



IT WORKED!

Achieving Through Collaboration

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In our school district, we have a district level Achieve team that is composed of the district superintendent, elementary superintendent and curriculum department directors and the multisite math facilitators. This team meets with schools that have been placed on a Focus status by the state department of education. As a result of one of these team meetings, it was determined that there was a need for some intense, content-focused professional development for teachers at two of our assigned schools.

We chose to partner two of our schools together in vertical teams of third through fifth grade teachers. We chose to focus on the unit of instruction that would begin in the next four weeks. Through collaboration with the Director of Math and the district Lead Math teacher, we planned our training around fractions.

Both schools had undergone a new grade level configuration and were required to attend many meetings already. So, our training was not looked forward to with great excitement. At first teachers were a little timid but as we drew them in with discussion and provided a safe environment for sharing, they had very healthy discourse. They participated in the activities we had planned and talked excitedly about how they would implement them in their classrooms. As result of the training many teachers increased their content knowledge and felt more comfortable delivering instruction in the classroom. When we conducted classroom observations, you could see that teachers were so at ease and the students were engaged in the lessons.

As a result, we feel that partnering neighboring schools was beneficial. We saw an increase in teacher participation in our monthly concept PDs. Teachers are now more aware of what grade level standards are foundational and how they progress through elementary school.

Brought to you by the NCSM Coaching Committee (May 2017)

Special thanks to the Arkansas Association of Mathematics Leaders (AAML)

