DDI Meeting with Lisa Sager

Bethany Hobbs

Chad Goldberg

Christy Szocki

Elaine Mitchell

Johanna Funke

Lisa Certo-Card

wd (I wasn’t sure if this was just a typo in the form)

|  |  |  |  |
| --- | --- | --- | --- |
| **Pacing Discussion** | **What specifically would you like to accomplish through this discussion?** | **What product can be produced that can be shared for other members to take back to their districts?** | **How much time do you need for this discussion and work time to be productive?** |
| Chad Goldberg-Sherman | I want to gain perspective on how to look at a complete school year and interpret so the standards lead instruction. | Grade level monthly standard checklists.  Grades 3-5 | 1 hour |
| Kathy Probst | Find out where others are with the fifth grade modules. Struggles others found in module 2. Is it possible to fast forward through module 2? |  | 1 hour |
| Valarie Csont | Ideas on how to fill in the gaps that our students are showing.  How other districts are dealing with time management and pacing to ensure that the students are meeting the focus standards and will meet grade level expectations at the end of the year. |  | 1 hour |
| Kim Wozniak | Comparing where I am in my instruction with where the modules say I should be. What needs to be covered and how can I best manage what is left in the school year to do it all? | A timeline of critical areas that need to be covered and a range of days needed to cover the content. | 1 1/2 hours |
| Nicole Velazquez | I would like to have a discussion with others about pacing, time, and scope and sequence specifically for those of us using the math modules. I would also like to discuss the difficulty surrounding "gaps" in student learning that have not allowed us to move beyond certain topics, or have forced us to take steps back in order to "catch" students up. | Even though there are curriculum maps and pacing guides on Engageny.org, they to seem a bit unrealistic. I would like to see us develop a form of a "pacing guide." Which topics should be spend potentially less time on? More time on? | 1 1/2 hours |
| Margie Weise | Realistic pacing and implementation of modules 3-5 |  | 2 hours |
| Maryann Labenski |  | Perhaps a timeline indicating how long each "topic" should take. | 2 hours |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Curriculum Work** | **Focus Grade** | **Which curriculum program will you be working with?** | **What specifically do you want to be able to accomplish through this curriculum work time?** | **What product can be produced that can be shared for other members to take back to their districts?** | **How much time do you need for this discussion and work time to be productive?** |
| Kim Wozniak | 3 | Go Math! and modules | Since we aren't using the modules, I'd like to pull out the parts that I find most important to add to the Go Math! series. Maybe those problem sets, exit tickets, or lessons that include some higher level questions that aren't in the Go Math! series. | ???? I'd be basing it on what my current students need. I'm willing to share notes and my thoughts on what is necessary to add . . . not sure everyone would find it valuable! | 1 1/2 hours |
| Christy Szocki | 4 | My Math | I want to review the pacing calendar we made and look for areas that need to be supplemented in order to meet the rigor of the CCSS. | Supplement packet? | 1 1/2 hours |
| Julie Clark | 4 | Math Modules | I have not taught the math modules, or looked at them deeply. I would love the opportunity to review them. | I would like to find lessons/concepts not addressed in the My Math program. | 2 hours |
| Margie Weise | 4 | Fractions | Look through module and its implementation. Other materials to use to meet the CC. | Teacher made booklets. Go Math series | 1 1/2 hours |
| Elaine Mitchell | 5 | My Math/Modules | Where can we use the modules to add rigor to My math lessons? |  | 1 1/2 hours |
| Kathy Probst | 5 | Modules and enVision | I'd like to learn more about modules 3 and 4 as I plan to start fractions after Christmas break regardless. |  | 1 1/2 hours |
| Kelly Raichel | 5 | MyMath | Make spiral review sheets/find problem solving activities to enhance this text | spiral review quizzes/problem solving sheets | 2 hours |
| Nicole Velazquez | 5 | Math | Scope and sequence, sharing of ideas, discussion on what works/doesn't work, strengths, concerns, etc. | A list of resources and ideas. | 1 hour |

|  |  |  |
| --- | --- | --- |
| **Other Work** | **Describe what you would like to work on, what needs to be accomplished and how that work can be shared.** | **Time?** |
| Bethany Hobbs | Maybe we could look at the AIS structure and how it is being used in the Module settings. I know I do a mixture of things, but would be interested in how other AIS teachers are utilizing the modules in a pull-out scenario. | 1 hour |
| Johanna Funke | I would like to use the POTW website to pull problems that are aligned to the CCLS for my 5th and 6th grade classes. | 1 1/2 hours |
| Lisa Certo-Card | RTI groups. How are they formed and what curriculum do you utilize. | 1 hour |
| Valarie Csont | Interventions that are being used to help students who are struggling with basic skills.  How the intervention specialists are used in other districts. | 1 hour |