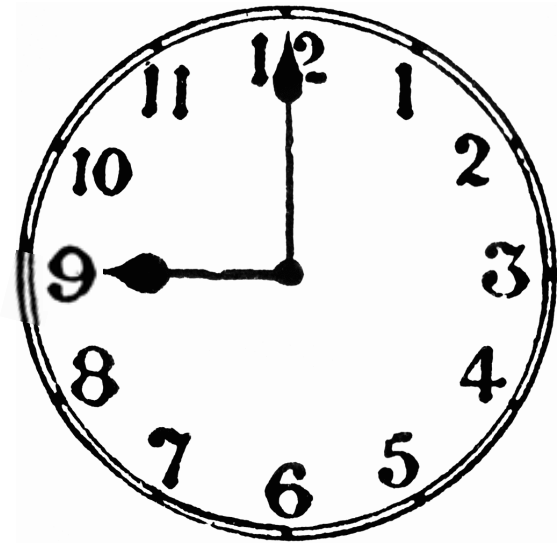
Assessment



Clock Partner Sharing

Find your 9 o'clock partner and discuss what each of the traits in the Assessment Element on the **Exemplar Quality Review** packet means to you.

Ask yourselves:
“What would evidence of each trait look like?”





Assessment Evidence

provide observable evidence of the degree a student can independently demonstrate mastery.

are accessible and unbiased.

Assessments

include rubrics, answer keys, and scoring guidelines.

varied modes of:

- pre-assessment,
- formative assessment,
- summative assessment, and
- self-assessment.

Finding Evidence: Assessments



1. Locate the **Mississippi Unit** for your grade level and the **Exemplar Quality Review** packet.
2. Focus on the fourth major element: *Assessment*.
3. Work with others to identify evidence and discuss which parts are of exemplar quality.
4. Record your findings on the **Exemplar Quality Review** packet with your table group.



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Teacher Growth Rubric: Assessments

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3. Assists students in taking responsibility for learning and monitors student learning

Teacher:

4

- Communicates the lesson goals and the content in a way that is accessible for every student at his/her level
- Uses formative assessments to effectively monitor student progress
- Provides ample and effective opportunities for students to self-assess and correct their own errors
- Provides students with clear, specific, actionable and timely feedback
- Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
- Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interests

Feedback on Mississippi Units





Provide Feedback

Go to www.mdek12.org.

Site Guide A-Z | Transparency MS | MS.GOV | Cloud E-mail | MDE Email

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Mississippi Succeeds

MDE Quick Links

- Mississippi State Board of Education Members
- Professional Development Calendar
- Request Professional Development
- EdUpdate
- Family Guides to Student Success
- Mississippi School Superintendents
- Mississippi Board of Education Agenda
- **Mississippi Exemplar Units and Lessons**
- Mississippi Virtual Public School
- Mississippi E-Learning for Educators
- APA Notification Listserv Signup
- GoSignMeUp Registration
- State, District, and School Report Cards
- 2017 Legislative Reports

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Mississippi Department of Education Bl

MISSISSIPPI ACHIEVES

MDE Hot Topics

- Charter Schools
- Early Learning Collaborative Act
- Every Student Succeeds Act (ESSA)
- Graduation Options
- Literacy-Based Promotion
- Mississippi College and Career ready Standar
- Mississippi State Board of Education Strategic Plan
- Reading and State Standards Educator Resou
- State Board of Education Policy Manual

Provide Feedback

Once you have reviewed and/or used the unit, provide [feedback](#).



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Exemplar Unit Feedback

ENGLISH LANGUAGE ARTS
ELA Introductory Video
PRE-KINDERGARTEN

MATHEMATICS
Mathematics Introductory Video
PRE-KINDERGARTEN

Reflection and Plan of Action



3-2-1 Strategy



Jot down:

- 3 things you learned today,
- 2 components of exemplar quality you will look for when selecting units, and
- 1 idea we discussed that you want to know more about.


Resources





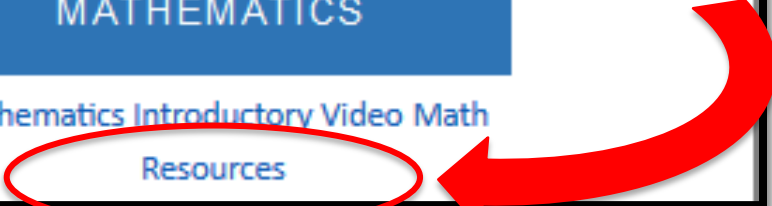
Exemplar Resources

MISSISSIPPI
EXEMPLAR
Units & Lessons

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Exemplar Unit Feedback

ENGLISH LANGUAGE ARTS	MATHEMATICS
ELA Introductory Video ELA Resources	Mathematics Introductory Video Math Resources





Exemplar Resources

MISSISSIPPI
EXEMPLAR
Units & Lessons

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FOUNDATION

Math Resources

- Effective Instruction in Math Power Point
- Exemplar Units Math Template
- Math Quality Review Rubric





EQuIP Rubric



EQuIP Rubric for Lessons & Units: ELA/Literacy (Grades 3-5) and ELA (Grades 6-12)



Grade: Literacy Lesson/Unit Title:

Overall Rating:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> Targets a set of grade-level CCSS ELA/Literacy standards. Includes a clear and explicit purpose for instruction. Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B). <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. (Grades 3-5) Build students' content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts. 	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction. Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level. Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5). Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate. 	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> Cultivates student interest and engagement in reading, writing and speaking about texts. Addresses instructional expectations and is easy to understand and use. Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. Provides extensions and/or more advanced text for students who read well above the grade level text band. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5. Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>). Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). Assesses student proficiency using methods that are unbiased and accessible to all students. Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. <p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.
<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>	<p>Rating: 3 2 1 0</p>



The EQuIP rubric is derived from the Tri-State Rubric and the collaborative development process led by Massachusetts, New York, and Rhode Island and facilitated by Achieve. This version of the EQuIP rubric is current as of 06-24-13.

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Resources & Publications for Math Teachers



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Multi-Tiered System of Supports Documentation Packet

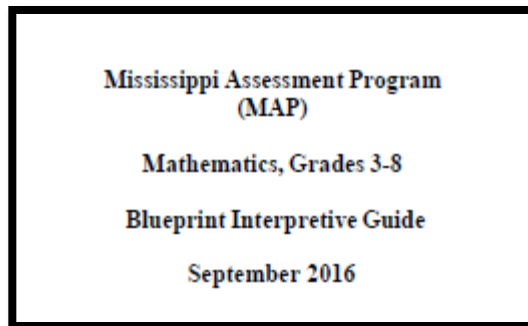


Intervention Services
Office of Elementary Education and Reading
Published 2015

Mississippi Department of Education | MTSS Documentation Packet | Fall 2016 | Page 1 of 36

Multi-Tiered System of Supports PK-12

Assessment Blueprints and Guides 3-HS



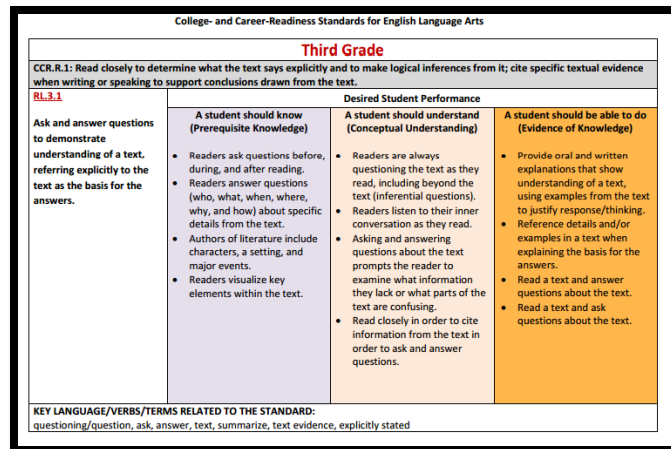
Mississippi Assessment Program
(MAP)

Mathematics, Grades 3-8

Blueprint Interpretive Guide

September 2016

Instructional Scaffolding Document PK-Algebra II



College- and Career-Readiness Standards for English Language Arts

Third Grade

CCR.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RI.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	A student should know (Prerequisite Knowledge)	A student should understand (Conceptual Understanding)	A student should be able to do (Evidence of Knowledge)
	<ul style="list-style-type: none"> Readers ask questions before, during, and after reading. Readers answer questions (who, what, when, where, why, and how) about specific details from the text. Authors of literature include characters, a setting, and major events. Readers visualize key elements within the text. 	<ul style="list-style-type: none"> Readers are always questioning the text as they read, including beyond the text (inferential questions). Readers listen to their inner conversation as they read. Asking and answering questions about the text prompts the reader to examine what information they lack or what parts of the text are confusing. Read closely in order to cite information from the text in order to ask and answer questions. 	<ul style="list-style-type: none"> Provide oral and written explanations that show understanding of a text, using examples from the text to justify response/thinking. Reference details and/or examples in a text when explaining the basis for the answers. Read a text and answer questions about the text. Read a text and ask questions about the text.

KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD:
questioning/question, ask, answer, text, summarize, text evidence, explicitly stated



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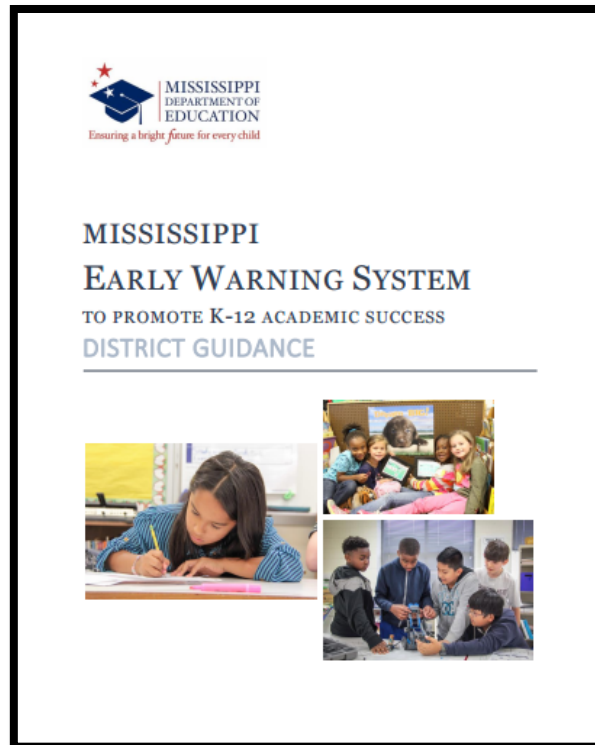
2016 Mississippi College- and Career- Readiness Standards for Mathematics

2016 MS CCRS for Mathematics K-12

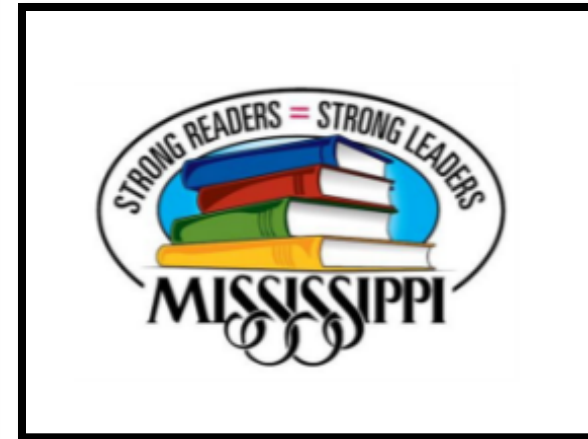
Resources & Publications for Administrators



**On Demand PD &
Technical Assistance**

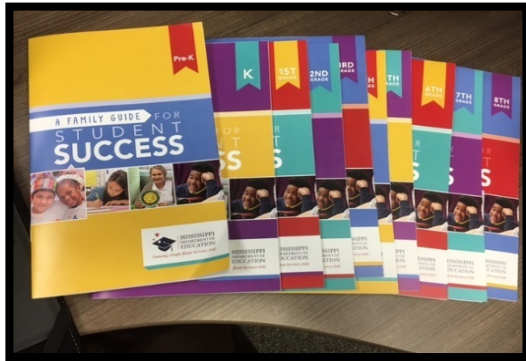


**Early Warning System
College and Career Readiness Data
Guidance Document**





**Strong Readers =
Strong Leaders**

Resources & Publications for Parents




**Family Guides for
Student Success**
PK-8

Grades: Kindergarten - 3rd

Parents' Read-At-Home Plan for Student Success




THIS GUIDE INCLUDES
Activities to help your child learn
the 5 components of reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Parents' Read-At-Home Plan
LBPA Parent Document

**Literacy-Based Promotion Act:
Parents as Partners**

Strong Readers, Strong Leaders



Parents As Partners
LBPA
Parent Presentation

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