AMSTI Updates

November 2020

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Alabama Math, Science, and Technology Initiative

Warehousing Update

Accountability Actions: Immediate and Ongoing

Tier 1

Immediate

Tier 1: Immediate

Tier 1 is intended to be a qualitative screening process. At this tier, the collation of information, either through site reviews or warehouse evaluations, should be preliminary. The purpose of this tier is to determine two main points:

Tier 1: Immediate

1. Whether the site/warehouse is meeting the necessary requirements established by the AMSTI Guidelines

2. Whether the site needs to develop well-focused, actionable, detailed recommendations to implement industry best practices

Tier 1: Benchmarks

AMSTI Guidelines

Industry Best Practices

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Tier 2

Ongoing

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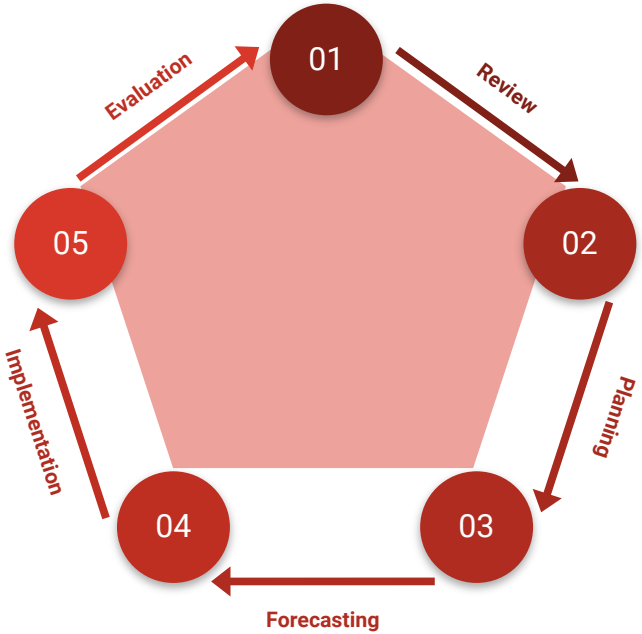
Tier 2: Ongoing

Tier 2 is intended to be a budgeting screening process. The goal of this tier is to aid in planning site and materials operations, communicating plans to various stakeholders, controlling activities, and evaluating budget goals each fiscal year.

Tier 2: Budget Screening Process



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Failing to Implement Accountability Actions

These immediate and ongoing accountability actions are a control process for the SDE in which responses are given to a site or IHEs actions. These actions are crucial to ensuring high performance with AMSTI.

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Failing to Implement Accountability Actions

Memorandum of Agreement (MOA)

&

Other considerations

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Teachers In Residence

Studying the effects of Building Based Math Coaches

TIR Funding

- Supplemental Funding
- $2,700,000
- Expended for additional regional math coaches and trainers to expand early mathematics improvement efforts, and AMSTI, NUMBERS, and OGAP training opportunities

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Where are TIRs?

- Elementary (K-5) Limited Support 1 (LS1) math schools are the primary focus.
- AMSTI will employ at least one Teacher in Residence in each region to provide support to an LS1 math school(s) in their region.

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Statewide View

Region	AMSTI Site	Schools Served	TIRs	Classrooms Served by Grade						
				K	1st	2nd	3rd	4th	5th	Total
1	UNA	4	2	11	12	10	5	5	3	46
2	Athens	3	1	3	3	3	4	3	6	22
3	UAH	7	5	18	19	16	15	13	7	88
4	UA	4	2	7	7	8	8	8	8	46
5	UAB	6	4	20	19	16	9	9	11	84
6	JSU	4	2	10	10	10	10	5	4	49
7	UM	2	2	6	7	6	6	6	5	36
8	WCCS	6	3	0	0	0	35	35	38	108
9	AU	4	2	6	6	8	13	12	3	48
10	USA	4	4	17	17	16	13	13	7	83
11	Troy	18	4	0	0	0	29	25	21	75
		62	31	98	100	93	147	134	113	685

AMSTI is supporting 62 schools:

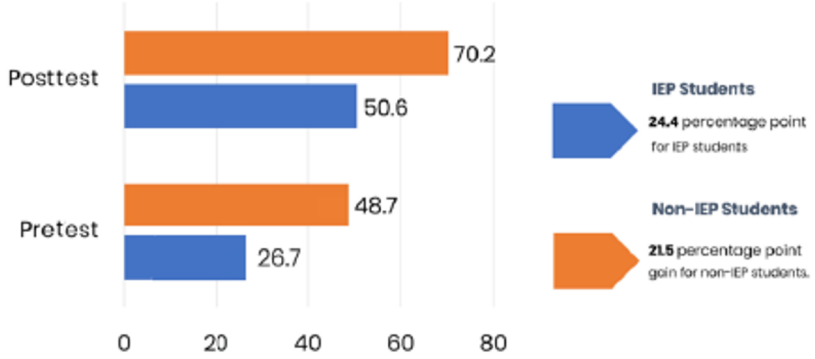
- 57 Limited Support One schools
- 5 Limited Support Two schools
- 26 regional AMSTI Math specialists mentoring the TIRs

AMSTI Study with hand2mind

Daily Math Fluency Positively Impacts Students and Teachers

Percentage Point Gain by Gender

Percentage Point Gains for IEP Students



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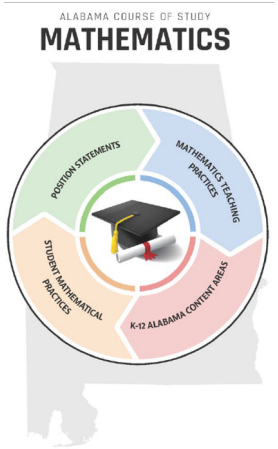
Coaching Academy and Follow Up Support

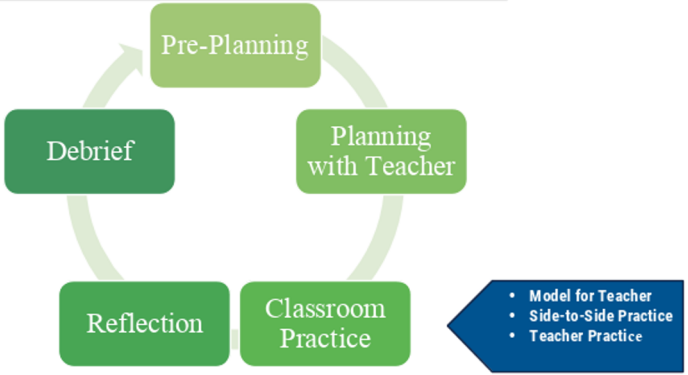
Coaching, Leadership, Content and Pedagogy



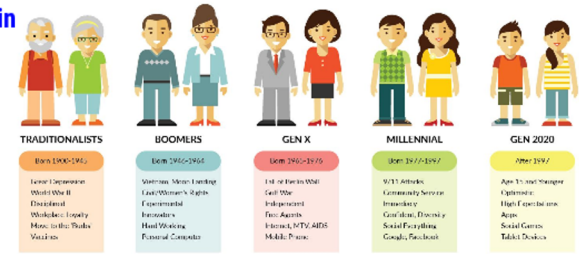
Eight Effective Mathematics Teaching Practices

1. Establish mathematics **goals** to focus learning.
2. Implement **tasks** that promote reasoning and problem solving.
3. Use and connect mathematical **representations**.
4. Facilitate meaningful mathematical **discourse**.
5. Pose purposeful **questions**.
6. Build procedural **fluency** from conceptual **understandin**
7. Support productive **struggle** in learning mathematics.
8. Elicit and use **evidence** of student thinking.

The Coaching Cycle



Five Generations Working Side by Side in 2020



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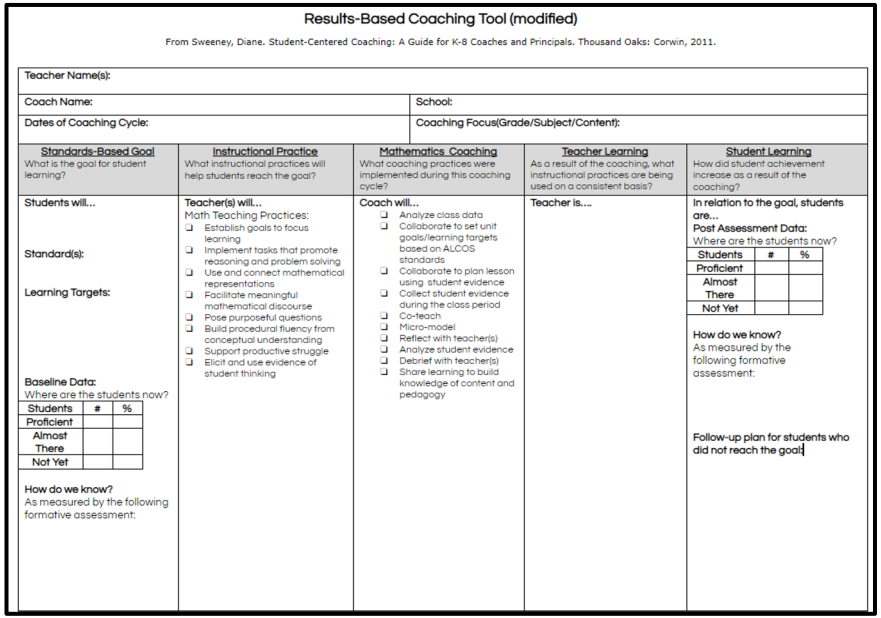
Measuring the Effectiveness

- Coaching Logs
- Early Math Assessments and/or Scantron (depending on grade level)



Results-Based Coaching Tool (modified)

From Sweeney, Diane. Student-Centered Coaching: A Guide for K-8 Coaches and Principals. Thousand Oaks: Corwin, 2011.

Teacher Name(s):	
Coach Name:	School:
Dates of Coaching Cycle:	Coaching Focus(Grade/Subject/Content):

Standards-Based Goal What is the goal for student learning?	Instructional Practice What instructional practices will help students reach the goal?	Mathematics Coaching What coaching practices were implemented during this coaching cycle?	Teacher Learning As a result of the coaching, what instructional practices are being used on a consistent basis?	Student Learning How did student achievement increase as a result of the coaching?
Students will... **Standard(s):** **Learning Targets:** **Baseline Data:** Where are the students now? Students / # / % Proficient Almost There Not Yet **How do we know?** As measured by the following formative assessment:	**Teacher(s) will...** Math Teaching Practices: ❑ Establish goals to focus learning ❑ Implement tasks that promote reasoning and problem solving ❑ Use and connect mathematical representations ❑ Facilitate meaningful mathematical discourse ❑ Pose purposeful questions ❑ Build procedural fluency from conceptual understanding ❑ Support productive struggle ❑ Elicit and use evidence of student thinking	**Coach will...** ❑ Analyze class data ❑ Collaborate to set unit goals/learning targets based on ALCOS standards ❑ Collaborate to plan lesson using student evidence ❑ Collect student evidence during the class period ❑ Co-teach ❑ Micro-model ❑ Reflect with teacher(s) ❑ Analyze student evidence ❑ Debrief with teacher(s) ❑ Share learning to build knowledge of content and pedagogy	**Teacher is....**	**In relation to the goal, students are...** **Post Assessment Data:** Where are the students now? Students / # / % Proficient Almost There Not Yet **How do we know?** As measured by the following formative assessment: **Follow-up plan for students who did not reach the goal:**

THANKS!

Any questions?