

Berkeley Heights Public Schools 6-12 Mathematics Department BOE Update

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June 10, 2024





Overview

- Purpose:

To share and address feedback gathered from all stakeholders including parents, students, teachers, PTO representatives, BOE members, school administrators, and state assessment reports.

- Key themes from stakeholder feedback
 - Trust in the BHPS System
 - Balancing Technology and Instructional Delivery
 - Collective Teacher Efficacy
 - Student Support and Well-Being
- Plans moving forward



Trust in the BHPS System

Post-COVID Impact:

- Expressions of a loss of faith in the mathematics instructional program
- Need for consistency, support, and trust amongst all stakeholders
- Emphasis on transparent communication and repairing relationships





Balancing Technology and Instructional Delivery

Concerns and preferences:

- Over-reliance on online materials and Delta Math
- Preference for including more pencil and paper methods, note-taking, and easily accessible resources for study and review
- Balance between digital and non-digital delivery methods
- Balance between direct instruction, small group teacher-led instruction, collaborative group and independent student work

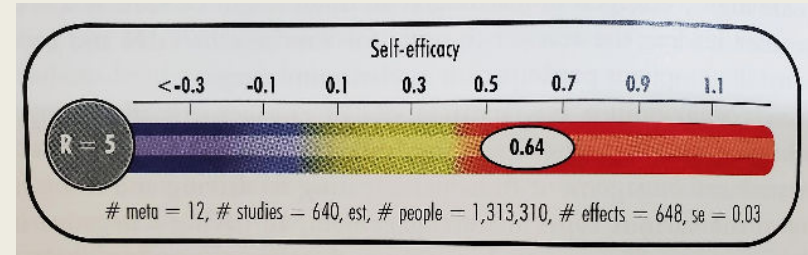
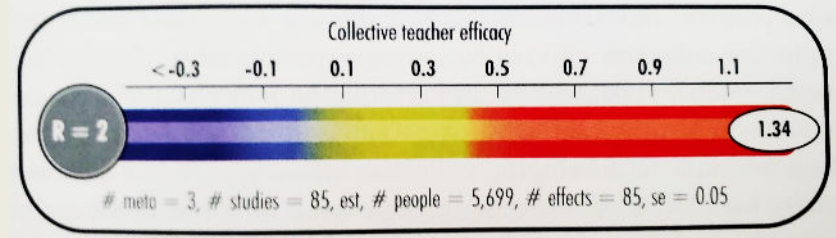




Collective Teacher Efficacy

Opportunities for Growth:

- Desire for consistent grading policies amongst similar courses that support learning
 - Balancing the use of partial credit and assessment retakes among similar courses
 - Too much focus on grades vs learning
- Need for constructive, actionable feedback and time to learn from and correct misconceptions prior to high stakes assessments
- Challenges with AI and student accountability/self-efficacy in the learning process



(Hattie, 2023)



Student Support and Well-Being

Supporting ALL Students

- Need for a deeper understanding on how to effectively address the needs of neurodivergent learners and students with IEPs and 504s
- Differentiation for both intervention and enrichment
- Desire for more constructive feedback and learning opportunities within the classroom time prior to high stakes assessments
- Nurture and facilitate the growth of executive functioning skills, self-advocacy, independent and collaborative inquiry
- Stress and emotional challenges faced by students increase challenges with high stakes instructional and grading practices
- Emphasis on uplifting the Math climate through more collaboration and support for teachers

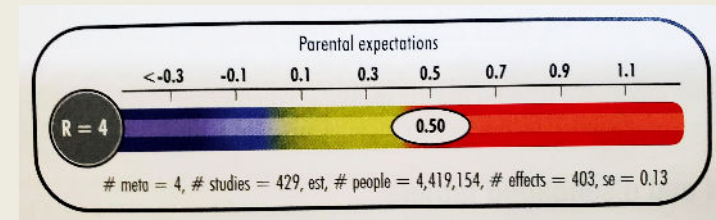




Moving Forward: Parental Involvement and Suggestions

Engaging Parents and Addressing Concerns

- Need for real conversations and support amongst administrators, teachers and parents
 - Parent appreciation for opportunities to share feedback, receive updates and engage in real conversations at recent curriculum committee meetings.
 - Enhancing direct, collaborative, and supportive communication between parents and teachers
 - Maintaining high expectations while supporting students as they make mistakes, learn from them, and develop resiliency
- More professional development opportunities for teachers
 - Strong community support for investing funds for teacher professional development and instructional needs
- Moving forward in a positive, supportive direction for all



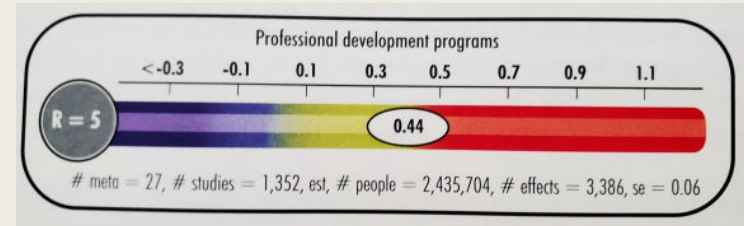
(Hattie, 2023)



Moving Forward: Professional Development Proposal

Positive Teacher Support, Training and Growth:

- 24-25 Intensive training proposal for Math and Math Special Education teachers in Research-Based Best Practices for Instruction
 - Two Full-Day Teacher Trainings with Parent University sessions for expectations and support with consultants, First Educational Resources, LLC.
 - Monthly department meetings utilized for follow up training and support
 - Teacher release time for collaborative planning and implementation
 - 25-26 & Beyond, Target training for continued areas in need of growth and support



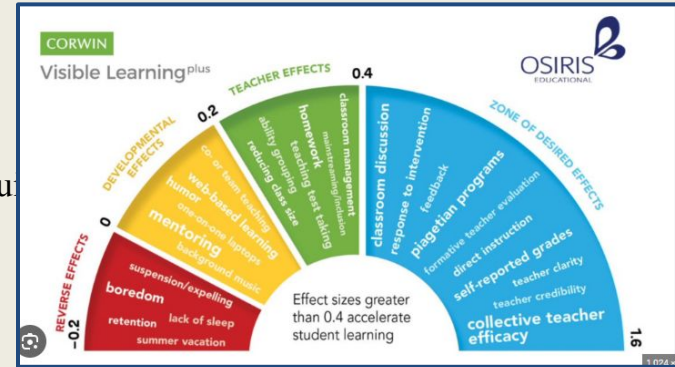
(Hattie, 2023)



Moving Forward: Research-Based Best Instructional Practices

Best Practices for:

- Crafting effective direct instruction & mini lessons
- Student engagement and going beyond the traditional approach
- Conceptual understanding
- Fostering environments for discourse, problem solving, risk taking, and inquiry
- Posing high quality, purposeful questions that ignite curiosity, encourage exploration, prompt reflection, challenges students to articulate and justify their thinking and empowers students to be active participants in learning.
- Mastering and enriching learning through small group instruction
- Effective feedback & grading practices
- Planning meaningful activities and targeted learning that address the specific needs of students
- Implementing student accommodations, modifications, and specially designed instruction in the classroom



(Hattie, 2019)



Moving Forward: Financial Investment & Support

Positive Teacher Support, Training and Growth:

- Budget needs for Consultant: \$15,000
 - 2 full day in person sessions
 - 2 One-hour parent university sessions
 - 5 One-hour virtual follow sessions
- Budget needs for professional materials: \$2,500
- Total proposed cost for 24-25: \$17,500
- Use of Title II Funds



Questions?

Thank You



References

- Hattie, John. (2023). *Visible Learning: The sequel. A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.
- Hattie, John. (2019). *Barometer of Influence*. Corwin. Retrieved from: <https://visible-learning.org/2022/01/hatties-barometer-of-influence-infographic/>