Leadership Orange

Curriculum and Digital Learning

October 15, 2021

Orange County Public Schools

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Team for Today's Journey

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VISION & Purpose

OCPS Vision

To ensure every student has a promising and successful future

What is our *Purpose* in CDL?

To improve proficiency and narrow the achievement gap through sustained instructional support of our teachers and schools.

How will we support and sustain while remaining *focused*?

Prioritize work based on clearly defined goals and establish open lines of communication with schools, area leadership and throughout the Curriculum and Digital Learning Department to allow for continual improvement in our support methods for schools.

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Curriculum and Digital Learning

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OCPS Fact Sheet

Stats

- A-Rated School District
- 206,058 Total Enrollment

Devices

- 1:1 District
  - iPads K-1
  - Laptops 2-12
- 32,217,628 student interactions in Nearpod
- 21,111,410 student events in Read&Write for Google
- More than 4.6 Million Canvas assignments submitted per month
- More than 187,000 unique users interact with Canvas per month
- More than 6 million LaunchPad logins per month

Instructional Models

- Face to Face
- OCVS

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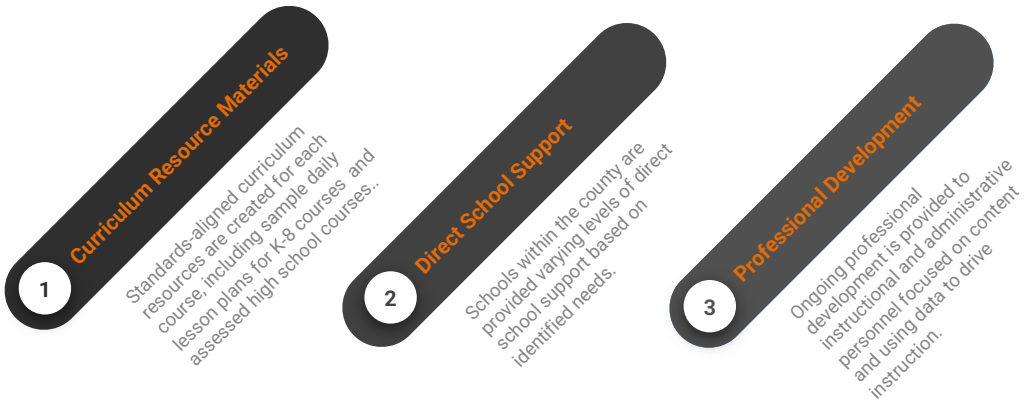
Approach to Building Capacity & Improving Instruction



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Curriculum Writing

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Curriculum Resource Materials (CRMs)

- Educative curriculum materials, designed & created for OCPS teachers
- Intended as a resource - not mandated
- Based on state-level expectations
  - State standards and benchmarks
  - Course Descriptions
- Scope & Sequence chunks the standards and benchmarks into units (CRMs)
- CRMs help you select and create standards-based:
  - Tasks, activities, resources
  - Assessments at appropriate complexity
- Can be used within collaborative team meetings and planning

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Curriculum Resource Materials (CRMs)

Why did we need a change?

Feedback from Teachers:

- Not enough time
- Available resources too broad or not aligned
- Standards too complex

Feedback from Leadership/Classroom Observations:

- Instruction not aligned
- Content knowledge of teachers varies
- Understanding of student outcomes not evident

What were the goals of the project?

Create Educative Materials:

"Curriculum materials for Grades K–12 that are intended to promote teacher learning in addition to student learning have come to be called educative curriculum materials."

From "Designing Educative Curriculum Materials to Promote Teacher Learning" by Elizabeth A. Davis and Joseph S. Krajcik

Shift Focus in Common Planning:

- All needed materials in one place
- Planning for "How" not just the "What"

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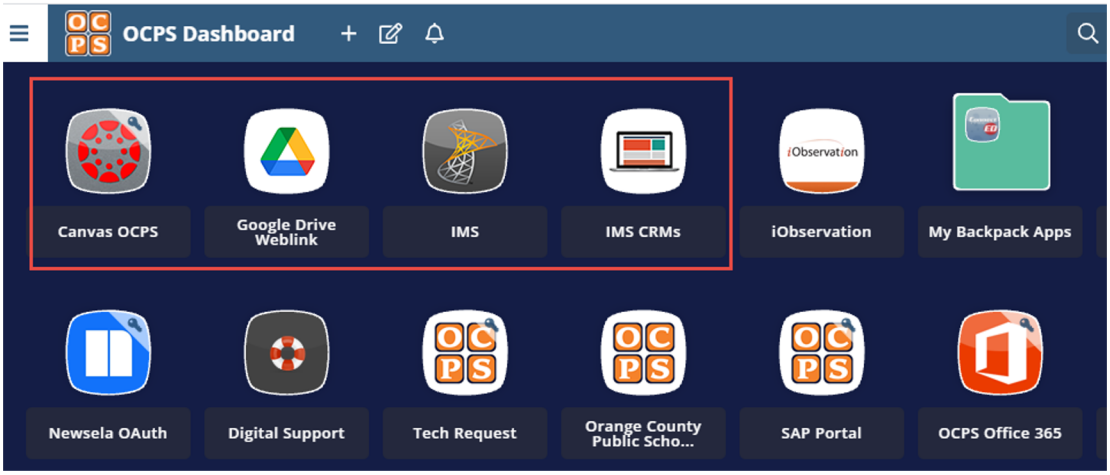
LaunchPad - Single Sign On



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Instructional Management System (IMS)

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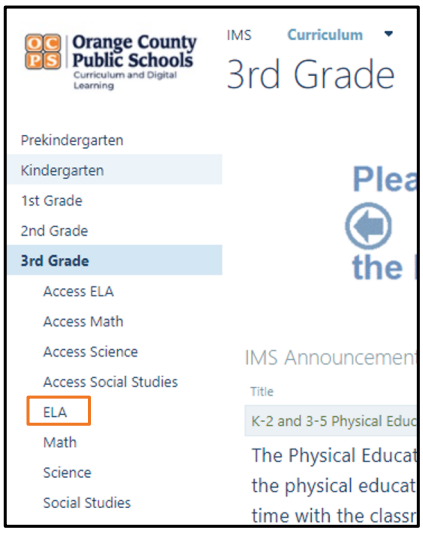
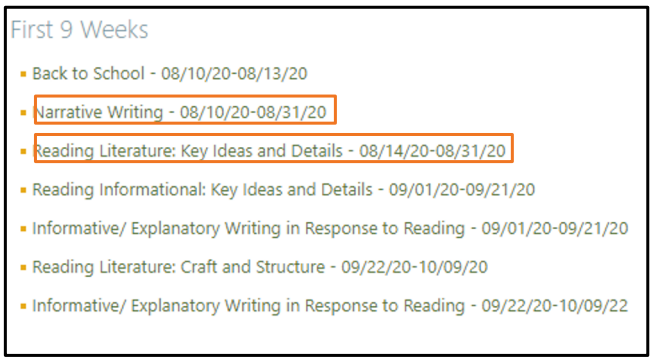
IMS Folder Structure



Links to CRMs (Google Docs)



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CRMs Can Be Accessed Through the Scope and Sequences As Well

Third Grade Mathematics - #5012050 - Scope & Sequence 2021-2022

The Math Situations for Operations are overarching categories of word problems in which the given numbers and the unknowns are presented in a variety of configurations. They are continually used throughout the year. Situations for operations can be found here Addition/Subtraction, Multiplication/Division.

Domains:
OA - Operations and Algebraic Thinking
NBT - Number and Operations in Base Ten
NF - Number and Operations- Fractions
MD - Measurement and Data
G - Geometry

	CRM	CRM Title	Date Range	Standard(s)
Quarter 1	1.1	Establishing Classroom Routines/ Place Value Test ID: COMING SOON	08/10 - 8/24 11 days total	NBT.1.1
	1.2	Understand and Solve Multiplication/Division Test ID: COMING SOON	08/25 - 09/17 17 days total	OA.1.1, OA.1.2, & OA.2.6
	1.3/2.1	Multiplication and Division Word Problems with Unknowns Test ID: COMING SOON	9/20 - 10/12 16 days total (14 days in Q1)	OA.1.3, OA.1.4, & OA.2.5
Quarter 2	1.3/2.1	Multiplication and Division Word Problems with Unknowns *continued* Test ID: COMING SOON	09/20 - 10/12 16 days total (2 days in Q2)	OA.1.3, OA.1.4, & OA.2.5
	2.2	Patterns in Operations Test ID: COMING SOON	10/13 - 10/25 9 days total	OA.3.7, OA.4.9, & NBT.1.3
	2.3	Two-Step Word Problems Test ID: COMING SOON	10/26 - 11/17 16 days total	OA.4.8 & NBT.1.2
	2.4	Perimeter and Area Test ID: COMING SOON	11/18 - 12/17 17 days total	MD.3.5.a - b, MD.3.6, MD.3.7.a - d, & MD.4.8

Scope & Sequence 2021-2022

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Curriculum Resource Materials (CRMs)

Curriculum Resource Material
Establishing Classroom Routines/ Multiply and Divide Whole Numbers

Course Number: 5012070 Course Name: Elementary Math Quarter: 1 Date Range: 08/10/2021 - 09/01/2021

Table of Contents Page

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Essential Standards

Essential Standards and Learning Targets: Essential Standards are the standards included in the unit scales, however are not the only standards needed to meet the desired level of scale proficiency.

MAFS.5.NBT.2.5 Fluently multiply multi-digit whole numbers using the standard algorithm. (DOK 1)
- The full extent of the standard is the learning target.

Orange County Public Schools Revised 04/14/2021

- Essential Standards
- Notes About the Standards
- Common Misconceptions
- Unit Scale
- Academic Vocabulary
- Additional Resources
- Unit Presentation
- Common Assessment

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Curriculum Resource Materials (CRMs)

Essential Standards

Essential Standards and Learning Targets: Essential Standards are the standards included in the unit scales, however are not the only standards needed to meet the desired level of scale proficiency.

MAFS.5.NBT.2.5 Fluently multiply multi-digit whole numbers using the standard algorithm. (DOK 1)
- The full extent of the standard is the learning target.

MAFS.5.NBT.2.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (DOK 2)
- Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors
- Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division
- Illustrate the calculation by using equations, rectangular arrays, and/or area models
- Explain the calculation by using equations, rectangular arrays, and/or area models

Notes About the Standards

MAFS.5.NBT.2.5:
- In fourth grade students multiplied factors with up to four digits by one-digit factors as well as two two-digit factors using strategies based on place value and the properties of operations. They also used equations, rectangular arrays, and area models (MAFS.4.NBT.2.5).
- This fifth grade standard includes multiplying three, four, and five digit factors by two digit factors using the standard algorithm.
- Struggling students may benefit from using models such as the area model to help visualize the components of the product and connect the partial products in the model to the standard algorithm.
- If students become confused with regrouping, provide additional experiences using partial products. Then they can start to consider how using regrouping can save several steps.

MAFS.5.NBT.2.6:
- In fourth grade students find whole- number quotients and remainders with up to four- digit dividends and one- digit divisors (MAFS.4.NBT.2.6).
- In fifth grade this skill is extended to include two-digit divisors.
- The progression of this standard includes remainders.
- Students are not required to become fluent in using the standard algorithm to divide multi-digit numbers until sixth grade (MAFS.6.NS.2.2).
- It is recommended to use the relationship between multiplication and division, estimation, rounding divisors, place value

Unit Scale

*Scale should be used in planning in PLCs, not for direct use with students.
**3 on the scale is the learning goal

4.0	Student evidence should show that they can: • Sort multiplication and division word problems into the following categories: product unknown, group size unknown, and group number unknown; explain the categorization (5.NBT.2.5, 5.NBT.2.6)
.0 Learning Goals	Student evidence should show that they can: • Fluently multiply multi-digit whole numbers (not to exceed five-digits by two-digits) using the standard algorithm (5.NBT.2.5) • Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (5.NBT.2.6)
2.0	Student evidence should show that they can: • Multiply multi-digit whole numbers (not to exceed five-digits by two-digits) using a variety of strategies (5.NBT.2.5)

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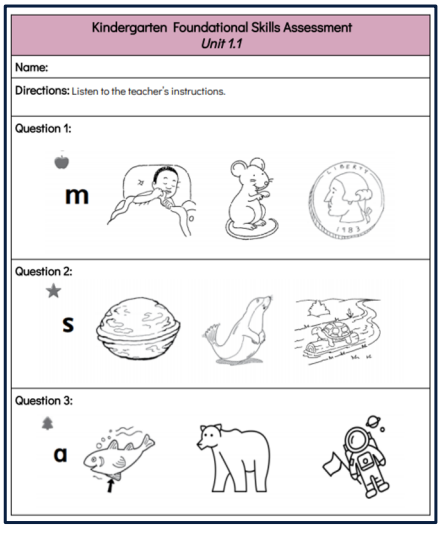
Daily Presentations and Unit Assessments

Unit Presentation & Assessment

- Unit Presentation
- Standards Based Unit Assessment
- Standards Based Unit Assessment Answer Key
- Foundational Assessment
- Foundational Assessment Answer Key

K-2 Has 2 Assessments
- Reading/Vocabulary Assessments
- Foundational Skills Assessment



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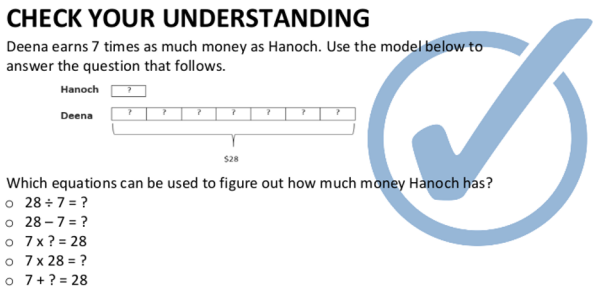
Daily Lesson Components

- Unit Overview
- Daily Learning Targets
- Bell Work (Trailing Standards)
- Hook
- Explicit Instruction
- Practice Problems
- Reflection Time
- Exit Slips
- Engagement Strategies
- Collaborative Structure Suggestions
- Monitoring Tools and Suggestions
- Scaffolded Questions



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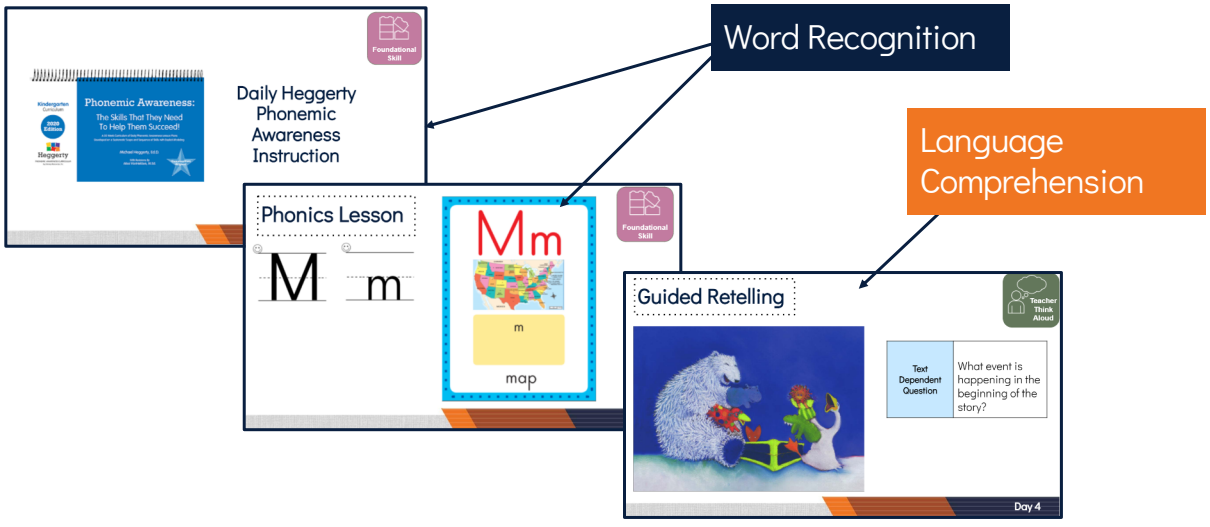
Daily Lesson Components



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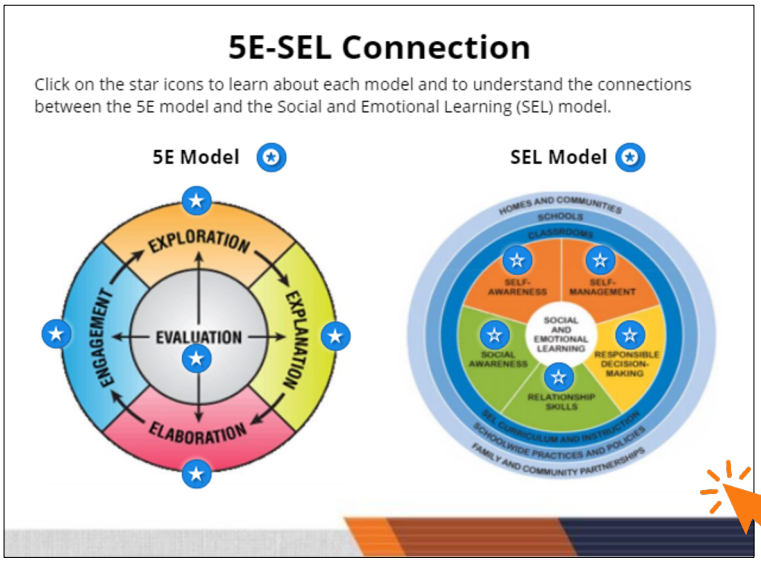
5E Model and SEL Connection



SEL Connection

Assess Lesson Readiness – Engage – Explore – Explain – Elaborate – Evaluate

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Additional Resources - ELA

Resources for Planning Purposeful Instruction	
Additional Resources	**Small Group Options**

• Options for Collaborative Structures
• Heggerty
• Newsela
• 90 Minute Reading Block
• B.E.S.T. Learning Targets Dashboard
• B.E.S.T. Standards Questioning Support Dashboard
• Wonders Instructional Routines Handbook
• K-2 Elementary ELA Common Planning Resources
• K-2 High Frequency Word Lists
• Kinesthetic Approach to Phonics Resource
	• Intervention Resource Guide
	• Reading A-Z Lessons
	• SIPPS
	• B.E.S.T. Literature Library Lessons
	  ○ *Mango, Abuela, and Me*
	  ○ *Living or Nonliving?*
	• Small Group Resources
	• Centers and Small Group Rotations Resource

	Skill	Resources
Phonological Awareness	Segmentation of Phonemes (F.1.2a)	Segmenting & Blending- FCRR, phoneme segmentation (Name the picture and segment into phonemes, slide picture card while saying each sound) Segmenting & Blending- FCRR, phoneme segmentation (Segment words into phonemes) Segmenting- FCRR, phoneme segmentation Segmenting- FCRR, phoneme segmentation Segmenting- Wonders, segmenting, digital activity Segmenting- Wonders, segmenting digraphs, digital activity Segmenting- Wonders, segmenting blends, digital activity
	Blending Phonemes (F.1.2b)	Blending- Wonders, consonant digraphs, digital activity Blending- Wonders, consonant digraphs, digital activity Blending- Wonders, consonant digraphs, digital activity Blending- Wonders, variant digraphs, digital activity Blending- Wonders, blends, digital activity Blending- Wonders, blends, digital activity Blending- Wonders, blends, digital activity

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Additional Resources - Math

Concrete Manipulatives & Digital Tools	Math Stations/Small Group Tasks
Concrete Manipulaterials: Base Ten Blocks, Counters, Unifix Cubes, Number Lines **Adapted Mind** Base Ten Blocks **Didax** Base Ten Blocks **Math Learning Center** Base Ten Blocks Number Line **Math Playground** Make a Number Quick Calculate	**GFletchy 3-Act Tasks** Hanging by a Hair (OA.1.2) **Illustrative Mathematics** Watch Out for Parentheses (OA.1.1) Bowling for Numbers (OA.1.1) Using Operations and Parentheses (OA.1.1) Comparing Products (OA.1.2) Words to Expression 1 (OA.1.2) Video Game Scores (OA.1.2) Seeing is Believing (OA.1.2) **Inside Mathematics** Digging Dinosaurs (OA.1.1) **Investigations3 Activity** Order of Operations (OA.1.1) **K-5 Math Teaching Resources** K-5 Math Teaching Resources Standard Alignment for K-5 Math Teaching Resources **Open Middle** Operation Symbols (OA.1.1) Order of Operation (OA.1.1) **Open Questions and Parallel Tasks** Open Questions and Parallel Tasks (3-5)

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Additional Resources - Science

Review and Reteach Resources	Digital Resources
Big Idea Study Guide Covers all critical content for this Big Idea. Students should use this throughout the unit in preparation for the big idea formative assessment. **Spanish Version** **Fill in the Blank Study Guide** A different version of the study guide that allows students a chance to review by answering questions. **Spanish Version** **Blookets** Review questions that can be used to review specific standards for each Big Idea. **Jeopardy and Kahoot Review Games** Options of activities created to review each Big Idea. **Close Read Passages** Supplemental complex text with text dependent and extension questions that cover all essential content. **Quizlet Study Cards with Nearpod Option** Review flashcards to review content and vocabulary. A Nearpod digital version is available as well.	**Study Guides for Canvas Google Cloud Assignments** Study guides formatted for creating Google Cloud Canvas assignments. **Digital Interactive Science Journal** Google Slides editable student science journal. **Exit Slips and Bell Ringers** Compiled Exit Slips and Bell Ringers for the unit that can be printed or a copy can be made in Google Docs and shared with students to complete digitally. **Canvas Resources** Use this guide to import resources into your own Canvas course.

Additional Resources	Cumulative Review and Vocabulary	Planning Resources
5E Model Overview Brief summary explaining the 5E model that is part of the daily lessons and McGraw-Hill textbook. **Teacher-Created Science Resources** Shared space to access or upload teacher-created materials. Please note that resources should be carefully reviewed and/or modified to reflect classroom needs prior to use. **Jamboards** Interactive online boards that allow students to sort words, pictures, and definitions.	**Spiral Review and Reteach Document** Data tracking tool and additional resources for review and reteach of each assessed standard. **Vocabulary Review** This PowerPoint contains vocabulary words, simple definitions, pictures, and guiding questions to help apply each word in real-world situations. **Vocabulary Word Wall** Vocabulary cards that can be used for a classroom word wall. **Science Slides for all Big Ideas** PPT slides that are an overview of all standards covered throughout the year. Project in cafeteria and classroom boards for students to view.	**Critical Content Document** **Spanish Version** A one-page document for each standard that explains all critical content necessary for mastery of the content. **Materials List for CRM Slides** All-inclusive list of materials for inquiries embedded in the daily CRM Slides lessons. **Cumulative CRM Materials List** This is a cumulative list of all of the materials needed for the school year.

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Resources to Plan Purposeful Instruction

Check Your Understanding Daily Formatives
NOTE: Open Canvas Commons before clicking on the link
Canvas Classic Quiz Module: Compilation of Daily Formatives

Unify Assessment Title: 02.CI.Math.G05.SBUA.NumericalExpressions_2021
Unify Assessment Number: 1743416

Unit Presentation, Daily Formatives, Standards Aligned Assessment, Assessment Answer Key, and Canvas Compilation of Daily Formatives

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Unit Assessments

Grade 4 – Interpret Multiplication and Division – Unit Assessment

Name: _____

1. The table shows the number of sticker books each of two sisters have.

Sister	Number of Sticker Books
Jill	6
Marissa	8 times as many as Jill

Which equation uses the information in the table to represent the number of sticker books Marissa has?

A. 8 – 6 = ?
B. 8 ÷ 6 = ?
C. 8 x 6 = ?
D. 8 + 6 = ?

2. Select all choices that represent multiplication as a comparison.

A. 3 more than 6 is 9
B. 8 times as many as 4 is 32
C. 24 is 6 times as many as 4
D. 9 more than 7 is 16
E. 7 less than 27 is 20

3. Karl posts 4 times as many photos as Jack posts as shown in the bar model.

Which equation can be used to find the number of photos Jack posts?

Elementary
• Paper-based assessments • Bubble sheets are scanned
Secondary
• Online assessments

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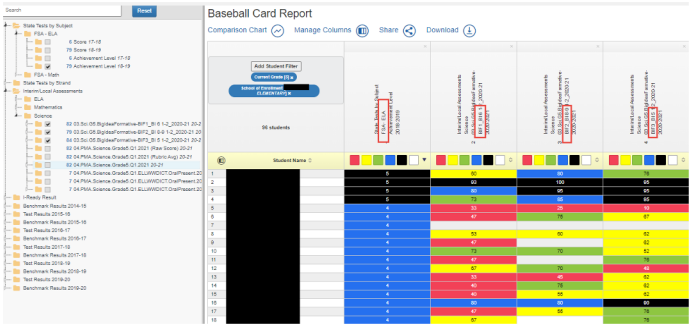
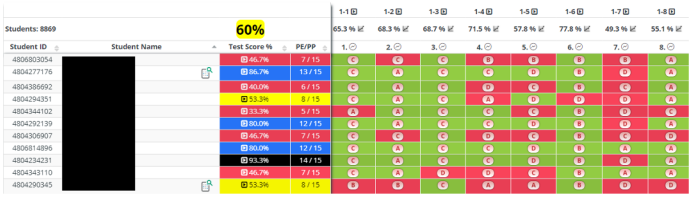
Data Monitoring - Performance Matters



Baseball Card Report Provides:

- Ability to custom build a report
- Add as many test columns as you'd like
- Can filter by school, grade, teacher, or student
- Overall score or score by standards
- Easily filter to help build student groups
- Great for showing data trends



Student Item Analysis Report Provides:

- Student level performance
- Data on how each question performed
- Data trends
- Common misconceptions by students
- Reteach opportunities
- Used to help us rewrite lessons and/or assessments

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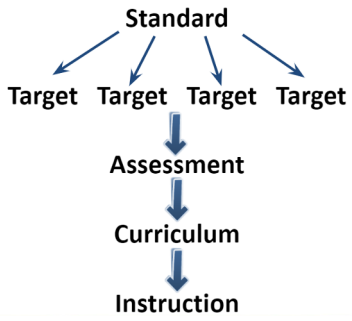
Planning with PLCs

Backward Design



Understanding by Design, Wiggins and McTighe

4 Essential PLC Questions

Q1: *What do we expect our students to learn?*

Q2: *How do we know students have learned it?*

Q3: *What do we do when students don't learn it?*

Q4: *What do we do when students learn it/already know it?*

DuFour, DuFour, Eaker, Many, 2010

CRM Planning Process

Step 1: Understand the Standards, Targets, and Content for the Unit

Step 2: Use the Assessment for Backwards Design

Step 3: Evaluate, Create, or Adapt Daily Lesson Plans

Step 4: Data-Based Execution and Adjustment

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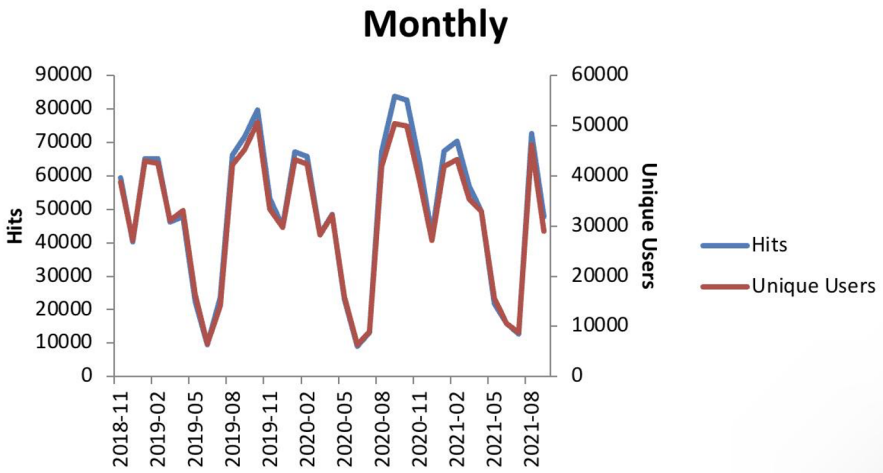
CRM Page Views



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CRM Feedback

Elementary Math CRM Survey Feedback Form

Do you have questions, comments or feedback about the resources in this CRM?
Please take a minute to submit it using the form above so that our team can work to continually improve our Curriculum Resource Materials.

9/10/2021 21:19:37	Laneasha Riley-Johnson	Endeavor	KG	Lesson Plan Template	Would it be possible to include visuals/vocabulary card visuals? The template provides vocabulary on the kindergarten template. I would really appreciate vocabulary cards with visuals for the academic vocabulary. Thank You!!	Thank you so much for all of the hard work, time and effort you put into creating these wonderful lesson plans/resources it really makes a BIG difference to be prepared and put together before we facilitate our lesson plans, especially because our science block is so short. What you provide is concise and direct, so easy to execute and prepare for! Thank you!

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Questions?

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School Support

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School Support Structure

STO Learning Community
9 Schools

+

6 Traditional + 1 Innovation Learning Community
191 Schools

→

Corrective Programs
Level 4 = 8
Level 3 = 10
Level 2 = 20
Level 1 = 24
62 Schools

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OCPS Support Selection

Risk Factor Analysis
- Student achievement
- Supportive environment
- Leadership and professional capacity

Ranking Rubric
- Current-year school grade
- 3-year school grade trend
- ESSA Support Identification

OCPS Support History
- Duration of tiered support
- Transitioning to or from tiered support

Identified Level of Support

Tier 1
Learning Community

Tier 2
Corrective Programs

Tier 3
School Transformation Office

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Corrective Program Support

Level 1	Level 2	Level 3	Level 4
1 Baseline/ Learning Community Walk Learning Community created Action Plan; reviewed w/ Corrective Programs Senior Admin, if needed Customized PD Priority attendance at Content Professional Development Sessions: Planning w/Purpose PD IMPACT Sessions Coach/Lead Meetings Data Reviews as requested by Learning Community Informal walks as requested by Learning Community	1 Comprehensive Walk with the Learning Community Walk 2 facilitated by School Leadership Team Development of Corrective Programs Action Plan with Learning Community and School Leadership Team Customized PD Required Content Professional Development Sessions: IMPACT Sessions Coach/Lead Meetings Data Review as requested by school and/or Learning Community Quarterly informal walks Support visits as needed	1-2 Comprehensive Walk(s) with the Learning Community. Development of Corrective Programs Action Plan with Learning Community and School Leadership Team Customized PD Required Content Professional Development Sessions: IMPACT Sessions Coach/Lead Meetings Bi-Monthly Data Meetings w/ Corrective Programs Senior Admin and Learning Community Bi-Monthly support with Actionable Feedback Bi-Monthly Informal walks/ Support Visits	2-3 Comprehensive Walks with the Learning Community Development of Corrective Programs Action Plan with Learning Community and School Leadership Team Customized PD Required Content Professional Development Sessions: IMPACT Sessions Coach/Lead Meetings Weekly Data Meetings w/ Corrective Programs Senior Admin and Learning Community Weekly informal walks - with Actionable Feedback Weekly Support Visits

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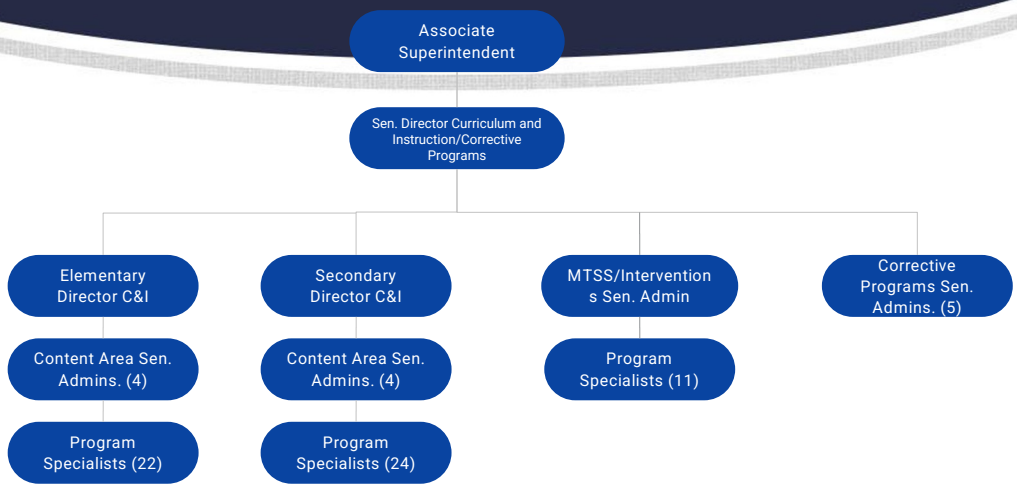
Curriculum and Digital Learning



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Questions?

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Professional Development

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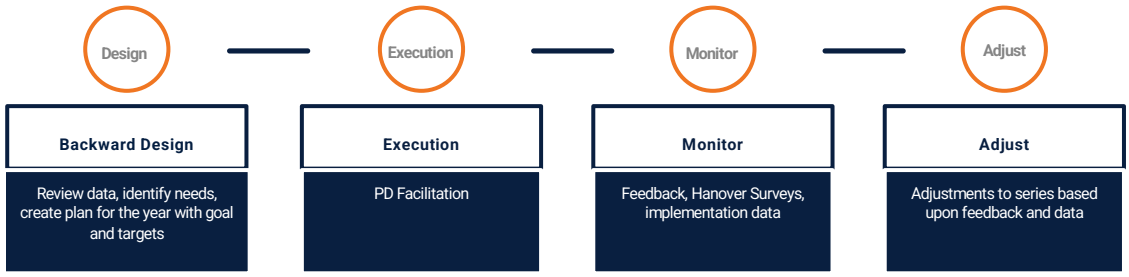
Model of Professional Development



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Leads	Administrator IMPACT	Teacher IMPACT
• Content Coaches or Teacher Leaders • Elementary and Secondary sessions by content area • Overview of content provided in teacher IMPACT sessions • Data analysis and progress monitoring	• Secondary - Specific content area sessions • Elementary - Combined content area sessions • Overview of content provided in teacher sessions • Strategies to lead, monitor, support implementation of content	• Content and grade level specific • Building a professional learning network across the district • Exploring, discussing and digging deeper into upcoming content • Refining and developing best practices for instruction, including content-specific strategies, differentiation and intervention • Identifying strategies for maximizing common planning time

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IMPACT Sessions

Instructional Mastery of Pedagogy and Curriculum Training

GOALS

- Building a professional learning network across the district
- Exploring, discussing and digging deeper into upcoming content
- Refining and developing best practices for instruction, including content-specific strategies, differentiation and intervention
- Identifying strategies for maximizing common planning time

Hanover Research - 2019-2020 Evaluation Survey

86% Satisfied with experience · 88% Agree that IMPACT provided them with content-specific knowledge
88% Taught them new teaching techniques · 85% Positively impacted student engagement in the classroom

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Pre-Planning Sessions

- Catalog of courses
- Over 550 live, virtual sessions offered over the course of 5 days
- Core, VPK, Performing Arts, PE, ESE, Multilingual, Student Services, Digital
- Recorded and made available in an on-demand platform as well

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Partnerships and Connections

- University Partnerships
- Community Partners
- Governmental Agencies
- Vendors
- AIM Institute

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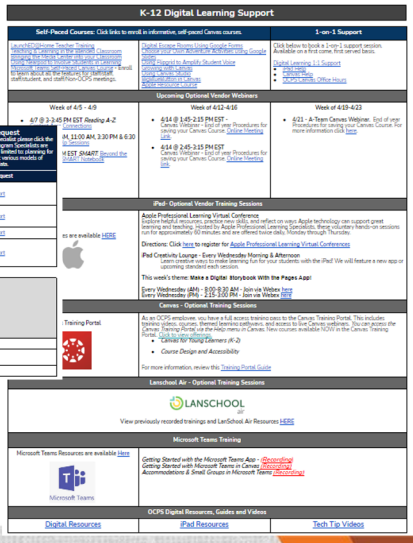
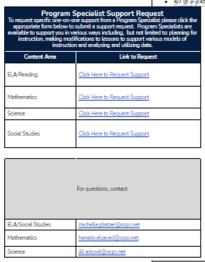
Vendor PDs and Helpful Recordings

CDL Ongoing Supports





Upcoming Vendor PD

Professional Development Series have been created with the following vendor groups. Please access the additional links for specific professional development opportunities available.

ELA	
Reading A-Z Pre-Planning PD Recordings i-Ready Virtual PD from Sept - April	Heggerty Phonemic Awareness Recording - Password: ^2xY9V!Q
Elementary SIPPS Trainings 2021-2022	Initial Wonders Training Recording Access Passcode: Wonders2021!
Mathematics	
i-Ready Virtual PD from Sept - April	
Science	
Study Island Office Hours - email jill.adcock@ocps.net to schedule a session.	

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District Professional Learning
Canvas Self-Paced Courses

Classroom Bringing the Media Center into your Classroom Using Nearpod to Involve Students in Learning Microsoft Teams Self-Paced Canvas Course - Enroll to learn about all the features for staff/staff, staff/student, and staff/Non-OCPS meetings.	Digital Escape Rooms Using Google Forms Choose your Own Adventure Activities using Google Slides Using Flipgrid to Amplify Student Voice Growing with Canvas Using Canvas Studio BigBlueButton in Canvas Apple Resource Course

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Opportunities for Advanced Studies in OCPS

Orange County Public Schools

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Advanced Studies Programs At A Glance

Programs	AP	Cambridge	IB	AVID
Locations	All Traditional High Schools Lake Nona Middle School Lakeview Middle School	Colonial High School* East River High School Horizon High School Lake Buena Vista High School Ocoee High School Wekiva High School Windermere High School Corner Lake Middle School Liberty Middle School Piedmont Lakes Middle School Timber Springs Middle School Water Spring Middle School Northlake Park Community School	Cypress Creek High School* Evans High School* Jones High School* University High School* Winter Park High School Carver Middle School* College Park Middle School* Jackson Middle School* Glenridge Middle School Memorial Middle School* Robinswood Middle School* Hungerford Elementary School* (Candidate School)	Colonial High School Cypress Creek High School Evans High School Freedom High School Winter Park High School Apopka Middle School Freedom Middle School Innovation Middle School Liberty Middle School Meadowbrook Middle School Southwest Middle School Jackson Middle School Wolf Lake Middle School

**Indicates Advanced Studies magnet program*

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Myths and Reality About Advanced Courses

Myth: College-level classes are only for the "top" students.

Reality: AP, Cambridge and IB courses are for all students who are willing to take on challenging coursework.

Myth: Admissions officers look for students with straight A's.
Reality: Most admissions officers look for rigor in a student's schedule.

Myth: "I don't think I will score high enough on the exam to get college credit."
Reality: Students don't need to earn the highest score. Many colleges grant credit and placement based on mid to high scores. Always research the specific college(s) to see how credit is awarded.

Myth: Taking college-level courses could hurt a student's GPA.
Reality: The decision to take an AP, Cambridge or IB course shows admissions officers that a student is willing to take on the academic challenge of college-level coursework and expectations. Admissions officers look for rigor in a student's classes.

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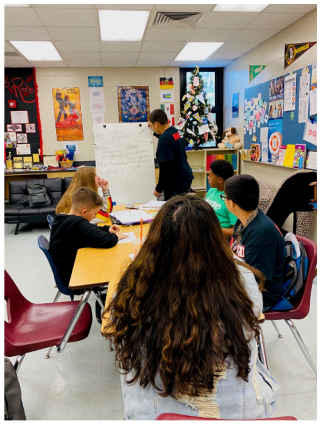
How Do Rigorous Courses Help Students Succeed in College?

Taking challenging AP, Cambridge, or IB courses not only helps students get into college. These courses also help students develop the skills necessary to succeed in rigorous college courses such as:

- critical thinking
- collaboration
- problem solving
- college level writing
- high level vocabulary
- textual annotation
- study skills and habits
- time management
- note-taking
- research



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College-level Courses and the Cost of College

- Taking AP, Cambridge, or IB DP courses can **help save on college costs** through earned college credit, expanded scholarship opportunities and a **greater likelihood of graduating college on time.**
- Students **can earn college credit for scores earned on AP, Cambridge, and IB DP exams.** (Check with the college of your choice.)
- Students who take AP, AVID, Cambridge, or IB courses and exams are **more likely to graduate from college in four years**, saving thousands of dollars in college costs.
- Taking these college-level courses **could increase a student's eligibility for scholarships.** Many colleges and universities consider a student's AP, Cambridge, and IB experience when making decisions about awarding scholarships.

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Q&A

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