



NEW YORK STATE MIGRANT EDUCATION PROGRAM

TITLE: Charting a Path for your Students Using easyCBM Data to Drive Instruction

DESCRIPTION: Introduction to the major math works and math fluencies for Grades K-8. Suzanne K. Fox shows how to use the easyCBM data and NYS Learning Standards to drive math instruction. The presentation correlates the Type Descriptors from easyCBM math Item Analysis to the Learning Standards for Mathematics in order to determine targeted learning and instruction for students. The video explains how to read the Grade Emphasis Table with Standards for Grades 3-8.

DEVELOPER: Suzanne K. Fox, Staff Development Specialist, Center for Instruction, Technology & Innovation (CiTi)

Facilitator Guide

INDIVIDUAL ACCESS/SELF-SERVE: *(for Individuals viewing this module independently):*

While a robust conversation between colleagues is an enriching way to learn, so is self-reflection. Read and use this Guide as the *facilitator* of your own learning. To get the most out of the activities and questions, make sure you have the recommended handouts and supplies listed before beginning.

CTLE CREDIT

Group Workshop: If you are facilitating this workshop for your METS, you will have to decide which process you will use for granting CTLE credit. You can use your local LEA process, or the M-TASC process:

- a. Contact M-TASC in advance of the workshop to confirm date module.
- b. Use the M-TASC Participant Sign-In Sheet, and submit
- c. Submit Workshop Evaluations via link or hard copy. If you use the Evaluation link, M-TASC will forward the compiled evaluations once you have informed the office that all evaluations are complete.

Individual Access/Self-Serve: For those who would like to request Continuing Teacher Leader Education (CTLE) credit for On-Demand professional development, please complete the CTLE Credit Request for each module. Find the link for this process on the NYS-MEP website:

<https://www.nysmigrant.org/resources/pd>

OBJECTIVES/LEARNING TARGET(S)

- I understand the major focus work for grades K-8 along with the need for fluency practice at each grade.
- I can map student type descriptors to common core focus domains.
- I can use these mappings to identify and target individualized instructional goals for my students.

WORKSHOP/MODULE DESIGN

Design: Suzanne Fox provides the math instruction and demonstrations on the video.

Overview: Based on benchmark tests given to the migrant student population, Migrant Educators will be able to use the item analysis report from EasyCBM to identify math skills and standards that will form the basis of their work to foster increased success in the core classroom. An overview of the key work in grades K-8 will be discussed to prep the item mapping. Fluency support will also be a component as this should be infused into each tutoring session to increase the availability of students' working memory. The target audience for this workshop is any educator who uses results of the easyCBM in order to drive math instruction.

CONNECTION TO THE NYS MEP

THEORY OF ACTION

- **Subject Content and Instruction**
Subject: Focus on assuring that in-school students the foundational skills and strategies to succeed in the classroom and on state and other assessments.

- **Advocacy to Self-Advocacy:** Learner independence integrates key (meta) cognitive strategies and subject content knowledge with a focus on creating thinkers; problem solvers; and self-regulated, life-long learners.

SUPPLIES AND MATERIALS

- Video: Charting a Path for Your Students Using easyCBM Data to Drive Instruction
 - This video is for NYS MEP use only.
 - Use the video link on the NYS migrant website in the Professional Development section for *"Charting a Path for your Students Using easyCBM Data to Drive Instruction."*
- Participant Handouts
 1. Power Point Notes
 2. Fluency Dice Game
 3. Fluency Dice Game Challenge
 4. Fluency Dice Game-Blank
 5. easyCBM Math Item Analysis for one student with easyCBM math assessment. (Note: *Facilitator or Participants need to run this report ahead of time.it*)
 6. Grade Emphasis Table with Standard for Grades 3-8 SAP Content Emphasis for Grades K-2
- Resource Handouts
 7. Using Reports: easyCBM for Migrant Educators
- Other Supplies
 - Highlighters, pens/pencils,
 - (Two) 10-sided dice (0-9 or 1-10) OR a Tablet, smartphone, computer to download virtual dice

in fluency activity –
<http://appincredible.com/online/dice-roller/>

and discuss alternatives if 10-sided dice are not available.

- You can use 6-sided dice to play the game up to “6 x 6,”

- PD Documentation
 - Workshop Sign-in Sheet
 - Workshop Evaluation

Facilitator Note: Before the workshop, Migrant Educators or Directors can use the participant handout titled, “Using Reports: easyCBM for Migrant Educators” to find and print the Item Analysis for any Level 3 students with a math focus below.

Facilitator Note: Check ahead of time. The video suggests three websites as a good starting point for Migrant Educators to use, but websites often reorganize and change. Try these links ahead of time to make sure they are still active.

www.Commoncoresheets.com

www.Learnzillion.com

www.K-5mathteachingresources.com

ADJUSTING THE VIDEO PRESENTATION FOR PARTICIPANTS WITH STUDENTS WHO DO NOT HAVE THE EASYCBM MATH ASSESSMENT

- 1) Utilize the Opening about major works in math for Grades K-8 and math fluencies (5 minutes)
- 2) Pause the video for participants to do the Multiplication Fluency Activity (5-10 minutes)
- 3) Fast-forward the video to approximately 10 minutes and 45 seconds into the video, and watch about (8 minutes) through the end. This section explains how to read the Grade Emphasis table of NYS Standards for Grades 3-8 and a Common Core Grade Emphasis for Grades K-2. These tables provide the Learning Standard codes needed to find math activities on EngageNY and other Common Core-based websites.
- 4) Follow-up discussion and website exploration (5-15 minutes)
- 5) Total time: 25 to 40 minutes

GETTING STARTED

- Open the link to the video.
- Disseminate handouts and dice (if available).

VIDEO PRESENTATION: Charting a Path for Your Students Using easyCBM Data to Drive Instruction

(Time: Video – 18 minutes. Fluency Activity – 5 to 10 minutes. Follow up discussion and website exploration 5 to 15 minutes. Total time: 30 to 45 minutes)

OPENING – Major Work in Math and Math Fluencies for Grades K-8 (5 minutes)

Key Points

- Major Work in math for Grades K-8
 - K-2 – understanding numbers, also known as number sense
 - 3-5 – multiplication, division, and fractions
 - 6-8 – ratios and moving into the preparation of learning the language of algebra
- Make fluencies part of your work – both arithmetic and procedural
 - Spend no more than 10 minutes per lesson on fluency support
 - **Number sense** – how numbers are composed and decomposed in many different ways
 - There are two kinds of math fluency
 - **Procedural fluency** means being able to use a strategy automatically to figure out an answer; the “how to”
 - For example, being able to use a strategy to figure out $435 \div 14$.
 - **Automaticity fluency** means the answer comes without thinking about it; memorization
 - **For example, looking at the problem $[3 \times 5]$ and “knowing” that the answer is 15, without needed to stop and figure it out**
 - The first expectation for automaticity fluency is at the end of Grade 2.

ACTIVITY – MULTIPLICATION FLUENCY

Facilitator Note: The video will play background music for 20 seconds, so be ready to pause the video when the music starts, for participants to do the activity and discuss before returning to the video presentation. The fluency game, Multiplication Tic-Tac-Toe, is used with permission from www.boxcarsandoneeyedjacks.com

Supplies

- the 3 fluency dice game handouts (gameboards)
- (2) 10-sided dice (numbering 0-9 or 1-10) per group and
- a pencil to mark the squares.

Stop the video when the music begins

- 1) Ask participants to pair into partners
- 2) Starting with the “Fluency Dice Game,” try each of the games
- 3) Brief discussion about challenges and variations
 - a. What challenges do participants anticipate?
 - b. What adaptations do participants visualize?
- 4) Return to the video presentation

Facilitator Note: Options if 10-sided dice are not available:

Use a website that lets you select how many sides the dice will have -
<http://appincredible.com/online/dice-roller>

Use four 6-sided dice, so you can roll up to 6 or up to 12.

One partner pretends to be the dice and calls out numbers, (0-9) or (1-10).

RESTART VIDEO PRESENTATION – easyCBM Connection

Key Points

- Sample: How to use the easyCBM Math Item Analysis to pinpoint skills and standards
 - The sample used shows the results from one migrant educator who had three (3) Grade 4 students that year. The names were removed and replaced with letters.
- Demonstration: How to map or correlate the easyCBM Item Analysis to the NYS Learning Standards (Using Grade 4 results)
 - Green – major emphasis for the grade
 - Blue – supporting emphasis for the grade
 - Yellow – additional (after the spring assessment)

Facilitator Note: The Major Emphasis for NYS Standards referred to are handouts in this workshop. The presentation spends more time with these tables in the following section.

Facilitator Note – For participants who need the math emphasis but not the easyCBM correlation:

Fast-forward the video to approximately 10 minutes and 45 seconds into the video, to the Grade Emphasis table of NYS Standards for Grades 3-8 and a Common Core Grade Emphasis for Grades K-2.

- Grade Emphasis Table with NYS Standards for Grades 3-8 (*6-page handout*)
 - Identify the Standard “code” to use when searching for the skill on EngageNY or other common core-based websites (column 4)
 - The check mark (✓) denotes standards with deeper emphasis. Preceding skills are foundational
 - Suzanne recommends to start with the deeper emphasis, then work back into the foundational skills if the student has gaps in understanding.
 - “post” means the skill is scheduled to be taught, after the NYS Assessments are given, so that particular skill will not be on the grade level assessment.
- Grades K-2 uses Common Core standards (*SAP Content Emphasis handout*).

Facilitator Note: Full implementation of the NYS Next Generation Standards for ELA and Math is planned for September 2020. The current handout for the Standards Tables will be updated at that time.

FOLLOW UP (after the video presentation ends)

Facilitator Note: Take a few moments after the video to see if participants have questions about the math or about the easyCBM Item Analysis.

Discussion Questions

- Math
 - Did you see a math skill or resource that you can use with a student?
 - Has anyone used one of the suggested websites? What can you tell us about it?
 - Is there a website you want to see? We can try it together. (Links are listed below.)
 - Do you have questions we can forward to the author?
- EasyCBM Item Analysis
 - Take a few minutes to compare the easyCBM Math Item Analysis for one of your students to the grade level from the Power Point Notes and try to identify the major skills you target to work on with your student.
 - Volunteers to share your process and what skill(s) you identified.

Facilitator Note: The video suggests websites as a good starting point for Migrant Educators to use. The links are as follows:

www.Commoncoresheets.com

www.Learnzillion.com

www.K-5mathteachingresources.com

www.boxcarsandoneeyedjacks.com

Closure for Group Workshops

- Facilitators are welcome to use the Workshop Evaluation provided on the website or you can use your own version.
- *Continuing Teacher Leader Education (CTLE)* – Follow the CTLE process at your METS program center for staff who are tracking credit.

Closure for Individual Access/Self-Serve

- Complete the Workshop Evaluation and give it to your Director.
- *Continuing Teacher Leader Education (CTLE)* – If you would like to request credit for this module, please follow the CTLE Credit Request process. Find the link for this process on the NYS-MEP website: <https://www.nysmigrant.org/resources/pd>