

District 13 Resource Share

Schools:

- **PS 9**
- **PS 287**
- **PS 20**
- **Dock Street**
- **District Wide Ed-Tech PLCs**
- **Client Manager: Emily Duball**

School Year 2024-25:

["30 Minute Common Assessment Data Analysis Protocol"](#) (from PS 20)—this protocol is a resource to equip teacher teams with a structured protocol for collaboratively analyzing common assessment data, fostering data-driven instructional decisions, and promoting a cycle of continuous improvement.

[Dock Street 45 Minute Math Team Co-Planning Protocol](#)-(Dock Street) To build collaborative and effective structures within the members of the math team and for students, we will utilize a co-planning practice. This practice can be used across grade levels or within ICT and para teams

[40 Minute Data Reflection Protocol \(Dock Street\)](#)-This protocol builds awareness and understanding of the participant's viewpoints, beliefs, and assumptions about data while suspending judgments. The dialogue tool helps to replace hunches and feelings with data-based facts, examine patterns and trends of performance indicators, and generate "root-cause" discussions that move from identifying symptoms to possible causes of student performance

[Do Now and Attendance Tracking \(Dock Street\)](#)-This resource includes tracking tools for measuring student readiness, along with a screencast to guide teachers in implementing the resources included in the link

[ICT Co-Planning Template for Student Differentiation \(Dock Street\)](#)-The purpose of this planning is to develop a shared understanding of how to leverage adult experts and to collaborate on how to best utilize/create resources and strategies that build towards rigorous and collaborative student-centered learning. The link includes a screencast for teachers to view an overview of the resource.

[Annotating and Save Notes with Kami \(Dock Street\)](#)-This is a guide to leveraging Kami, an online tool that allows you to annotate & save notes on any document by downloading as a PDF. Screencast included.

[Number Detectives Lesson \(PS 287\)](#)-Supporting students to correctly identify and write numbers 13-15, recognize, write, and count with numbers 16 and 17 and develop number sequencing skills

[Planning for an Integrated 2nd and 3rd Grade Classroom \(PS 287\)](#)-Planning resource for teachers who are supporting multiple grade levels in their classroom. These resources are directed toward classrooms with 2nd and 3rd grade students, but have core strategies that could support other multiple grade level classrooms.

Pedagogical Approaches:

Higher-Order Thinking Concepts:

1. [Innovation Spectrum Look-fors](#)
2. [HOTS for Teachers: 25 Top Resources For Higher Order Thinking Skills](#)

Authentic Learning Concepts:

1. [Innovation Spectrum Look-fors](#)
2. [Authentic Learning Site for Math Teachers](#)
3. [Authentic Learning Site for teacher learning materials, project ideas, and resources](#)
4. [University of New Hampshire Teacher site for Authentic Learning](#)

Collaborative Learning:

1. [Innovation Spectrum Look-fors](#)
2. [Small-Group Instruction Asynchronous Video Learning \(Created by me\)](#)
3. [Choice Board Resources](#)
4. [Station Rotation Tutorial](#)
5. [Jigsaw Tutorial](#)

Differentiation:

1. [Innovation Spectrum Look-fors](#)
2. [UDL](#)
3. [Edutopia Resource Round-up](#)
4. UBD Resources
 - a. [Vanderbilt University](#)
 - b. [Cult of Pedagogy](#)
 - c. [Frameworks](#)

Math Programs & Resources:

1. www.zearn.org
 - a. [Tutorial](#)

2. www.splashlearn.com
3. <https://www.mathplayground.com/>
4. **Presentations with Additional Tools**
 - a. [Math Tools for 3-5](#)
 - b. [Math Tools for 5-8](#)
 - c. [Math in an Inquiry Classroom Mini-Course](#)

[Sample Blended Learning Lesson Plan](#)