**MATH Fall Network Preview**

**Facilitation Team:**

Teresa Emmert, KDE Math Network Consultant ([teresa.emmert@education.ky.gov](mailto:teresa.emmert@education.ky.gov))

Tim Sears, KDE Math Consultant ([tim.sears@education.ky.gov](mailto:tim.sears@education.ky.gov))

Janet Tassell, WKU Math Education ([janet.tassell@wku.edu](mailto:janet.tassell@wku.edu))

Kim Estes, GRREC Math Consultant ([kim.estes@grrec.ky.gov](mailto:kim.estes@grrec.ky.gov))

Randi Womack, GRREC Math Consultant ([randi.womack@grrec.ky.gov](mailto:randi.womack@grrec.ky.gov))

Rebecca Gaddie, GRREC Math Consultant ([rebecca.gaddie@grrec.ky.gov](mailto:rebecca.gaddie@grrec.ky.gov))

Jennifer Clemons, GRREC Math Consultant ([jennifer.clemons@grrec.ky.gov](mailto:jennifer.clemons@grrec.ky.gov))

**Four Meetings:** September 27, November 29, January 31, March 28

**Math Formative Assessment Lessons Expectations for the year:** A Formative Assessment Lesson will be expected to be taught after each of the first three network meetings. These should be embedded into pacing guides to fit naturally into the content being taught.

The district should decide how they want to share and implement the Formative Assessment Lessons in other classrooms. The content specialist will be available to help with this work.

**Targets for Year:**

1. I can demonstrate the connections of our work. This means that I can teach the KCAS in the context of highly effective teaching and learning and assessment practices.
2. I can confidently implement formative assessment. This means that I can authentically embed the five strategies through short and medium cycle formative assessments throughout a unit of instruction.
3. I can build capacity for highly effective teaching and learning and balanced assessments around KCAS in my district.
4. I can deepen my understanding of Kentucky Core Academic Standards and mathematics pedagogy.

**Fall Focus:**

* Overview of **TPGES**
* **TPGES 3B** (Questioning and Discussion) with CHETL and formative assessment connections by looking at strong and weak models.
* Observe a classroom between Sept and Nov meeting with a focus on **3B**.
* Scaling the work of Formative Assessment Lessons
* **TPGES 4A** (Reflecting on Teaching) using student work and observation data from homework.
* **TPGES 1F & 3D** (Assessment) Aggregate and analyze data – state and classroom – to connect to CHETL and to create congruent and common assessment items.
* Deepen understanding and pedagogy of mathematical content.