



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS



A bulletin for DoDEA Administrators and Educators
Current Events and Happenings on DoDEA's College and Career Ready Innovation

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Provided in this edition of the CCR Bulletin

are two articles written by elementary teachers from the Kaiserslautern District in Germany, about their experiences with teaching the College and Career Ready Standards for Mathematics (CCRSM). Also included is an update on the CCRSM implementation planning for grades 6-12 for next instructional year 2016-2017.

If you would like to provide a short article about your lessons learned with implementing CCRSM, please send it to david.butler@hq.dodea.edu for consideration.

Reflections on Change by Linda Babcock, 3rd Grade Teacher

The purpose of CCRSM is to rigorously build the knowledge of students to practice and understand mathematics from concrete to abstract, creatively. The capability of the twenty-first century student to learn is far greater and more intense than my twentieth century education. Education today requires this generation to know the “why” of mathematics with both concrete to abstract processes. This is a drastic change for me and many other teachers as we grapple with finding the most applicable teaching strategies to successfully implement. Initially, I was exhilarated to put into practice all the amazing new approaches I learned. However, I found myself struggling daily with the organization of how to present material. I met this challenge head on by reaching out to those around me. I have strengthened my own teaching by collaborating with colleagues and administrators both within my school and at another school within the district.

While I sometimes worry about the pacing and structural layout of my lessons, my students are displaying their answers in numerous ways. Because of their willingness and my determination, together, we are seeing the big picture of the CCRSM. Students are developing a deeper conceptual understanding of mathematics beyond just procedural knowledge. The productive struggle my students and I are experiencing is worth the effort!

Hands On With CCRSM by Judy Sankey and Angela Young, 4th Grade Teachers

As we have implemented CCRSM this school year, we have experienced challenges and successes. The hands on emphasis of the standards allow students to visually see the concepts, and the students appear to enjoy that. Working collaboratively with their peers also encourages students to explain their thinking to others or get assistance if they are still unsure.

The use of manipulatives helps students who may not be developmentally ready and struggle to make sense of problems and persevere in solving them. In our classrooms, we have developed more homogeneous groupings that have enabled us to personalize strategies and interventions to help students make connections. As an educator, collaboration has been critical as we discuss: (1) What do we want our students to learn? (2) How we will know if the students have learned it? (3) How can we respond when they do not learn it? (4) How can we extend and enrich the learning for students who have demonstrated proficiency?

CCRSM Grades 6–12 Planning Update

Leadership convened a small workgroup comprised of secondary mathematics teachers and ISSs from across DoDEA to identify decision points for implementing CCRSM in grades 6–12 next year. The workgroup looked at impacts on students as they progress through courses, what supports teachers will need throughout the transition, and potential solutions for professional development. The workgroup found the new standards to be substantially different and that multiple supports and communication tools will be required. The workgroup investigated both designs included within the CCRSM for secondary instruction. DoDEA has selected the traditional pathway for our schools system-wide and will plan implementation using this approach to organize CCRSM content in mathematics courses.