



LAUSD The ISIC

# My Dashboard

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### Core Principles:

I: “The duration of professional development must be significant and ongoing to allow time for teachers to learn a new strategy and grapple with the implementation problem.”

II: “There must be support for a teacher during the implementation stage that addresses the specific challenges of changing classroom practice.”

III: “Teachers’ initial exposure to a concept should not be passive, but rather should engage teachers through varied approaches so they can participate actively in making sense of a new practice.”

IV: “Modeling has been found to be a highly effective way to introduce a new concept and help teachers understand a new practice.”

V: “The content presented to teachers shouldn’t be generic, but instead grounded in the teacher’s discipline (for middle school and high school teachers) or grade-level (for elementary school teachers).”

The dashboard is a progress monitoring tool meant to support my goal as the Common Core Mathematics Teacher Facilitator to assess the quality of the Common Core Mathematics Teaching and Learning in my network.

1. My dashboard contains the specifications for the information that I will examine to gauge CCSSM Implementation and Growth.
2. My dashboard will indicate to me when teachers are embracing/implementing the CCSS instructional shifts and CCSS Math Practices successfully or not.
3. Thus, based on evidence and data, I will know what area of practice requires aid.

In my dashboard I have laid out the select best practices and tools I have chosen to support the right goals for my network schools. I have started to determine how I can measure each one. This is only a starting point, I must carefully choose best practices and a measure for each one. *As my relationships with schools evolve I am certain that the goals, tools, and measurements will be refined. Furthermore, my dashboard can be merged with other Common Core Math Facilitators tools as well.*

# My Tools and Measures

These are the types of tools and measurements that I will utilize.

Area	Tools	Measurements
<b>Teaching Through Problem Solving</b>	Elementary and Secondary Mathematics, CA Framework, CGI, CCSS Learning Progressions, 2 + 1 PDs, Teaching Through Problem Solving PD Series, CGI PD Series	1) CGI or Three Phase Lesson Checklist 2) Teacher observational data 3) Teacher feedback and survey data 4) Student Work 5) CGI or Three Phase Lesson Plan
<b>CCSS Math Practices Implementation Through Number Talks</b>	CCSS SMP PD, Number Talks Series PDs, SMP Framework and Rubric	1) SMP Framework Checklist 2) Teacher observational data 3) Teacher feedback and survey data 4) Rubric score of students with SMPs 5) Number Talk Checklists 6) Number Talk Lesson Plan

Area	Tools	Measurements
<b>ISIC Interim Assessment Cycle</b>	ISIC Formative Assessment Cycle Toolkit and PD, EQUIP Student Work Analysis Tool and PD, Atlas Protocol, Tuning Protocol	<ol style="list-style-type: none"> <li>1) Deconstruction of Interim Assessments Protocol Completed as a grade level</li> <li>2) Theory of Action: SMART Goal Template or UbD Unit Design</li> <li>3) Teacher observational data</li> <li>4) Student Achievement Data</li> </ol>
<b>Supporting PLCs/ICs</b>	Google Form, Lesson Study Cycles, Coaching Cycles	<ol style="list-style-type: none"> <li>1) Pre and Post Lesson Study Teacher Survey Data</li> <li>2) Pre and Post Student Achievement Data</li> <li>3) Teacher feedback data</li> <li>4) IC feedback data</li> </ol>

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Lever	Measure	ES1	ES1	MS1	MS2
<b>Teaching Through Problem Solving</b>	Problem-based Lessons Per Week				
	CGI or Three Phase Standardization				
	Pre and Post PD Teacher Surveys and Evaluations				
<b>CCSS Math Practices Implementation Through Number Talks</b>	Number Talk Count Per Week				
	SMP Framework Implementation				
	SMP Student Rubric				
	Number String Standardization				
	Choral Counting Standardization				
	Number Talk Standardization				
<b>ISIC Interim Assessment Cycle</b>	# of Lessons in UbD or SMART Goal Unit Taught				
	Formative Assesment-Student Work and Talk				
	Student Achievement on Interim Assessment				
<b>Supporting PLCs/ICs</b>	Instructional Coaches Google Form Feedback				

	# of PDs co-planned and co-facilitated				
	# of Coaching Cycles				
	# of Lesson Study Cycles				

# Mapping Support Activities