Welcome Back and Introduction

Hopefully everyone enjoyed some much needed rest and relaxation over your summer breaks. For those new MITs, I would like to take this opportunity to introduce myself. I have been working with the Kentucky Department of Education for five years as the Mathematics Intervention Consultant and the state coordinator for the Mathematics Achievement Fund. My husband Shawn and I have been married for eight years and we currently live in Shelbyville. We have active boys – Zane Marshall (almost 6) and Zackary Murray (almost 4) that keep us super busy. 😊 We are big college football fans – especially our alma maters: Marshall University and Murray State. I am obsessed with home and furniture renovations, as well as craft projects.

Each month you will receive updates containing helpful information and resources related to the MAF Grant. The update will keep you up-to-date on initiatives from the Kentucky Department of Education (KDE) and Kentucky Center for Mathematics (KCM), program requirements, important dates, effective instructional strategies, intervention lessons, legislation updates, math resources, and much more. If you have any suggestions for topics or resources to include in an upcoming edition, please feel free to contact me. Our best resource is each other.

Thank you for your dedication to students and helping them succeed in math by providing effective instruction and interventions each and every day. I look forward to working with you this year. Please know that I am here to answer any questions that you may have and assist you at any time.

Yearly KDE Requirements:

Beginning of the School Year
- Assurance Statement
- MITs Attend MIT Training
- Classroom Teachers Attend Comprehensive Courses
- Attend Fall Professional Learning (AdMIT Day)
- Beginning-of-Year 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

Thank you – Pamela Pickens
pamela.pickens@education.ky.gov
502-564-4158 ext. 4158

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

Bookmark for Quick Access!
The Kentucky Department of Education MAF Resource Page -
http://education.ky.gov/curriculum/conpro/Math/Pages/MAF-Grant.aspx
Start Your Year Strong:
Quick Reminders for Beginning the MAF Year

- Complete the [Beginning of the Year Survey](#). The survey is about 20 questions long and should not take more than 5 minutes to complete. **Surveys** must be completed by **Thursday, August 31st at midnight**.

- All **schedules** will need to be submitted for approval by the KDE this year. Please start sending those to [Pamela Pickens](#) via email when the schedule is ready for the year. Please make sure the schedule is easy to understand. It does not need to include student names, but should include the **number of students** being serviced during each group. Please label intervention times with “I”, collaboration with “C”, planning with “P” and other with “O”. All **schedules** are due by **September 15th at midnight**.

When developing the MIT’s schedule, please remember the following requirements from the Request for Application and Assurance Statement:

- **At least one-half of the MIT’s time must be spent delivering intensive mathematics interventions to primary grade students using the grant approved primary mathematics intervention program.** The remaining time may be spent providing additional intensive mathematics interventions to primary grade students or providing support to other teachers in the area of mathematics.
- **The MIT must serve on the school’s Kentucky System of Intervention (KSI)/Response to Intervention (RTI) team.**
- **The MIT must schedule time for co-teaching with teachers from the school mathematics team during mathematics instructional time.**
- **The majority of the instructional day shall be dedicated to directly providing services to students.**
- **The MIT may have supervisory duties equal to, but not greater than, the other teachers in the building.**
- **The MIT shall have appropriate planning time equal to, but not greater than, the other teachers in the building.**
- **The MIT may not serve as a substitute teacher.**

- Attend one of the **AdMIT Days** which count as the Fall Professional Leaving Event required by the Request for Application. **The school mathematics team, including the MIT, the principal and both classroom teachers should attend the event together.** Each event starts at 8:30 a.m. and will conclude at 3:30 p.m. local time. Registration will begin at 7:45 a.m.
  - Morehead Conference Center, Morehead, Wednesday, August 23rd, 2017
  - James E. Bruce Convention Center, Hopkinsville, Monday, August 28th, 2017
  - Capital Plaza Hotel, Frankfort, Tuesday, August 29th, 2017
  - Capital Plaza Hotel, Frankfort, Wednesday, August 30th, 2017

- Request access to [Infinite Campus](#). As required by the grant, the MIT must create an intervention record for each tiered service provided to students as a results of the MAF grant. The +2 classroom teachers will also create an intervention record for students in his or her classroom.

“Start Strong, Stay Strong, and Finish Strong by Always Remembering Why You’re Doing It in the First Place.”

Ralph Marston
August 31 - Deadline for completing the Beginning-of-Year Survey.
September 15 - Deadline for submitting MIT's schedule for approval by the KDE. Submit via email to pamela.pickens@education.ky.gov.
October 30 - Data Pull for Infinite Campus Intervention Tab. Be sure to have all students directly served by MAF entered into the tab.
November 30 - Deadline for submission of fall schoolwide assessment data to Abacus.
January 30 - Data Pull for Infinite Campus Intervention Tab. Be sure all MAF student records are updated and accurate. If students have moved or exited intervention, be sure those records are closed with "Student Service Results" entered.
January 31 - Deadline for completing the Mid-Year Survey.
March 30 - Data Pull for Infinite Campus Intervention Tab. Be sure all MAF student records are updated and accurate. If students have moved or exited intervention, be sure those records are closed with "Student Service Results" entered.
May 31 - Deadline for completing the End-of-Year Survey.
May 31 - Deadline for submission of spring schoolwide assessment data to Abacus.
June 30 - Data Pull for Infinite Campus Intervention Tab. Be sure ALL records are complete with "Student Service Results" entered.

Personalize Your Email Signature
Please add the following information to the signature section of your email:

- Name
- MAF Role
- School
- District
- Phone and Fax
- Email address

Example:
Jane Doe
MAF Mathematics Intervention Teacher
Black Widow Elementary
Mother Goose District
Phone: 502.123.4567  Fax: 502.765.4321
Email address: jane.doe@mothergoose.kyschools.us
AdMIT Days – MAF Fall Professional Learning Events

The tentative agenda for each day – all times will be local:

7:45 – Registration
8:30 Welcome and Introductions
8:35 Big Picture
9:00 Overview of MAF Grant Requirements
  9:35 – 10:20 – Main Session 1
  10:25 – 11:10 – Main Session 2
  11:10 – 12:15 – Lunch
  12:15 – 1:00 – Main Session 3
  1:05 – 1:50 – Main Session 4
  1:55 – 2:40 – Additional Session 1
  2:45 – 3:30 – Additional Session 2

Main Sessions (Required by All Participants)
School Mathematics Teams will attend each session together.

Data-driven approaches to Mathematics Education in Kentucky
Presenter: Dr. Daniel McGee, Executive Director, Kentucky Center for Mathematics
Description: Two research studies using KY standardized tests as a measure of student learning outcomes suggest that elementary mathematics educators in Kentucky should focus on developing problem solving skills and not solely on obtaining answers. An overview of these two studies will be presented with a discussion of their implications on specific content examples common in elementary school mathematics. Participants will explore the benefits to students of using skills-driven approaches and the costs to their students of using answer-driven approaches.

Fostering Mathematical Habits of Mind
Presenters: Meredith Brewer and Jill Parker, Directors, Kentucky Center for Mathematics
Description: The Kentucky Center for Mathematics (KCM) strives to help teachers establish classroom cultures in which learners are not passive recipients of knowledge, but rather are curious, reflective constructors of their own understandings. Rather than teaching mathematics procedurally, teachers need to allow students to focus less on what they are supposed to do next and more on actively making sense of mathematics. Students should engage in exploring, noticing, discussing, conjecturing, explaining, generalizing, convincing and persevering. During the 2017-18 school year, the KCM, with our team of Regional Consultants, will support MAF schools in fostering mathematical habits of mind within the MAF team members as well as their students.

Schedules, Collaboration and Goal Setting
Presenters: Pamela Pickens, MAF Grant Coordinator/Intervention Consultant, Kentucky Department of Education and Regional Consultants, Kentucky Center for Mathematics
Description: As you begin to implement your school’s proposal for the Mathematics Achievement Fund, you will have several questions related to scheduling, collaborating and goal setting. The first portion of this session will focus on what your schedule may look like as you decide how to meet the needs and how to work in dedicated time for collaborating. By the way, what does collaboration look like for MAF? Well, we discuss that too. The biggest portion of this session will focus on short- and long-term goals for your school and the MAF grant.

What’s Data Got to Do with It? The Intervention Tab for MAF
Presenter: Jarrod Slone, Intervention Consultant, Kentucky Department of Education
Description: Data—it’s what makes the world go round. It’s also the first question people ask when they want to know about student progress. We will discuss the role data has in the world of intervention and how you can be use data to best inform instruction. DATA RULES!
**Additional Sessions**

Participants will select two additional sessions and do not have to attend sessions together.

**Leadership Development within MAF Schools**

**Presenters:** Meredith Brewer, Dr. Daniel McGee, and Jill Parker, Kentucky Center for Mathematics  
**Description:** The transformation of mathematics education at Kentucky elementary schools can only happen through the inspired leadership of teachers and administrators. This presentation will begin with a discussion on goal setting as a necessary precursor to effective leadership. Participants will discuss the recognition and development of effective mathematics education leaders. We will conclude with a discussion of how facilitating opportunities for these leaders to interact, influence and collaborate with their colleagues can advance a school’s vision and goals for effective mathematics education.

**Leverage Effective Teaching Practices by Engaging in Complex Tasks in Mathematics**

**Presenter:** Erin Chavez, Elementary Mathematics Consultant, Kentucky Department of Education  
**Description:** Are you ready to bring the fun back into the mathematics classroom where ALL learners engage in solving a complex task that promotes problem solving and reasoning? Then this session is built and designed for you as we dive deeper into the mathematics leveraging effective teaching practices from Principles to Actions (NCTM 2014) to ensure that ALL students are given the opportunity to access the mathematics and move their learning forward.

**UDL 101 – What the heck is UDL and how can I use it for mathematics?**

**Presenter:** Jennifer Pusateri, Academic Program Consultant, Kentucky Department of Education  
**Description:** Universal Design for Learning (UDL) is an evidence-based framework that shows you how to engage all learners through personalized, equitable teaching without losing your mind! In this session, you will experience the difference between a traditional vs. a UDL lesson and modify an existing lesson using the UDL framework.

**Response to Intervention-What schools really need to know!**

**Presenter:** Jarrod Slone  
**Description:** In this session, we will discuss current requirements and best practice for implementation of RtI. Information will be shared on how to best implement schoolwide RtI, RtI scheduling and RtI resources for quality implementation and practices for your school or district.

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**An Overview of the Mathematics Achievement Fund (MAF)**

The Mathematics Achievement Fund (MAF) grant provides schools with funds for teacher training (otherwise not provided by the KCM) and implementation of mathematics diagnostic assessment and intervention services and program(s) that address the needs of students in the primary program who are struggling with mathematics.

The diagnostic assessment and intervention services and program(s) should promote effective instructional practices in mathematics. Selected mathematics diagnostic assessment and intervention services and program(s) should be based on data specific to the needs of the identified students that the program(s) will serve.

As specified in [KRS 158.844](#), the mathematics diagnostic assessment and intervention services and program(s) selected must be:

- provided to a student by a certified teacher with training in mathematics diagnostic assessment and intervention services
- based on reliable, replicable research; and
- based on the ongoing assessment of individual student needs.

The mathematics diagnostic assessment and intervention services and program(s) selected by schools will determine the instructional method required for implementation (e.g., one on one, students grouped for the specific purpose of receiving appropriate intervention services).

The fiscal agent for the application for public schools must be a local school district.