

October 2016

Volume 5 – Issue

Time is Valuable and Critical to Student Success

Thanks to all of the MITs for submitting schedules for review by the KDE. I have reviewed and provided feedback to all MITs that have submitted schedules. As a MIT, your main focus should be providing students with effective, mathematics instruction. When students are in the building, they are your priority. Remember – I am always here to help. I am an advocate for you and what is best for your students. All of us have to be good stewards of the grants and follow the requirements of the MAF RFA to ensure the money is protected in the future.

The main requirements pulled directly from the RFA and the Assurance Document:

- ❑ The MAF grant requires a full-time mathematics intervention teacher working with primary students (K-3) only. To stay in compliance with the MAF grant, the MIT must utilize his or her time for primary mathematics intervention. Even if your school or district has to supplement the salary or additional expenses with other funding (e.g. Title I, Title II, SBDM, etc.), it does not allow the school to change what is required by the grant. (Full time teacher, primary mathematics)
- ❑ *“At least half of the mathematics intervention teacher’s time will be spent delivering intensive, pull-out mathematics interventions to primary grade students...”* Please consider the amount of the instructional minutes during the day when implementing your schedule. A MIT should be delivering mathematics interventions at least 50% of his or her time. Collaboration, Planning, Progress Monitoring, Paperwork, PLCs, etc. should not exceed intervention time on the schedule.
- ❑ The MIT may have equal supervisory duties to other teachers in the building, but not more than other certified staff. The MITs job is to be an intervention teacher – not a substitute, not a lunch room monitor, not a playground monitor, etc.

Bookmark for Quick Access!

The Kentucky Department of Education MAF Resource Page -

<http://education.ky.gov/curriculum/conpro/Math/Pages/MAF-Grant.aspx>

Thank you – *Pamela Pickens*

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Yearly KDE Requirements:

Beginning of the School Year

- ✓ Assurance Statement & Budget Summary
- ✓ Orientation Webcast & Survey
- ✓ Schedule Sent to the KDE

By October 30th

- ❑ Infinite Campus Intervention Tab Utilized

By January 30th

- ❑ Infinite Campus Intervention Tab Updated
- ❑ MIT Mid-Year Survey

By March 30th

- ❑ Infinite Campus Intervention Tab Updated

End of the School Year

- ❑ Infinite Campus Intervention Tab Records Completed
- ❑ MIT End-of-Year Survey

Department of Education

Office of Teaching and Learning

Division of Learning Services

Differentiated Learning Branch

Associate Commissioner: **Dr. Amanda Ellis**

Division Director: **Gretta Hylton**

Branch Manager: **April Pieper**

Math Intervention Consultant: **Pamela Pickens**

Intervention Tab



All students serviced by Mathematics Achievement Fund interventionists will be required to use the Intervention Tab in Infinite Campus for 2016-2017. In general, the expectation is that once you have your intervention student roster, you will “open” an intervention plan for each student in Infinite Campus. The tab is under the individual student, under general, under PLP and is labeled simply, “Intervention.” You will complete the plan for each student, with the understanding some fields will not be applicable to your circumstances, and a few fields are optional. The KDE will pull data on October 30th, January 30th, March 30th, and June 30th. Please have records updated by those times.

Please make sure that you have access to Infinite Campus by contacting your principal or technology coordinator. If you have any questions, please let us know as soon as possible.

Steps to enter students in the Intervention Tab:

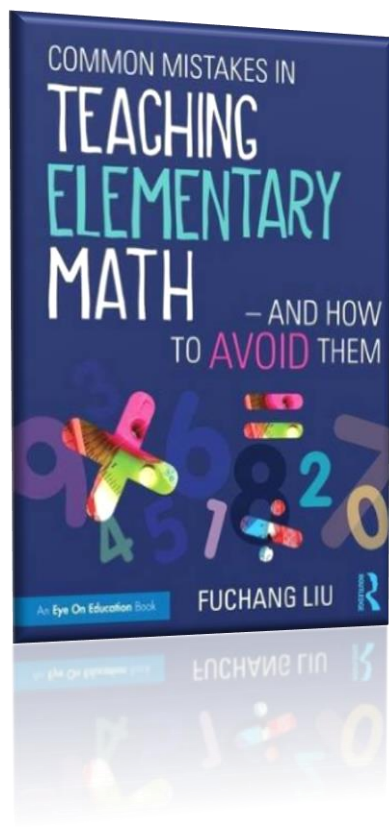
- ☐ Log in to Infinite Campus.
- ☐ Go into a student’s record. Click on the **PLP** tab.
- ☐ Go to “**General**” and you will see “**Intervention**” in the top right hand corner. When you click on “**Intervention**” you will see “**New Status**”.
- ☐ The status date and time will automatically be opened by IC. However, if you began interventions last week and did not enter them in the intervention tab until today, you can manually override the date. The **Start Date** will be the first day of the first intervention session –NOT THE FIRST DAY OF SCHOOL. **You will not enter the end date at this time.**
- ☐ For the **Tier Status**, MAF will probably be either Tier 2 or Tier 3 depending on the school’s RTI framework. If you are providing daily one-on-one service, it will most likely be a Tier 3.
- ☐ The **Intervention Type** is #4 for MAF and there is **no course code**.
- ☐ The **Intervention Content Area** is Math.
- ☐ **Total Hours** should reflect the number of hours the student has spent in intervention this year to date. The KDE recommends you update these totals, at least, quarterly. If a student exits the intervention, then you would input the total of hours served throughout the entire intervention.
- ☐ The **Intervention Material** is #5 – a vendor program.
- ☐ The **Materials Codes** are:
 - 3380 for Assessing Math Concepts
 - 3379 for AVMR
 - 3360 for Do The Math
 - 3310 for Math Recovery
 - 3314 for Number Worlds
- ☐ The **Intervention Staff** is #1 – a certified teacher.
- ☐ **Delivery Location** is “On-Site”.
- ☐ **Delivery Method** is “In-Person”.
- ☐ **Frequency** – select the most accurate description for the selected student.
- ☐ **Area(s) of Student Need** – select all skill areas that apply

As students exit MAF Interventions, please be sure to access his or her Intervention Record to complete the “**Student Service Results**,” “**End Date**” and “**Total Hours Served**”.

Questions?

Please contact Jarrod Slone at jarrod.slone@education.ky.gov or Pamela Pickens at pamela.pickens@education.ky.gov

Resources for the Intervention Tab - <http://mediaportal.education.ky.gov/curriculum-and-teaching/math-curriculum-and-teaching/2016/08/mathematics-achievement-fund-orientation-meeting-2016-2017/>



Recommended Reading

Common Mistakes in Teaching Elementary Mathematics – And How to Avoid Them

By Fuchang Liu

Learn the most effective ways to teach elementary math, no matter how much experience you have with the subject. In this book, the author takes you through many common mistakes in math instruction and explains the misunderstandings behind them. He points out practices that should be avoided, helping you to adjust your lessons so that all students can achieve success.

You'll discover how to...

- Increase your confidence with core math principles and reasoning
- Set your students on the path toward eventually developing more complex math skills
- Improve student achievement by approaching problems in logical yet creative ways
- Overcome common challenges faced by students and teachers
- Teach problem solving for different learning styles

Every chapter reconsiders well-established ways of teaching all areas of elementary math, from addition and subtraction to statistics and graphs. Helpful examples and tips are scattered throughout the book, offering revisions to the way these topics are often presented in the classroom. Also included are group study ideas for principals and instructional coaches so your school or district can work on the book together. With this practical guide, you'll be ready to help students truly develop their math understanding.



- **October 30** - Data Pull for Infinite Campus Intervention Tab. Please have all students directly served by MAF entered into the tab by this date.
- **November 30** - Deadline for submission of fall schoolwide assessment data to Abacus.
- **January 30** - Data Pull for Infinite Campus Intervention Tab. All MAF student records should be updated and accurate. If students have moved or exited intervention, those records should be closed with "Student Service Results" entered.
- **January 31** - Deadline for completing the Mid-Year Survey.
- **March 30** - Data Pull for Infinite Campus Intervention Tab. All MAF student records should be updated and accurate. If students have moved or exited intervention, those records should be closed with "Student Service Results" entered.
- **May 31** - Deadline for completing the End-of-Year Survey.
- **May 31** - Deadline for completing LMT.
- **May 31** - Deadline for submission of spring schoolwide assessment data to Abacus.
- **June 30** - Data Pull for Infinite Campus Intervention Tab. All records should be closed with "Student Service Results" entered.



“Intentionality: Making Math Meaningful”

Registration is now open for the 2017 Kentucky Center for Mathematics Conference at the Griffin Gate Marriott Resort in Lexington, Kentucky. The conference will be held March 6th and 7th, 2017. The conference is dedicated to professional learning among P-16 educators working to improve mathematics achievement.

For more information: <http://www.kentuckymathematics.org/KCMConference2017/>

Speaker Proposals

The KCM invites you to submit a speaker proposal for our 2017 conference! Speaker proposals will be accepted through November 15, 2016. Edits to speaker proposals will be able to be made up until 11:59pm that evening. All proposal submitters will receive an email by 5pm on Monday, December 5, 2016 to let them know if their proposal has or has not been accepted to be presented at the 2017 conference.

If a proposal is selected, the lead speaker will automatically be registered for the conference and their registration fee will be waived. The lead speaker will not need to register again through attendee registration. Any co-speakers MUST register through attendee registration and pay the standard registration fee of \$175.

All presentation rooms will be equipped with a projector, a screen, a laptop, computer speakers, a document camera, an easel and a flip chart. Any additional required equipment is the responsibility of the speaker. Speakers may bring their own laptops or Macs, as well. Please note that if a speaker intends to use a Mac, the speaker is responsible for bringing any needed unique cords or cables to connect with the other equipment.

Registration

Attendee registration will be available through February 24, 2017.

Attendee Registration Fee: \$175 (per person)

Classroom Resources from NCTM

ARCs are Activities with Rigor and Coherence. Each ARC is a series of lessons that addresses a mathematical topic and demonstrates the vision of Principles to Actions: Ensuring Mathematical Success for All. ARCs scaffold effective teaching and support enactment of the eight Mathematics Teaching Practices articulated in Principles to Actions as well as the instructional guidance set forth in 5 Practices for Orchestrating Productive Mathematics Discussions. ARCs integrate a wide array of NCTM resources to optimize opportunities for learning, including Illuminations and Student Explorations in Mathematics. ARCs also include community features that offer opportunities for social interaction. Engage in online discussions with other math educators, post a comment, and give feedback with ratings and reviews. Access ARCs at <http://www.nctm.org/ARCs/>



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