



**Orange County Department of Education
Educational Services**

**ORANGE COUNTY
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OF EDUCATION**

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TO:

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FROM:

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DATE:

June 18, 2019

PURPOSE:

Professional learning in *Cognitively Guided Instruction*

AUDIENCE:

Teachers and instructional leaders, grades TK-5

NUMBER:

180 participants (~30 per cohort)

NUMBER OF DAYS: 54 days of professional learning

LCAP PRIORITIES ADDRESSED:

- Implementation of state standards
- Student achievement

**ORANGE COUNTY
BOARD OF EDUCATION**

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PROPOSED TRAINING DATES:**Year 1 (K-2)**

	<i>Cohort 1</i>	<i>Cohort 2</i>
Day 1	September 16, 2019 (Monday)	October 7, 2019 (Monday)
Day 2	September 17, 2019 (Tuesday)	October 8, 2019 (Tuesday)
Day 3	September 18, 2019 (Weds)	November 7, 2019 (Thursday)
Day 4	November 20, 2019 (Weds)	November 12, 2019 (Tuesday)
Day 5	November 21, 2019 (Thursday)	January 29, 2020 (Wednesday)
Day 6	January 21, 2020 (Tuesday)	January 30, 2020 (Thursday)

Year 2 (K-2)

	<i>Cohort 1</i>	<i>Cohort 2</i>
Day 1	August 15, 2019 (Thursday)	November 18, 2019 (Monday)
Day 2	August 16, 2019 (Friday)	November 19, 2019 (Tuesday)
Lab Days	Sept 19, Oct. 10	January 7, 9, 27, February 6
Day 3	November 4, 2019 (Monday)	March 23, 2020 (Monday)
Day 4	November 5, 2019 (Tuesday)	March 24, 2020 (Tuesday)
Lab Days	December 16 & 17	May 7, 12, 14, 19

Year 1 (3-5)**Early Childhood**

	<i>Cohort 1</i>	<i>Cohort 1</i>
Day 1	January 14, 2020 (Tuesday)	August 14, 2019
Day 2	January 15, 2020 (Wednesday)	August 15, 2019
Day 3	January 18, 2020 (Saturday)	Coaching Day TBD
Day 4	March 19, 2020 (Thursday)	Coaching Day TBD
Day 5	March 21, 2020 (Saturday)	
Day 6	April 24, 2020 (Friday)	

Year 2 (3-5)

	<i>Cohort 1</i>
Day 1	February 12, 2020 (Wednesday)
Day 2	February 13, 2020 (Thursday)
Lab Days	March 17, 18, 26, April 14
Day 4	April 30, 2020 (Thursday)
Day 5	May 1, 2020 (Friday)
Lab Days	May 8, 15, 22, & 29

LOCATION:

GOALS:

To engage teachers in research-based frameworks and principles about the development of children's mathematical thinking, and to support the implementation of instructional tasks and practices that recognize and build from children's intuitive mathematical understandings.

EXPECTED MEASUREABLE OUTCOME(S):

- Increased teacher knowledge of the development of children's mathematical thinking
- Increased student achievement in mathematics

RESEARCH BASE:

Cognitively Guided Instruction (CGI) is a research and professional development program that supports teachers to understand how children learn mathematics, and how teachers can use children's thinking as a basis for instructional decisions (Carpenter, Fennema, Franke, Levi, & Empson, 2015). Professional development in CGI engages teachers in learning about the development of children's mathematical thinking while building on their existing knowledge (Carpenter et al., 2000). Research in CGI has consistently shown that the more teachers know about and understand their students' mathematical thinking, the greater student learning. Professional learning in CGI is linked to positive outcomes for Dual Language Learners, students with disabilities, and socioeconomically disadvantaged student populations (Behrend, 2003; Empson, 2003; Jacobs et al., 2007; Turner et al., 2013; Villaseñor & Kepner, 1993). In CGI, teachers explore frameworks for problem types and solution strategies, examine the algebraic principles that underpin elementary arithmetic, and extend these ideas into fraction and decimal concepts. CGI is central to the research base and focus areas of the Common Core State Standards, and supports teachers to teach mathematics for understanding.

ESTIMATED COSTS:

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|---|----------|
| • 54 days of professional learning @ \$1500/day | \$81,000 |
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Total Estimated Cost:	\$81,000
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For Client Use:

When this proposal is accepted, OCDE will draw up a contract for services.

☐ PROPOSAL ACCEPTED

Authorized Signature

Date