

Newburgh Teacher Center
In-service Course Proposal
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Title:	Algebra From The Start		
Curriculum Area:	Math		
Learning Standards:	MST-3 & NYS Core Math Curriculum		
Presenter(s):	Linda Apuzzo	Email:	lapuzzo@newburgh.k12.ny.us
Dates:	Tuesdays: 2/23, 3/2, 3/9, 3/16, 3/23		
Time:	4:15 – 7:15 PM		
Location:	Gardnertown Library		
Credit(s):	1		
Hours:	15		
Target Audience:	Open to all teachers. Preference will be given to grades 4-6 classroom, Special Education, Bi-lingual, AIS Teachers and any teachers new to the district.		
Course Description:	Designed to prepare teachers to teach the fundamental skills of Algebra required in math starting in Grade 4. Hands on lessons within small groups and large group instruction on using Algebra friendly manipulatives and vocabulary will be practiced to build a strong foundation for teaching Algebra.		
Course Requirements:	Attendance and participation at all sessions Create 2 Vocabulary activities Share and exchange best practice strategies to differentiate instruction and improve student performance. Align lessons with grade level performance indicators		
Maximum Enrollment:	15		

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Name of In-service Proposal: Algebra From the Start

Name of Instructor(s): Linda Apuzzo

Desired Results

Goal(s):

- To improve instructional delivery with the goal of increased student achievement.
- To increase teachers' comfort level with usage of various manipulatives for teaching Algebra.
- Understanding the importance of teaching the foundation of Algebra
- Importance of developing Algebra concepts through use of manipulatives
- NYS Core Math Curriculum, Content and Process Strands
- NECSD Math Curriculum Maps and State Curriculum
- Teaching specific, relevant vocabulary and emphasizing throughout instruction

Understanding(s):

- NYS Core Math Curriculum and Performance Indicators
- NECSD Math Curriculum

Essential Question(s):

- How we can help teachers understand Algebra concepts and be able to teach them with the use of manipulatives?
- How can we help teachers deliver lessons that support students' learning through experiences they can reflect back on, ultimately strengthening connections to mathematical concepts.

Knowledge/Skills:

Strategies to support NECSD Math Curriculum Maps with manipulative based activities
Strategies to differentiate instruction
Strategies of using multiple variations of manipulatives
Strategies for reinforcing processing skills
Strategies to increase math vocabulary and writing in the content area\

Assessment Evidence

Direct Evidence:

- Informal Observations
- Small group discussions
- 2 Vocabulary activities that encourage students to process vocabulary
- Shared reflections with the group
- Recorded reflections after each session

Learning Plan

Learning Activities:

Sharing experiences in small groups
Using multiple manipulatives for teaching various Algebraic concepts
Sharing Resources
Training on NECSD Curriculum Maps and State Curriculum
Evaluating activities for meeting NYS Math Standards
Creating activities that support processing of relevant vocabulary terms