



LINCOLN COUNTY SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

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LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Board Work Session
Tuesday, January 9, 2024 - 5:00 PM
Oceanlake Elementary
2420 NE 22nd St, Lincoln City
Lincoln City, OR 97367

Agenda

1. Call to Order & Establishment of a Quorum
2. Teachers On Special Assignment (TOSA) Updates



Elementary Math TOSA

Lincoln County School District



Who

I am a math educator who believes strongly that ALL students have the potential to understand mathematics from a deep level and ALL teachers have an important role in the process.



What

Mentor and support teachers
to shift their math
instruction...

from → teaching mathematical topics
as procedures

to → facilitating student engagement
that will lead to a deeper
understanding of mathematics

What

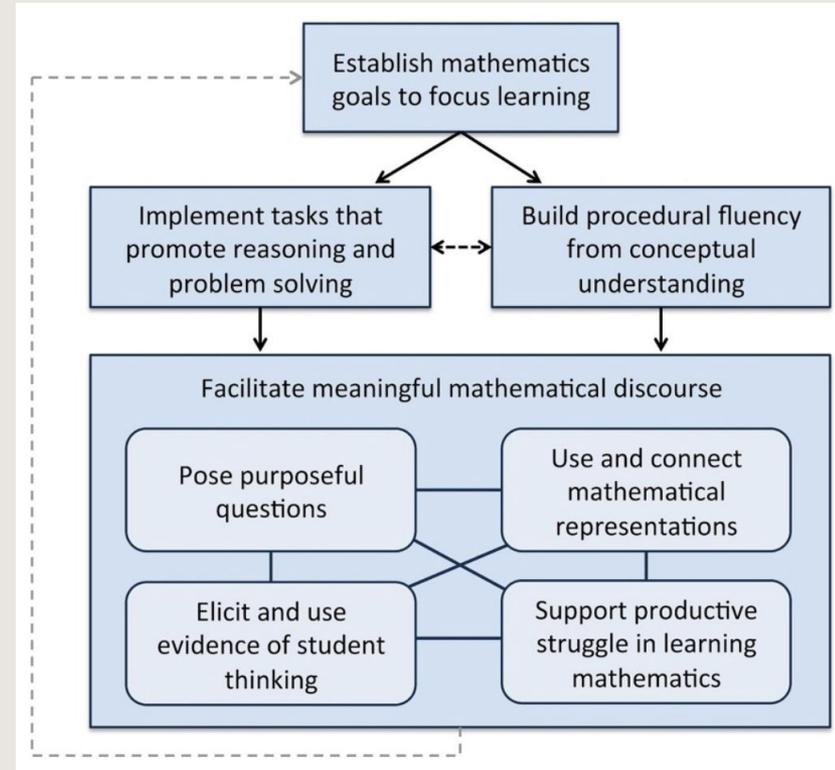
It's not just about getting the "right answer" when solving math problems. It's about giving students time to think, question, and process the solution.

In addition, this student-centered approach allows students to form a positive math identity through their elementary years.

Why

Develop and Implement ways for teachers to adopt the National Council of Teachers of Mathematics (NCTM) Eight Effective Mathematics Teaching Practices

The implementation work that is being done presently engages teachers in these eight effective mathematics teaching practices.



How



-
- ❖ Individual One-on-One Coaching



-
- ❖ Math Coalition Team
 - ❖ Grade Level Teams
 - ❖ Site Specific Support



-
- ❖ District Level Professional Development



Kinder

Shannon Wellsted & Crista Adovnic

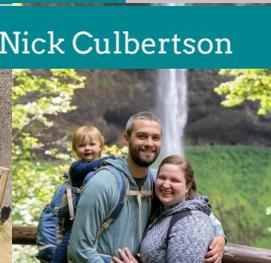


2nd Grade Nicole Benardi & Jenn Woodley



4th Grade

Kath Proctor & Nick Culbertson



1st Grade

Rachel Baracosa & Kate Sizemore



Elementary Math Coalition Team

5th Grade

Liz Pettinger & Guy Larson



3rd Grade Robin Kirsch & Emily Rocco



6th Grade

Faith Forshee & Cherie Harbour



Procedural Versus Conceptual Understanding



Addition

$$\begin{array}{r} 21,045 \\ + 9,362 \\ \hline 7 \text{ (5+2)} \\ 100 \text{ (40+60)} \\ 300 \text{ (0+300)} \\ 10,000 \text{ (1000+9000)} \\ 20,000 \text{ (0+20000)} \\ \hline 30,407 \end{array}$$

Partial Sums

connecting \rightarrow

$$\begin{array}{r} 21,045 \\ + 9,362 \\ \hline 30,407 \end{array}$$

Subtraction

$$\begin{array}{r} 21,045 \\ - 9,362 \\ \hline 21,045 \leftarrow \begin{array}{l} 20,000 + 10,000 + 300 + 100 + 7 \\ - 9,000 + 300 + 60 + 2 \\ \hline 20,000 + 10,000 + 0 + 40 + 5 \end{array} \end{array}$$

\leftarrow

As students explore and use problem solving strategies, they are not solely building new strategies, but also building on to previously learned strategies from previous standards and grades.

Procedural Versus Conceptual Understanding

Comparing Numbers

$$328,498 > 324,986$$

hundred thousands	ten thousands	thousands	hundreds	tens	ones
3	2	8	4	9	8
3	2	4	9	8	6

Same Same $8 > 4$

$$300,000 + 20,000 + 8,000 + 400 + 90 + 8$$

$$300,000 + 20,000 + 4,000 + 900 + 80 + 6$$

Same same $8,000 > 4,000$

328498	> Greater than
324986	< Less than
$8 > 4$	= equal to

Addition

$$64,924 + 15,368$$

$$64,924 = 60,000 + 4,000 + 900 + 20 + 4$$

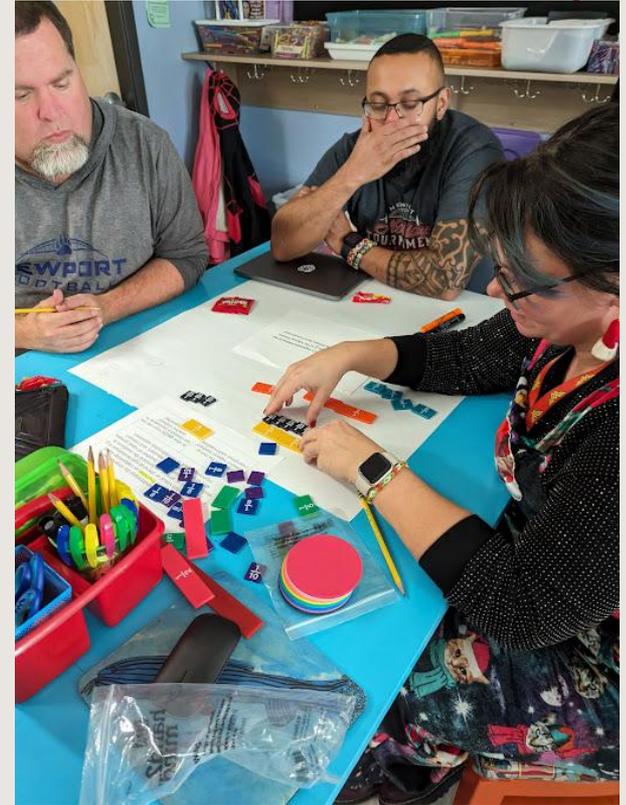
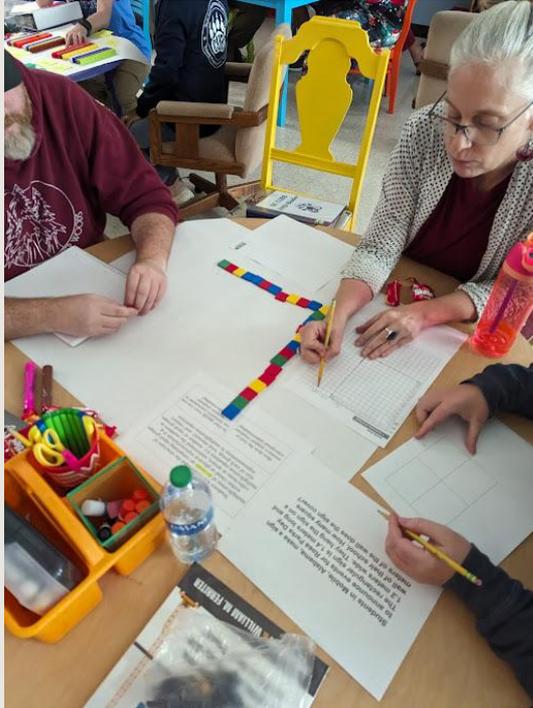
$$+ 15,368 = 10,000 + 5,000 + 300 + 60 + 8$$

$$80,292 = 70,000 + 9,000 + 1,200 + 80 + 12$$

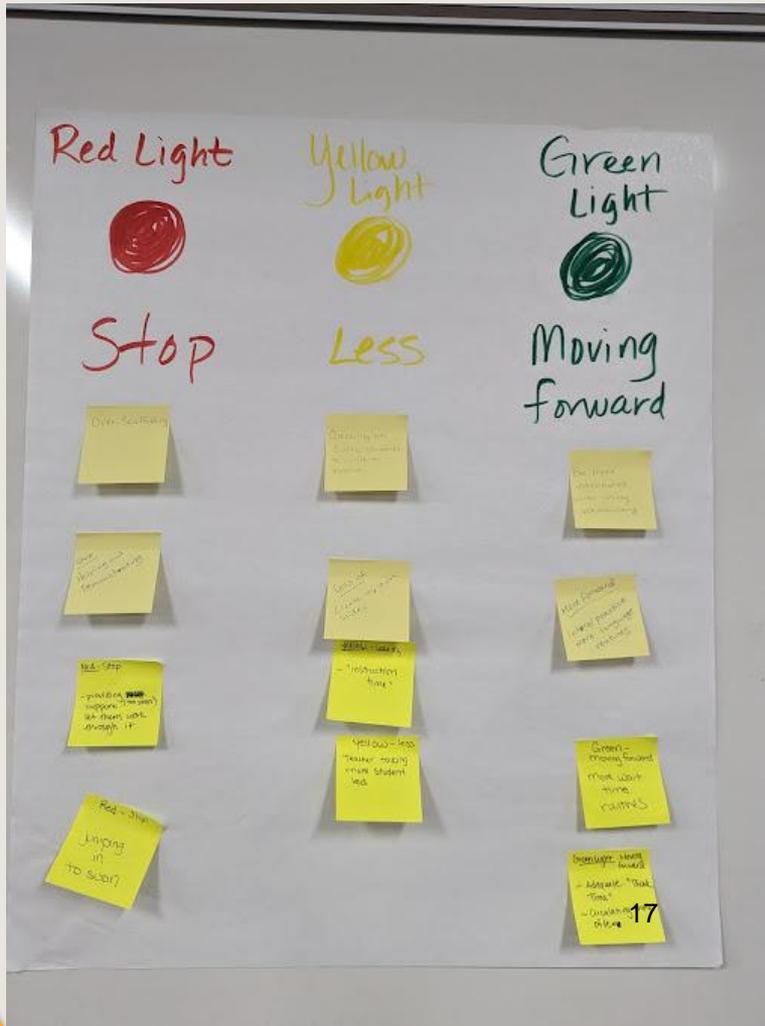
$\begin{array}{r} 64,924 \\ + 15,368 \\ \hline 12 \rightarrow 4+8 \\ 80 \rightarrow 20+60 \\ 1,200 \rightarrow 900+300 \\ 9,000 \rightarrow 4,000+5,000 \\ 70,000 \rightarrow 60,000+10,000 \\ \hline 80,292 \end{array}$	$\begin{array}{r} 64,924 \\ + 15,368 \\ \hline 80,292 \end{array}$
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Teachers focus learning goals on fluency over time, give students opportunities to engage in productive struggle and¹⁰ discourse by building engaging, student-centered learning opportunities.

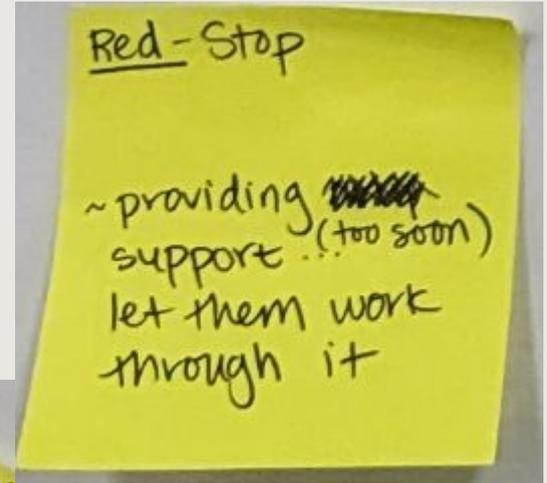
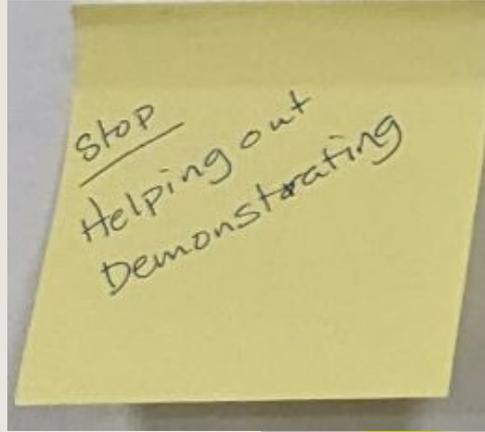
How our teachers are engaged in Math



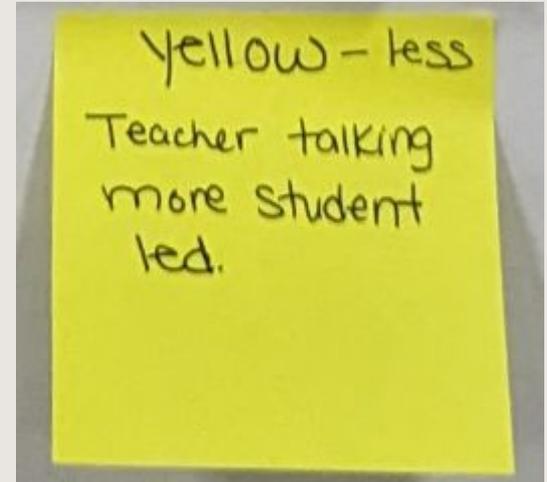
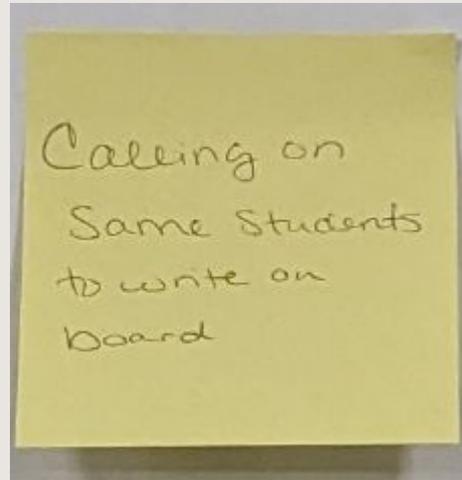
How our teachers are engaged in Math



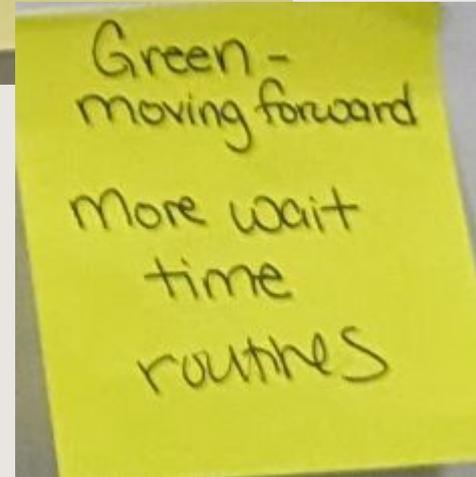
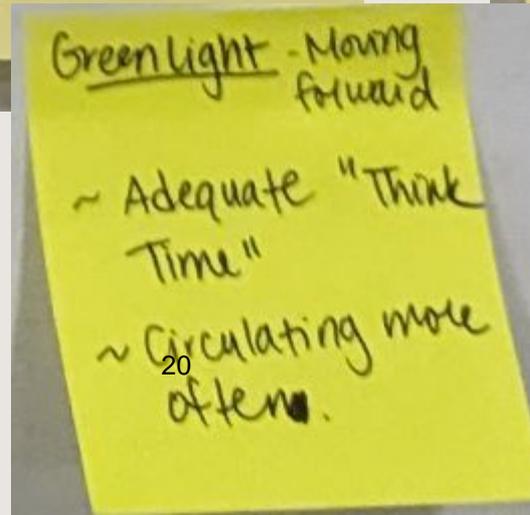
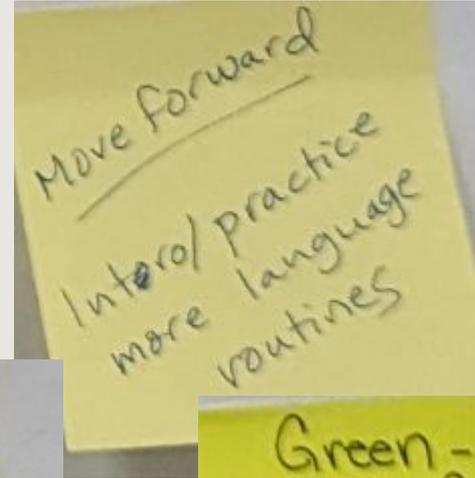
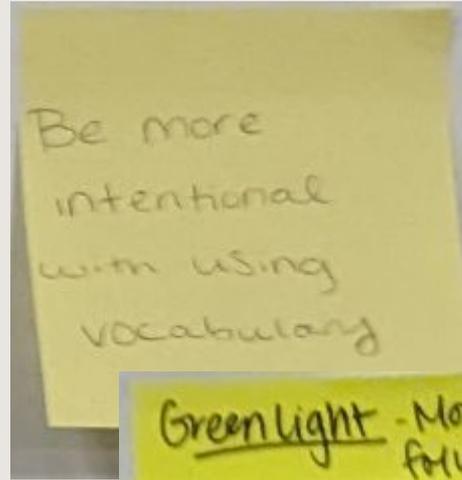
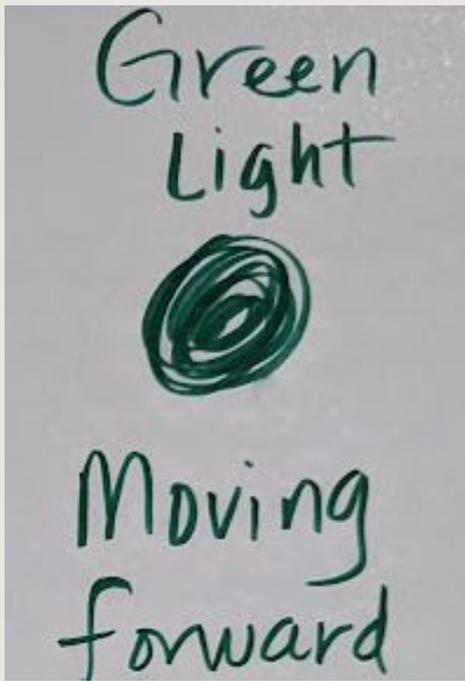
How our teachers are engaged in Math



How our teachers are engaged in Math



How our teachers are engaged in Math



What our teachers are saying



“i-Ready curriculum was new to 6th grade this year. Jenn provided a full day of training on using the resources, planning the lessons, and instilling critical thinking strategies into the activities. Having also worked on the math team with her, we've been able to create teacher-led opportunities to encourage and guide our grade level teams in their math instruction.”

What our teachers are saying

“Having been diagnosed with dyslexia during my education, I was forced to use different strategies and resources in order to be successful. Throughout my teaching career, as I had to learn new processes and new curriculums, I have continued to utilize these skills. Jenn Loseke has been an invaluable resource. I have been working with her regularly for the last year and a half and both my students as myself have benefited from this relationship as I have become a more a proficient math teacher and my students have shown consistent growth.”



Thank you!!

Jenn Loseke

jenn.loseke@lincoln.k12.or.us

541-265-4435

Elementary Math TOSA (K-6)



3. Board Goals and Self Evaluation of Goals
4. Retirement & Recognition Celebration
5. Potential Bond Updates
6. Adjournment

Board Strategic Goals 2020-2025

GOAL ONE: High Expectations For Student Achievement By Supporting an Equitable Education Framework.

ALL LCSD students will demonstrate continuous academic and behavioral growth and achievement as demonstrated by the indicators. LCSD will strive to create equitable classrooms across the district within a framework of excellence in education.

GOAL TWO: LCSD is a Convener and Influencer of City, County and State Education and Economic Policies.

LCSD will convene at least one countywide partnership gathering per year in order to connect Lincoln County elected people, organizations, and agencies in order to create partnerships that benefit our students and families throughout the community.

GOAL THREE: LCSD will provide for the Health and Welfare of our Facilities.

LCSD will continue to assess, monitor, and enhance all of its facilities and grounds such that every school is warm, safe and welcoming to all students, families and communities and learning experiences are supported in the healthiest environments possible.

GOAL FOUR: LCSD will Identify the Need and Development of a LCSD Foundation (501 c 3).

LCSD will investigate the development of a LCSD Foundation for the purposes of creating a funding source for valued activities we currently cannot pay for through the general fund such as art, music, theater, middle school athletics, some field trips, and other items desired by our teachers and staff. Feasibility, costs and sustainability will be investigated.

GOAL FIVE: Enhanced Communications and Community Engagement.

LCSD will enhance the ways in which it communicates with community stakeholders and increase the engagement of various community groups by connecting schools, families, and partners countywide. Demonstrate

Lincoln County School District Equity Team Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.