

TEWKSBURY SCHOOL COMMITTEE AGENDA



TEWKSBURY PUBLIC SCHOOLS
CHRISTOPHER J. MALONE SUPERINTENDENT
OF SCHOOLS

Meeting Date: Wednesday, March 8, 2017

Meeting Type/Time: Executive Session #11 (6:30PM)

Meeting Type/Time: Regular Meeting #13 (7:00PM)

Meeting Location: Tewksbury Memorial High School Library, 320 Pleasant Street

A. CALL TO ORDER

B. EXECUTIVE SESSION - Non-Public Session

Move to convene an Executive Session to continue strategy with respect to contract bargaining litigation. The School Committee will reconvene in Open Session following the Executive Session.

C. RECONVENE REGULAR MEETING

D. ANNOUNCEMENT

The March 8, 2017 School Committee meeting will be televised and recorded. Under the Open Meeting Law, the public is permitted to make an audio or video recording of an open session at a public meeting. At this time I would ask if anyone is recording tonight's meeting to please identify himself/herself.

E. PLEDGE OF ALLEGIANCE

F. RECOGNITION

1. Maintenance Department - Jon Marchand, Maintenance Foreman

G. STUDENT REPRESENTATIVE REPORT

Kelsey Dunn, Student Council Representative to the School Committee

H. PRESENTATIONS

1. Social Emotional Learning Fair - March 29, 2017 (TMHS School Council)

I. CITIZEN'S FORUM (*Citizens are asked to limit comments related to items on the agenda to five (5) minutes or ten (10) if spokesperson is representing a group concern.*)

J. APPROVAL OF MINUTES

1. February 15, 2017 Regular Meeting Minutes (File)

2. Executive Session Minutes: April 13, 2016; May 2, 2016; June 15, 2016; July 20, 2016; August 17, 2016; September 21, 2016 (File)

K. SUBMISSION AND PAYMENT OF BILL

1. Payroll Period Ending February 23, 2017 (\$1,223,271.98) (File)

L. SUPERINTENDENT & STAFF REPORT

M. CONSENT AGENDA (*itemized on page 3*)

N. COMMITTEE REPORTS

Elementary School Building Committee

Tewksbury Education Foundation

Wellness Advisory Committee

O. POLICY CHANGES, PROPOSALS, and ADOPTION

None

P. OLD BUSINESS

1. TMHS Accreditation in the New England Association of School and Colleges (NEASC) (File)
2. Budget Information Update
3. Next-Generation MCAS Update (File)
3. TPS Mathematics Coaching Brochure (File)
4. Math Coach Observational Guide (File)

Q. NEW BUSINESS

1. Full-day Professional Development - March 7, 2017 (File)

R. SCHOOL COMMITTEE MATTERS OF INTEREST

S. FUTURE SCHOOL COMMITTEE & FUTURE SUB-COMMITTEE MEETING DATES

March 15, 2017 - Joint Mtg w/Finance Committee (7:00PM at Town Hall); March 22, 2017 (6:30 Public Budget Hearing/7:00 Regular Mtg); April 5, 2017 (7:00 Reorganization Meeting/7:15 Regular Meeting); April 26, 2017

T. FUTURE AGENDA ITEMS

U. ADJOURNMENT

TEWKSBURY SCHOOL COMMITTEE CONSENT AGENDA

Superintendent of Schools
Christopher J. Malone
cmalone@tewksbury.k12.ma.us

TEWKSBURY SCHOOL COMMITTEE
Kristen M. Pollmeno, Chairperson, kpollmeno@tewksbury.k12.ma.us
Dennis G. Francis, Vice-Chairman, dfrancis@tewksbury.k12.ma.us
Arthy S. Bennett, Clerk, abennett@tewksbury.k12.ma.us
James A. Cutells, Member, jcutells@tewksbury.k12.ma.us • Brian H. Dick, Member, bdick@tewksbury.k12.ma.us

M. CONSENT AGENDA

1. **Correspondence**
 - a. Aspen Student Portal Brochure (File)
2. **Enrollment Update**
None
3. **Monthly Expenditure Report**
None
4. **Personnel Items**

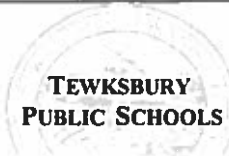
New Hires: Shannon O'Leary (\$12.38/hrs@19hrs/wk), part-time Special Education Secretary, John Ryan Elementary School, effective March 7, 2017

Appendix B: None

Transfer: None

Retirements/Resignations/Terminations: Jane Karabatsos, part-time Special Education Secretary, effective February 8, 2017; Jane Grant, Food Services, John Ryan Elementary School, effective June 23, 2017; Kathleen Sholl, Food Services, John Ryan Elementary School, effective June 23, 2017
5. **Acceptance of Donation/Gift:** None
6. **Fundraiser/Raffle:** Wynn Middle School Supporting Angels for Autism with the sale of t-shirts and donations, March 10, 2017 through April 30, 2017, proceeds donated to Autism Speaks

Executive Session

 <p>TEWKSBURY PUBLIC SCHOOLS JOHN E. O'CONNOR, Ed.D. SUPERINTENDENT OF SCHOOLS</p>	<p>TEWKSBURY SCHOOL COMMITTEE AGENDA</p> <p>Meeting Type/Time: Executive Session #11 – Non-Public Session at 6:30 p.m.</p> <p>Meeting Date: Wednesday, March 8, 2017</p> <p>Meeting Location: Tewksbury Memorial High School, Guidance Conference Room 320 Pleasant Street, Tewksbury, MA 01876</p>
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A. CALL TO ORDER

B. EXECUTIVE SESSION

1. To continue strategy with respect to collective bargaining litigation. The School Committee will reconvene in Open Session.

C. ADJOURNMENT

Recognition and/or Presentations

TMHS S.E.L.F

Social Emotional Learning Fair

Tewksbury Memorial High School

March 29th 5pm-7pm

Light Refreshments will be served

Topics for 30 minute sessions: (5:30-7:00):

- **Suicide Prevention -Terry Gerrish**
- **Depression/Anxiety - Minding Your Mind- Andrew Onimus**
- **Mindfulness-Peter Franklin**

Table Topics:

- **Resources for Gay, Lesbian, Bisexual and Transgender Youth**
- **Middlesex Partnerships for Youth-Middlesex County District Attorney's Office**
- **Self Defense and Personal Safety - RAD Officer from TPD**
- **Healthy Eating Habits - Tewksbury Public School Food Services Dept.**
- **In Plain Sight- Tewksbury Police Department**
- **Distracted Driving**
- **Yoga Loft - Wilmington**
- **Fitness Centers - Tewksbury Sports Club, Boost Fitness and Gold's Gym**
- **Counseling agencies - Family Counseling Associates of Andover**
- **Opioid Task Force- Jordyn Wells**

Minutes

Payroll

TEWKSBURY PUBLIC SCHOOLS
Tewksbury, Massachusetts

Date 2/23/2017

I move the School Department Payroll for the period ending
to be approved and certified in the amounts and categories as shown for
a total amount of **\$1,223,271.98**

GRANTS

\$23,662.46	2016-2017	Special Ed 240 Grant
	2016-2017	Collaborative Partnerships
\$12,784.46	2015-2016	Title I Grant
\$224.28	2016-2017	Title II Grant
	2016-2017	Special Ed Improvement
	2016-2017	After School Out of School Time
\$342.24	2016-2017	Academic Support
	2016-2017	Literacy Partnerships
\$1,043.95	2016-2017	Early Childhood
	2016-2017	Early Childhood Improvement

REVOLVING ACCOUNTS

\$33,364.87	2016-2017	Ext Day Program
\$1,503.83	2016-2017	Adult Education Program
	2016-2017	New Start
\$20,609.48	2016-2017	Lunch Program
\$181.81	2016-2017	TMHS Clubs
	2016-2017	Athletic Revolving
	2016-2017	Circuit Breaker
\$310.49	2016-2017	Hanover Funds
\$3,869.35	2016-2017	Recreation
	2016-2017	Community Services Recreation
\$298.00	2016-2017	Facilities
\$404.12	2016-2017	Parking Fees
\$3,053.69	2016-2017	Preschool
\$3,877.66	2016-2017	Rec Maintenance
\$1,551.64	2016-2017	School Buildings
\$107,082.33		SUB TOTAL - NON LEA FUNDS

LEA FUNDS

\$1,116,189.65 2016-2017 School Department Account

\$1,116,189.65 SUB TOTAL - LEA FUNDS

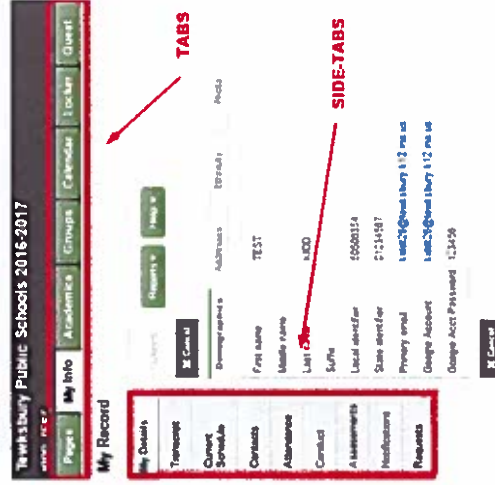
\$1,223,271.98 TOTAL

Superintendent/ Staff /School Committee Reports

Consent Agenda

Using Aspen

Once logged in, you can access six areas of the system: **My Info**, **Academics**, **Groups**, **Calendar**, **Locker**, and **Quest**. Click on the tab to view the information.



After you click a top tab, side-tabs appear on the left side of the page. Click the side-tabs to view more detailed information or the Filter  to view previous years.

Inside the Top Tabs

Please note: Not all schools utilize all top tabs

Pages — This is the homepage. It displays announcements, the day's schedule, recent activities—such as posted grades and a To Do list—such as assignments due or overdue.

My Info — My Details: demographics, address, ethnicity, photo, bus, locker #; Transcript: transcripts and course information; Current Schedule; Contacts: names and phone numbers; Attendance: daily attendance; Conduct: incident and action records; Assessments: MCAS, PARCC, Elem Benchmark scores; Requests: course requests (only for students entering 9-12th grades)

Academics — Students can view all applicable academic information regarding current and previous year courses such as grades, assignments and class attendance.

Groups — Students can view list and events of Athletic/Academic groups they are involved in.

Calendar — Monthly calendar with due dates of any assignments past and future (if teacher puts assignment in prior to due date). Students can customize their calendar by adding other things, for example soccer practice.

Locker — Students can upload and save files in the virtual locker.

Quest — Students can use Quest to search for digital content.



Tewksbury Public Schools Aspen Student Portal

TEWKSBURY PUBLIC SCHOOLS

139 Pleasant Street

Tewksbury, MA 01876

978-640-7800

www.tewksbury.k12.ma.us

What is Aspen? Is my information secure?

Aspen is a secure, web-based school information management system that manages all facets of student data – from attendance to conduct, grades to schedules, transcripts to activities. Tewksbury has been using Aspen for many years with great success. The Student Portal has been implemented and is available to all K-12th grade students

Aspen protects your information with the same advanced technology a bank uses to protect financial accounts. Rest assured that all Aspen users only have access to information they need, and nothing more. We have carefully configured the system to ensure that your information is confidential and can only be retrieved by you and authorized school personnel. You can only view, not edit your demographic data. If you find that it is outdated or incorrect, please notify the school's front office secretary.

What information can I access through Aspen?

With Aspen, you can access:

- Demographic information for the student.
- Family contact and emergency information.
- Daily attendance
- Conduct history
- Academic information: transcript grades, schedule information, and daily assignment grades
- Student assessments (MCAS, PARCC, Elem. Benchmarks, etc.)

How do I access the system?

You can log on to Aspen's Student Portal from any computer that connects to the Internet. Open your browser to connect to the Internet.

1. Go to <https://ma-tewksbury.myfollett.com>
2. Allow pop ups from this site.
3. Enter your Login ID and Password. The Login ID is all lower case letters and consists of the student's last name, first initial and the last 2 digits of the year-of-graduation. For example, the Login ID for Mary Smith with a YOG of 2016 would be smithm16. We assign a random generated 5 digit password.

Why is my account disabled? How do I change my password?

If you enter an incorrect password more than five times your account will become disabled and you will have to contact the school's front office to enable your account.

PLEASE DO NOT

CHANGE YOUR PASSWORD.

If for any reason you forget or need to reset your password, please contact the school's front office secretary.



Aspen's incorrect password error and disabled account error.

File: JJE-E - REQUEST FOR FUND RAISINGDate: 3/1/17

1. Name of Organization Student Group Supporting Angels for Autism (Health classes)
2. Describe in detail the method of the fund raising activity. Attach additional information if necessary. T-shirt sales and donations can be made directly on-line promote during lunches
3. School location and facilities desired (cafetorium, cafeteria, classroom, gymnasium).

Please attach an approved Use of Facilities Form!

4. Purpose of anticipated funds (To be approved by the building principal.)

All proceeds will go to Autism Speaks

5. Proposed dates of fund raising activity From March 10 To April 30

6. Describe student involvement in the fund raising activity.

Students will be promoting autism awareness and selling t-shirts during the school day (lunches)

7. Type of identifying credential to be used during Fund Raising Activity. _____

8. Is there a contract or agreement to be signed. Yes _____ No X

9. Name of responsible individual- Maura Dearing

Signature of Applicant _____

Address Wynn Middle SchoolTelephone No. (978) 640-7846 mdearing@teWKsbury.k12.ma.us

Date 3/1/17

1. Your request for permission to raise funds is Approved Disapproved (Circle)

2. Reason for disapproval _____

3. You are authorized to begin the activity on March 10, 2017
(Date)

4. You are to submit a written narrative describing the amount of money raised and the funds not later than thirty (30) days after the ending date as shown above.

5. Comments by the principal:

Great idea!

6. Copy sent to the office of the Director of Transportation and Facilities.

Signature: John ShikinDate: 3/1/17

Policy

Old Business



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

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February 14, 2017

Kristen S. Vogel
Principal
Tewksbury Memorial High School
320 Pleasant Street
Tewksbury, MA 01876

Dear Mrs. Vogel:

The Committee on Public Secondary Schools, at its January 22-23, 2017 meeting, reviewed the decennial evaluation report from the recent visit to Tewksbury Memorial High School and voted to award the school continued accreditation in the New England Association of Schools and Colleges.

The Committee was impressed with many of the programs and services and wishes to commend the following:

- the school's core values and beliefs have been well publicized as "RISE" and are actively reflected in the culture of the school
- the challenging and measurable 21st century learning expectations promoted as part of the RISE initiative and based on research, additional data sources, and alignment to district goals
- the culture of the school community that is respectful, nurturing, friendly, supportive, and proud
- the inclusion of the school's new learning expectations as part of the taught curriculum in many of the classes while efforts to revise the written curriculum are underway
- the commitment of several teachers to develop, evaluate, and revise curriculum on their own time
- the dedication of several faculty members who work together to ensure that learning expectations are being met in commonly taught courses
- the integration of technology into instructional practices and lessons across content areas
- the additional support and alternative strategies that teachers provide students both in and out of school that help students achieve the school's 21st century learning expectations
- the frequent communication to students and families of grades, assignments, and curriculum maps via Aspen

- the use of a variety of formative and summative assessments across all curricular areas that allow students multiple opportunities to demonstrate their learning
- the informal collaboration on the part of teachers in several departments to work together to share and develop common assessments
- the safe, positive, respectful, and supportive culture that fosters student learning and pride of accomplishment and is a result of the work of the administration and staff
- the implementation of a new schedule offering year-long courses, both academic and elective, designed to meet the needs of all students
- the decision-making authority afforded to the principal in order to allow her to lead the school through instructional changes and new educational directions
- the co-teaching model that aims to foster heterogeneity and to encourage peer support

As well, the Committee was pleased to note the following:

- the collaboration of the student support staff that occurs frequently, consistently, both formally and informally
- the number of intervention strategies through support services and throughout the school to support students' needs
- the internship programs made available to students that provide authentic learning experiences
- the role of the guidance department in assisting students in finding part-time jobs or volunteer opportunities in the community
- the unique programming of student interns in the library/media center that offers students an educational experience and provides support to the librarian
- the exceptional range of materials, technologies, and other information services available to students in the library in support of student learning
- the library's function as a focal point for academic research and as a social hub for students
- the school nurse's use of the online portal, Community Pass, to allow families to update their students' medical information
- the building and facilities that offer an exceptional range of technology support and appropriate and ample equipment
- the school committee and community for supporting budget increases to meet curricular needs, instructional materials, and classroom supplies
- the maintenance and safety schedules that guarantee the facilities are regularly inspected and preventative maintenance occurs as needed along with the long-range maintenance planning
- the school's organized and consistent communication tools including the principal's weekly newsletter and the school's daily bulletin to inform families of events

The Committee requests that school officials submit a Special Progress Report by October 1, 2017 providing detailed information on action taken to address the following:

- ensure that the new core values, beliefs and learning expectations have appropriately been substituted for the school's older mission and vision through consistent reinforcement and communication to the school and the community
- develop and implement specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement for each learning expectation

- implement a plan for the integration of the school's 21st century learning expectations into all aspects of the school's culture, curriculum, instruction, and assessment
- communicate to students the relevant 21st century learning expectations prior to each unit of study to create shared ownership amongst professional staff and students for these expectations
- provide professional staff with opportunities to collaborate on curriculum development, revision, and implementation, including cross-curricular learning experiences and activities that supports the school's 21st century learning expectations

All accredited schools must submit a required Two-Year Progress Report, which in the case of Tewksbury Memorial High School is due on October 1, 2018. Information about the proper preparation of the Two-Year Progress Report was provided to school representatives at the Follow-Up Seminar and can be found at <http://cpss.neasc.org> under the "Ongoing Accreditation" tab, *Two-Year Progress Report*. In that report school officials are required to respond to two types of recommendations: (Section I), highlighted recommendations from this notification letter and (Section II), general report recommendations from the school's decennial evaluation report. As well schools are reminded to provide the requested information in Sections III - IX.

With regard to the reporting of action taken on evaluation report recommendations, school officials should indicate the status of each recommendation by classifying it in one of five categories: Completed, In Progress, Planned for the Future, Rejected, or No Action. In addition, for each valid recommendation in the evaluation report there should be a brief description of the action that has been taken to address the recommendations, including anticipated dates of completion where applicable. Special care should be taken to include appropriate information to justify the Rejected or No Action status of any recommendation.

In addition to providing information on action taken to address each evaluation report recommendation, the Two-Year Progress Report should also provide detailed explanations regarding the manner in which each of the following highlighted recommendations has been addressed:

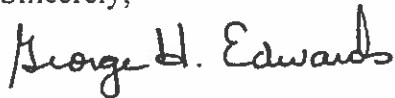
- provide examples of how the new core value, beliefs, and learning expectations guide the school's policies, procedures, decisions, and resource allocations
- establish a process that ensures that all students are presented the relevant learning expectations as an integral part of the written and taught curriculum
- provide teachers with time, support, and resources to collaboratively improve their instructional practices by examining current research and engaging in professional discourse
- provide consistent and deliberate opportunities for all students to revise and improve their work across all disciplines
- develop and implement a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics
- develop and implement a process to communicate individual student progress in achieving the school's 21st century learning expectations to students and their families and whole-school progress to the school community
- address any inconsistencies that have occurred in the services delivered by the co-teaching model as a result of scheduling challenges
- ensure equity of class size to enable teachers to meet the learning needs of individual students

- establish a formal, ongoing program or process through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations
- implement protocols for teachers to share student work within their own department as well as among different content areas

The Committee congratulates the school administration and faculty for completing the first two phases of the accreditation program: the self-study and the evaluation visit. The next step will be the follow-up process during which the school will implement valid recommendations in the evaluation report. The Committee's Follow-Up Seminars should help you and your faculty develop a schedule for implementing valid recommendations. In addition, the Committee's *Accreditation Handbook* provides information on follow-up procedures.

The school's accreditation status will be reviewed when the Committee considers the Special Progress Report. Consistent with the Committee's follow-up procedures, the Special Progress Report should include an electronic signature of the principal and chair of the school's Follow-Up Committee and be sent electronically to the Committee office at the following address: cpssreports@neasc.org. As well, please notify the Committee office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org.

Sincerely,



George H. Edwards

Sincerely



William M. Wehrli

GE/WMW/rm

cc: Chris Malone, Superintendent, Tewksbury Public Schools
Kristen Polimeno, Chair, Tewksbury School Committee
Paul K. Smith, Chair of the Visiting Committee
Francis T. Kennedy, Jr., Chair, Committee on Public Secondary Schools

Commissioner's Weekly Update - February 24, 2017

Massachusetts Tops on Advanced Placement Exams:

For the first time, Massachusetts is the [top state in the nation](#) in terms of the percentage of the class of 2016 that scored a 3 or higher on an Advanced Placement exam, the College Board announced this week. In addition, Massachusetts had the nation's highest five- and ten-year growth in the percentage of graduates who scored a 3 or higher. This accomplishment reflects both strong participation – approximately 44.1 percent of Massachusetts' class of 2016 took at least one AP exam while they were in high school – and frequent success, with 31 percent of the overall class scoring 3 or higher out of a possible 5 on an AP exam.

The Department would like to thank [Mass Insight Education](#) for their work to expand access to AP courses and congratulate all of the educators and students whose work made these impressive results possible!

Board of Elementary and Secondary Education to Meet:

The [Board of Elementary and Secondary Education will meet](#) Monday, February 27 and Tuesday, February 28, 2017 in Malden. Monday evening's agenda includes votes on [three proposed new charter schools](#) and four possible expansions.

Tuesday's regular meeting will include a discussion of the latest graduation and dropout rates, a vote on what to call the scoring levels on the next-generation MCAS, a discussion of a possible one-year reset for many school and district accountability measures, a discussion of proposed amendments to the educator licensure process; and a vote on proposed amendments to regulations concerning educator evaluations.

The meetings will be available via Livestream at <https://livestream.com/accounts/22459134>.

Preview of Next-Generation MCAS Score Release Timeline:

The Department has established a preliminary timeline for releasing scores from the upcoming spring administration of the next-generation MCAS to students in grades 3-8 in English language arts and math. Because the test is new, the timeline must include a standard-setting process in which teams of experts will set the thresholds for each achievement level. The Department hopes to release multiple-choice results to districts in June and full preliminary results to districts in August. Parents and students will likely see individual students' results in October.

Transgender Guidance:

The changes at the federal level this week have not changed the protections in place for transgender students in Massachusetts. States can issue their own guidance, which can exceed federal guidelines. The Massachusetts state statute, which predates the federal guidance, ensures protections for all students and prohibits discrimination on the basis of gender identity. An Act Relative to Gender Identity ([Chapter 199 of the Acts of 2011](#)), amended several Massachusetts statutes prohibiting discrimination on the basis of specified categories, including gender identity, and subsequently, the Department of Elementary and Secondary Education issued guidance (<http://www.doe.mass.edu/sfs/lgbtq/GenderIdentity.pdf>) to school districts to implement the gender identity provision. Additional resources are available at <http://www.doe.mass.edu/sfs/lgbtq/default.html>.

The Department is proud that Massachusetts was a leader in this area and that schools have worked constructively and without great controversy to support their students. Please do not hesitate to contact ESE's Safe Schools Program team at safeschoolsprogram@doe.mass.edu or 781-338-6319 if they can be of assistance.

Massachusetts 21st Century Community Learning Centers Grant Opportunity:

The Department will host an information and technical assistance session from 10 a.m. to 3 p.m. Friday, March 3, 2017 at the Hilton Garden Inn at Devens Conference Center for anyone interested in applying for a Fiscal Year 2017-2018 (FY18) Fund Code 647-B1 Massachusetts 21st Century Community Learning Centers grant for new schools and new sites. This optional session will provide information to help guide participants through the application process. The [agenda and registration details](#) are available online, as is [more information](#). Anyone with additional questions can email [Karyl Resnick](mailto:Karyl.Resnick), coordinator of this grant.

For Your Info:

What is a Math Coach?

A Mathematics Coach Is...
... an equal collaborative partner, a colleague, and a listener. A coach will be a researcher and a resource for the classroom teacher.

Coaches will provide support for professional learning and model strategies from time to time for teachers to observe. A coach will meet with individuals to identify teaching goals and explore classroom data.

In addition to the above, a coach will share research-based teaching practices with teachers and teams of teachers.

Most importantly, a coach is never an evaluator and will always keep the information shared between staff confidential. Having a coach is a way to provide on-the-job professional development where and when it's needed, in turn improving teacher practices and student achievement.



Confidentiality

- Our relationship is a collaboration between two equals
- Our work will be your choice
- Information shared between the coach and teacher is non-evaluative
- Coaches are here to support you and student achievement
- Let's work together to improve the success of our students

Tewksbury Public Schools

Mathematics
Coaching

Number
Algebra
Data
Chance
Geometry
Measurement
Calculus
Topology
Arithmetic
Space
Statistics

Geri Cummings

Interim Mathematics Coordinator

Heidi Reinhart

Interim Mathematics Coach



"Teachers who love teaching,
teach children to love
learning."

— Robert John Meehan

Use of Manipulatives in the Classroom ...



How can we help?

- Review classroom instructional practices based on the Common Core State Standards for Math
- Search for professional resources and materials needed in classrooms
- Brainstorm and reflect on professional goals regarding math
- Help plan or tweak lessons
- Assist with classroom management during math instruction
- Collect and analyze data
- Observe lessons: whole group or small group
- Co-teach lessons
- Model lessons
- Reflect on lessons
- Help organize math centers
- Provide differentiated instructional strategies
- Assist in the creation of formative and summative assessments
- Design math vocabulary word walls
- Videotape classroom learning and teaching upon teacher request

Formative Assessment in the Classroom ...



Contact Us

Gerl Cummings, Interim Math Coordinator
gcummings@tewksbury.k12.ma.us
(978) 640-7800 x246

Heidi Reinhart, Interim Math Coach
hreinhardt@tewksbury.k12.ma.us
(978) 640-7800 x245

In grade 1, instructional time should focus on four critical areas:

1.

Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20 (OA)

2.

Developing understanding of whole number relationships and place value, including grouping in tens and ones (NBT)

3.

Developing understanding of linear measurement and measuring lengths as iterating length units (MD)

4.

Reasoning about attributes of, and composing and decomposing geometric shapes (G)

In a **1st grade math** class you should observe students engaged with at least one math standard and practice:

Content Standards

Operations and Algebraic Thinking (OA)

- ☐ Representing and solving problems involving addition and subtraction
- ☐ Understanding and applying properties of operations and the relationship between addition and subtraction
- ☐ Adding and subtracting within 20
- ☐ Working with addition and subtraction equations

Geometry (G)

- ☐ Reasoning with shapes and their attributes

Measurement and Data (MD)

- ☐ Measuring lengths indirectly and by iterating length units
- ☐ Telling and writing time
- ☐ Representing and interpreting data
- ☐ Working with money

Number and Operations in Base Ten (NBT)

- ☐ Extending the counting sequence
- ☐ Understanding place value
- ☐ Using place value understanding and properties of operations to add and subtract

Mathematical Practices

- ☐ Making sense of problems and persevering in solving them
- ☐ Reasoning abstractly and quantitatively
- ☐ Constructing viable arguments and critiquing the reasoning of others
- ☐ Modeling with mathematics
- ☐ Using appropriate tools strategically
- ☐ Attending to precision
- ☐ Looking for and making use of structure
- ☐ Looking for and expressing regularity in repeated reasoning

NOTES



Mathematics What to Look For Guide

The practices below, which are aligned to the MA Model Teacher Rubric, should be evident in planning and instruction. Any particular lesson will demonstrate some of the practices, not all. For each lesson, artifacts or observables might include: lesson plan, tasks and assessments, teacher instruction, student discussion and behavior, or student work.

Standard I: Curriculum, Planning, and Assessment (I-A, I-B)

- ☐ The lesson focuses on grade-level cluster(s), content standard(s), or part(s) thereof.
- ☐ The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, and application) called for by the content and practice standard(s) being addressed.
- ☐ The lesson includes clear explanations, representations, and/or examples to make the mathematics of the lesson explicit.
- ☐ The lesson intentionally relates new learning to students' prior skills and knowledge.
- ☐ The lesson includes opportunities to monitor learning throughout the lesson (such as through questioning or performance on short problems).

Standard II: Teaching all Students (II-A)

- ☐ The teacher poses high quality questions and problems, and provides time for students to develop and communicate their thinking about the content of the lesson.
- ☐ The teacher uses variation in students' ideas and solution methods to strengthen other students' understanding.
- ☐ The teacher addresses student variability and diverse needs (including English language learners and students with disabilities) to ensure equitable access to the lesson and achievement of the standard(s).
- ☐ The teacher guides student thinking toward the focus of the lesson and references student work and discussion to summarize the mathematics learned.

NOTES

* Page 2 is the same for all grades and aligns to the MA Model Teacher Rubric.

A quick guide for observing classroom content and practice

In **grade 2**, instructional time should focus on four critical areas:

1.

Extending understanding of base-ten notation (NB)

2.

Building fluency with addition and subtraction (OA, NBT)

3.

Using standard units of measure (MD)

4.

Describing and analyzing shapes (G)

In a **2nd grade math** class you should observe students engaged with at least one math standard and practice:

Content Standards

Operations and Algebraic Thinking (OA)

- ☐ Representing and solving problems involving addition and subtraction
- ☐ Adding and subtracting within 20
- ☐ Working with equal groups of objects to gain foundations for multiplication

Number and Operations in Base Ten (NBT)

- ☐ Understanding place value
- ☐ Using place value understanding and properties of operations to add and subtract

Measurement and Data (MD)

- ☐ Measuring and estimating lengths in standard units
- ☐ Relating addition and subtraction to length
- ☐ Working with time and money
- ☐ Representing and interpreting data

Geometry (G)

- ☐ Reasoning with shapes and their attributes

Mathematical Practices

- ☐ Making sense of problems and persevering in solving them
- ☐ Reasoning abstractly and quantitatively
- ☐ Constructing viable arguments and critiquing the reasoning of others
- ☐ Modeling with mathematics
- ☐ Using appropriate tools strategically
- ☐ Attending to precision
- ☐ Looking for and making use of structure
- ☐ Looking for and expressing regularity in repeated reasoning

NOTES

A quick guide for observing classroom content and practice

In **grade 3**, instructional time should focus on four critical areas:

1.

Developing understanding of multiplication and division and strategies for multiplication and division within 100 (OA)

2.

Developing understanding of fractions, especially unit fractions (fractions with numerator 1) (NF)

3.

Developing understanding of the structure of rectangular arrays and of area (G)

4.

Describing and analyzing two-dimensional shapes (G)

In a **3rd grade math** class you should observe students engaged with at least one math standard and practice:

Content Standards

Operations and Algebraic Thinking (OA)

- ☐ Representing and solving problems involving multiplication and division
- ☐ Understanding properties of multiplication and the relationship between multiplication and division
- ☐ Multiplying and dividing within 100
- ☐ Solving problems involving the four operations and identifying and explaining patterns in arithmetic

Number and Operations in Base Ten (NBT)

- ☐ Using place value understanding and properties of operations to perform multi-digit arithmetic

Number and Operations—Fractions (NF)

- ☐ Developing understanding of fractions as numbers

Measurement and Data (MD)

- ☐ Solving problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- ☐ Representing and interpreting data
- ☐ Geometric measurement: understanding concepts of area and relating area to multiplication and to addition
- ☐ Geometric measurement: recognizing perimeter as an attribute of plane figures and distinguishing between linear and area measures

Geometry (G)

- ☐ Reasoning with shapes and their attributes

Mathematical Practices

- ☐ Making sense of problems and persevering in solving them
- ☐ Reasoning abstractly and quantitatively
- ☐ Constructing viable arguments and critiquing the reasoning of others
- ☐ Modeling with mathematics
- ☐ Using appropriate tools strategically
- ☐ Attending to precision
- ☐ Looking for and making use of structure
- ☐ Looking for and expressing regularity in repeated reasoning

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A quick guide for observing classroom content and practice

In **grade 4**, instructional time should focus on three critical areas:

1.

Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends (OA, NBT)

2.

Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers (NF)

3.

Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry (G)

In a **4th grade math** class you should observe students engaged with at least one math standard and practice:

Content Standards

Operations and Algebraic Thinking (OA)

- ☐ Using the four operations with whole numbers to solve problems
- ☐ Gaining familiarity with factors and multiples
- ☐ Generating and analyzing patterns

Number and Operations in Base Ten (NBT)

- ☐ Generalizing place value understanding for multi-digit whole numbers
- ☐ Using place value understanding and properties of operations to perform multi-digit arithmetic

Geometry (G)

- ☐ Drawing and identifying lines and angles and classifying shapes by properties of their lines and angles

Number and Operations—Fractions (NF)

- ☐ Extending understanding of fraction equivalence and ordering
- ☐ Building fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
- ☐ Understanding decimal notation for fractions, and comparing decimal fractions

Measurement and Data (MD)

- ☐ Solving problems involving measurement and conversion of measurements from a larger unit to a smaller unit
- ☐ Representing and interpreting data
- ☐ Understanding concepts of angles and measuring angles

Mathematical Practices

- ☐ Making sense of problems and persevering in solving them
- ☐ Reasoning abstractly and quantitatively
- ☐ Constructing viable arguments and critiquing the reasoning of others
- ☐ Modeling with mathematics
- ☐ Using appropriate tools strategically
- ☐ Attending to precision
- ☐ Looking for and making use of structure
- ☐ Looking for and expressing regularity in repeated reasoning

NOTES

A quick guide for observing classroom content and practice

In grade 5, instructional time should focus on three critical areas:

1.

Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions) (NF)

2.

Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations (NBT)

3.

Developing understanding of volume (MD)

In a 5th grade math class you should observe students engaged with at least one math standard and practice:

Content Standards

Operations and Algebraic Thinking (OA)

- ☐ Writing and interpreting numerical expressions
- ☐ Analyzing patterns and relationships

Number and Operations in Base Ten (NBT)

- ☐ Understanding the place value system
- ☐ Performing operations with multi-digit whole numbers and with decimals to hundredths

Number and Operations—Fractions (NF)

- ☐ Using equivalent fractions as a strategy to add and subtract fractions
- ☐ Applying and extending previous understandings of multiplication and division to multiply and divide fractions

The Number System (NS)

- ☐ Gaining familiarity with concepts of positive and negative integers

Measurement and Data (MD)

- ☐ Converting like measurement units within a given measurement system
- ☐ Representing and interpreting data
- ☐ Geometric measurement: Understanding concepts of volume and relating volume to multiplication and to addition

Geometry (G)

- ☐ Graphing points on the coordinate plane to solve real-world and mathematical problems
- ☐ Classifying two-dimensional figures into categories based on their properties

Mathematical Practices

- ☐ Making sense of problems and persevering in solving them
- ☐ Reasoning abstractly and quantitatively
- ☐ Constructing viable arguments and critiquing the reasoning of others
- ☐ Modeling with mathematics
- ☐ Using appropriate tools strategically
- ☐ Attending to precision
- ☐ Looking for and making use of structure
- ☐ Looking for and expressing regularity in repeated reasoning

NOTES

A quick guide for observing classroom content and practice

In grade 6, instructional time should focus on four critical areas:

1.

Connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems (RP, NS)

2.

Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers (NS)

3.

Writing, interpreting, and using expressions and equations (EE)

4.

Developing understanding of statistical thinking (SP)

In a **6th grade math** class you should observe students engaged with at least one math standard and practice:

Content Standards

Ratios and Proportional Relationships (RP)

- ☐ Understanding ratio concepts and using ratio reasoning to solve problems

The Number System (NS)

- ☐ Applying and extending previous understandings of multiplication and division to divide fractions by fractions
- ☐ Computing fluently with multi-digit numbers and finding common factors and multiples
- ☐ Applying and extending previous understandings of numbers to the system of rational numbers

Expressions and Equations (EE)

- ☐ Applying and extending previous understandings of arithmetic to algebraic expressions
- ☐ Reasoning about and solving one-variable equations and inequalities
- ☐ Representing and analyzing quantitative relationships between dependent and independent variables

Geometry (G)

- ☐ Solving real-world and mathematical problems involving area, surface area, and volume

Statistics and Probability (SP)

- ☐ Developing understanding of statistical variability
- ☐ Summarizing and describing distributions

Mathematical Practices

- ☐ Making sense of problems and persevering in solving them
- ☐ Reasoning abstractly and quantitatively
- ☐ Constructing viable arguments and critiquing the reasoning of others
- ☐ Modeling with mathematics
- ☐ Using appropriate tools strategically
- ☐ Attending to precision
- ☐ Looking for and making use of structure
- ☐ Looking for and expressing regularity in repeated reasoning

NOTES

A quick guide for observing classroom content and practice

In **grade 7**, instructional time should focus on four critical areas:

1.

Developing an understanding of proportional relationships and applying proportional reasoning to solve real world problems including problems of scale (RP)

2.

Developing understanding of operations with rational numbers and working with expressions and linear equations (NS)

3.

Solving problems involving informal geometric constructions and with 2- and 3-dimensional shapes involving area, surface area, and volume (G)

4.

Drawing inferences about populations based on samples (SP)

In a **7th grade math** class you should observe students engaged with at least one math standard and practice:

Content Standards

Ratios and Proportional Relationships (RP)

- ☐ Analyze proportional relationships and use them to solve real-world and mathematical problems

The Number System (NS)

- ☐ Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers

Expressions and Equations (EE)

- ☐ Use properties of operations to generate equivalent expressions
- ☐ Solve real-life and mathematical problems using numerical and algebraic expressions and equations

Geometry (G)

- ☐ Draw, construct and describe geometrical figures and describe the relationships between them
- ☐ Solve real-life mathematical problems involving angle measure, area, surface area, and volume

Statistics and Probability (SP)

- ☐ Use random sampling to draw inferences about a population
- ☐ Draw informal comparative inferences about two populations
- ☐ Investigate chance processes and develop, use, and evaluate probability models

Mathematical Practices

- ☐ Making sense of problems and persevering in solving them
- ☐ Reasoning abstractly and quantitatively
- ☐ Constructing viable arguments and critiquing the reasoning of others
- ☐ Modeling with mathematics
- ☐ Using appropriate tools strategically
- ☐ Attending to precision
- ☐ Looking for and making use of structure
- ☐ Looking for and expressing regularity in repeated reasoning

NOTES

A quick guide for evaluating classroom content and practice

In grade 8, instructional time should focus on three critical areas:

1.

Formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations (EE)

2.

Grasping the concept of a function and using functions to describe quantitative relationships (F)

3.

Analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem (G)

In an 8th grade math class you should observe students engaged in at least one of the following:

Content Standards

The Number System (NS)

- ☐ Know that there are numbers that are not rational and approximate them by rational numbers

Expressions and Equations (EE)

- ☐ Work with radicals and integer exponents
- ☐ Understand the connections between proportional relationships, lines, and linear equations
- ☐ Analyze and solve linear equations and pairs of simultaneous linear equations.

Statistics and Probability (SP)

- ☐ Investigate patterns of association in bivariate data

Functions (F)

- ☐ Define, evaluate, and compare functions
- ☐ Use functions to model relationships between quantities

Geometry (G)

- ☐ Understand congruence and similarity using physical models, transparencies, or geometry software
- ☐ Understand and apply the Pythagorean Theorem
- ☐ Solve real-world and mathematical problems involving volume of cylinders, cones and spheres

Mathematical Practices

- ☐ Making sense of problems and persevering in solving them
- ☐ Reasoning abstractly and quantitatively
- ☐ Constructing viable arguments and critiquing the reasoning of others
- ☐ Modeling with mathematics
- ☐ Using appropriate tools strategically
- ☐ Attending to precision
- ☐ Looking for and making use of structure
- ☐ Looking for and expressing regularity in repeated reasoning

NOTES

New Business

16-17 PDWS SCHEDULE - Mar 7th Full Day

School	Group	Title	Where	When	Hours	Aides Optional	Notes
Dew-PK	All	Literacy Through Big Day for PK	Dewing	8:00-3:00	6	Yes- at this grade level	
HB Gr. K	All	K- Literacy Through Journeys 2017	Dewing	8:00-3:00	6	Yes- at this grade level	Plus K-2 Reading Teachers
Dew Gr. K	All	K- Literacy Through Journeys 2017	Dewing	8:00-3:00	6	Yes- at this grade level	Plus Dewing DLC Teachers
Dew Gr. 1-2	All	1-3 Literacy Through Journeys 2017	NS	8:00-3:00	6	Yes- at this grade level	
HB Gr. 1-2	All	1-3 Literacy Through Journeys 2017	NS	8:00-3:00	6	Yes- at this grade level	
NS Gr. 3	All	1-3 Literacy Through Journeys 2017	NS	8:00-3:00	6	Yes- at this grade level	
Trahan Gr. 3	All	1-3 Literacy Through Journeys 2017	NS	8:00-3:00	6	Yes- at this grade level	
NS Gr. 4	All	4-6 Literacy Through Journeys 2017	Ryan Libr.	8:00-3:00	6	Yes- at this grade level	Plus NS DLC Teachers
Trahan Gr. 4	All	4-6 Literacy Through Journeys 2017	Ryan Libr.	8:00-3:00	6	Yes- at this grade level	Plus Gr. 3-4 Reading Teachers
Ryan	5/6 ELA	4-6 Literacy Through Journeys 2017	Ryan Libr.	8:00-3:00	6	Yes- at this grade level	Plus Ryan DLC Teachers
Ryan	All	Content Data Analysis with Mastery Connect	Ryan Lab	8:00-3:00	6	No	
Wynn	All	Content Data Analysis with Mastery Connect	Ryan Lab	8:00-3:00	6	No	Laptops needed
TMHS	All	Content Data Analysis with Mastery Connect	TMHS Labs &/or Classrooms	8:00-3:00	6	No	Laptops needed
Delta-T	All	Behavior Management & Relias	Dewing	8:00-3:00	6	Yes- All Aides Welcome	Appropriate for Delta-T & TPS Aides
CM's, SLP, SAC's, SP's, SW's, OT/PT	All	Special Education Programming & Vertical Alignment	Dewing	8:00-3:00	6	No	Content Specific Topics TBD
K-4 Specialists	All	Literacy Support for ELA & Math	Dewing	8:00-3:00	6	No	
ELL	All	ELE Programming	Dewing	8:00-3:00	6	No	
CDSM	Current Members	Cross-District Science Members	TMHS LGI-1 & assorted classrooms				
Guidance 7-12	All	Gr. 7-12 Guidance Using Naviance More Effect	TMHS	8:00-3:00	6	No	Current TPS members only.