



ADE K12 Mathematics Standards March 2020 Newsletter

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The ADE Mathematics Team

Suzi Mast – Director K-12 Math Standards

Eboney McKinney – ESS Math Specialist

Jenifer Hutchinson – ESS Math Specialist

Debbie Gordon Presidential Award



Non-Traditional Instruction Days

As we travel into nontraditional teaching and learning, we are reminded that there are different pathways to get to the learning goal. We have been given a chance to look at the different pathways through online tools or distance learning. The past couple of weeks have been filled with the “what” we could possibly use to assist us in teaching and to allow students the opportunity to show us what they are learning. Now we are settling into the “how” are we going to provide a different pathway to the same learning

goals we had before. We have each other and our networks within our schools and across the state and nation providing the support for teachers to be success and students to continue to learn.

The Arizona Department of Education Math Team have scheduled office hours to allow teachers and math leaders to meet together to network, problem solve and develop solutions to allow all Arizona teachers and students to continue to feel supported and to be successful down this pathway.

AZ Math Teachers Office Hour Meetings -Grade level band meetings are provided for all math teachers. These grade level band meetings will include opportunities for networking, problem solving, and sharing different implementation models. **Please register in advance of the meeting start day and time.**

Choose an April 8th date or an April 9th date to attend.

Grade level band Meeting	Date	Time – Click time to register
High School Math	April 8 th	8:30am – 9:30 am
	April 9 th	3:00 pm – 4: 00 pm

Middle School	April 8 th	10:30am – 11:30 am
	April 9 th	1:30 pm – 2:30 pm
<i>Grade level band Meeting</i>	Date	Time – <i>Click time to register</i>
Grades 3-5	April 8 th	3:00 pm – 4:00 pm
	April 9 th	10:30 am – 11:30 am
Grades K-2	April 8 th	1:30 pm – 2:30 pm
	April 9 th	8:30 am – 9:30 am

The next Large Math Leader Meeting will be on April 16th. This meeting is for any educators that lead their team, site or district around mathematics. This includes Special Education Teacher Leaders. [Click here](#) to register in advance for the April 16th 8:30am – 9:30am meeting.



COLLEGE OF SCIENCE
MATHEMATICS

The Center for Recruitment & Retention of Mathematics Teachers at the University of Arizona are known for providing top notch professional development and support for all K-12 mathematics educators. Here are some of the ways CRR is supporting Arizona students.

AmeriCorps students are hosting online puzzling and problem-solving sessions for students in K-8 and in-the-moment homework help for HS students. They are also hosting computer science sessions for middle and high school students. [Here is the link](#) to the Americorps Student Sessions Schedul.

Here are some of the professional learning opportunities CRR has available next week.

[Introduction to Non-Traditional learning in K-8.](#)

- Monday April 6th, 2020 7:00am - 8:00AM
- What can Non-Traditional collaborative learning look like in an online environment that encourages engagement? What could student check-ins look like? What might formative assessment look like during this time? Lots of questions will be explored in this introductory-level workshop.

[Exploring Circles part 2. Grades MS and HS.](#)

- Tuesday April 7th, 2020 from 7:00AM - 8:00AM
- We started exploring circles in week 1, and we have so far to go. I have collected the information from many of the participants. Let's return and turn this data into relationships we can discover and understand.

[Geometry at Home. PreK-5.](#)

- Wednesday April 8th, 2020 from 7:00AM - 8:00AM
- What are fun activities to learn and discover geometry at home? How can we help parents engage with their students around these ideas? How can we encourage remote collaboration around the big ideas of Geometry? Come and explore!

[Playing with Ratios. Grades 6-8.](#)

- Thursday April 9th, 2020 from 3:00PM - 4:00PM.
- Ratios are a rich topic in middle grades math. How can we create a remote experience that helps students develop an understanding of ratios and how ratios behave? What kinds of low-tech or remote experiences can support this understanding?

COVID-19: Guidance to Schools & Families



well as educator and family resources. The virtual learning resources can also be accessed through the [ADE K-12 Standards website](#) and on content area website. The Special Education Guidance can also be found on the [ESS homepage](#).

If you want to know what is happening and what we are offering each week, please join the [CRR listserv](#)! You do not need to be part of a partner school in order to join the [CRR listserv](#).

The ADE has set up a [webpage](#) that includes guidance to schools and families on COVID-19. This is one stop shopping for information about Legislation, Arizona State Board of Education decisions, high school graduation, social-emotional resources, special education guidance as



Buses are a key to schools' success!!! Thinking out of the box, many schools and districts have landed on their school buses as the primary way to reach out to students and families. Not only are buses delivering food, but they are also hosting teachers who can hand out food and get a chance to see and cheer on their students.

Printed materials are being handed out or buses are becoming a hot spot for students to not only pick up meals, but to download learning experiences for the

upcoming week, or upload completed learning to their teachers.

Thinking out of the box...what else could your amazing bus drivers and buses do to support our families and students during this nontraditional teaching and learning time?

As we continue together down this new pathway to the same goals, we have had for students all year. Here is a great graphic that positively points out what an amazing opportunity we have right now to embrace the new normal of remote/distance learning!!! We have the chance to show our students that we are all lifelong learners and we are shoulder partners with our students and families as we all travel down this new pathway.

Remote Learning Opportunity

to: **as an** **NOT to:**

- to:** create learning experiences that allow us to explore **new forms** of teaching and learning
- to:** build skills that will support the **now literacies** (digital citizenship, information literacy, media literacy, network literacy global literacy)
- to:** build skills that will foster a new sense of community (again not aiming to substitute the same in-person- community we are used to)
- to:** find learning experiences for us as educators as well as our students that help develop **now skills** (communicate, collaborate, connect, critical thinking, create)
- to:** **amplify** collaboration and embed crowdsourcing
- to:** **document FOR Learning** in order to support reflection and metacognition and collaboratively learn from this crisis
- to:** **communicate** with each other beyond space (geography) and time (asynchronously)
- to:** move from consumption of information to **creation** (remixing, adding value, creating new) of information.
- to:** foster **self- directed** and **self-motivated** learning and working skills
- to:** foster **social-emotional** learning
- to:** practice **balance** between our analog and digital activities
- to:** amplify reading and writing to include new forms
- NOT to:** continue to do **"business"** as usual
- NOT to:** ignore that we are **flying as we are building the airplane**. Cut yourself some slack, embrace the action research
- NOT to:** substitute the exact same in-person-**schedule** students follow traditionally in school
- NOT to:** give our students a package of **worksheets** to complete as "busy work" and a way to say "we covered it".
- NOT to:** have our students **sit quietly** in front of their screens through long lectures of recorded videos or live video conferences
- NOT to:** expect the same **results** as face to face teaching and learning
- NOT to:** focus on **analog** reading and writing skills **alone**
- NOT to:** **isolate** ourselves and students in our learning, not connect beyond our quarantined walls and not to connect globally
- NOT to:** ignore our students **strengths** and **passions** to connect and personalize learning.

LANGWITCHES
THE MAGIC OF LEARNING

<https://www.instagram.com/p/B-cjlhJh-d2/>