

6-8 Math Materials Recommendation



October 16, 2017

Participating Pilot Teachers

Participant	School	Position
Sonny Mann	Roosevelt	Grade 5 Grade 5 - ATP
Theresa Sanders	Roosevelt	Grade 6 Grade 6 - ATP
Melissa Pancer	Roosevelt	Grade 7 Grade 7 - ATP
Michele McQueen	Roosevelt	Grade 7 Algebra I
Edgar Roman	Roosevelt	Grade 8 - ATP Algebra I Geometry

Math Pilot Background and Overview

- Developed D90 Vision for Mathematics instruction
- Vetted resources to determine pilot programs
- Implemented one unit from each program in classrooms
- Assessed mathematical content, practices, variety of assessments, and professional support
- Evaluated strengths and limitations for each program

D90 Vision for Mathematics Education

In District 90 we believe that a high-quality mathematics environment provides.....

- A learning environment that supports multiple approaches to engaging in mathematics
- Curriculum and materials that provide coherent, aligned learning trajectories for students
- Instruction that is flexible, differentiated, and collaborative
- Assessment that is relevant, authentic, and informative
- Professional development that is meaningful, collaborative, and timely

Selected Math Pilot Materials

<i>Pearson System of Courses</i>	<i>Connected Math Project 3</i>
<p>Developer: Phil Daro, lead writer of the Common Core States Standards- Mathematics Publisher: Pearson Year: 2017</p> <p><u>Units:</u> Grade 6: <i>Fractions and Decimals</i> Grade 7: <i>Working with Rational Numbers</i></p>	<p>Developer: Michigan State University Publisher: Pearson Year: 2014</p> <p><u>Units:</u> Grade 6: <i>Comparing Bits</i> Grade 7: <i>Stretching and Shrinking</i></p>

Pearson System of Courses: Strengths and Limitations

Strengths	Limitations
Aligned to Illinois Learning Standards and Math Practices	Inconsistent rigor across unit
Requires students to explain their strategies, listen to peers, and give constructive feedback	Concern that hints embedded in homework undermine productive struggle and accurate assessment of student understanding
Interactive features and videos embedded in the units	Not enough entry points for range of learners
Emphasis on using a variety of strategies	Platform navigation
Ability to track students using assessment feature	

Connected Math Project 3: Strengths and Limitations

Strengths	Limitations
Aligned to Illinois Learning Standards and Math Practices	Requires high-quality training for teachers
Rigor provides students with depth when solving problems	Takes time for students to adapt to productive struggle
Opportunities for student collaboration and sharing of math thinking	
Connections across math topics	
Emphasis on using variety of strategies	
Good selection of math homework and extra practice problems	

Connected Math Project 3 Curriculum Alignment

- Reflects instructional approach of K-5 *Investigations*, facilitating a smooth transition for students
- Provides an instructional progression that aligns with the range of entry points at Oak Park River Forest High School
- Supports the D90 Vision for Mathematics Education

Essential Understandings Regarding Curriculum Materials

- Teachers guide student learning; materials guide the process
- There is no perfect math program or set of materials
- The math pilot process includes acknowledged limitations
- Professional development is critical to success

Next Steps

- Attend training sessions provided by Metro Chicago Math Initiative (MCMII)
- Provide release time for in-house training with Nancy Mueller, UIC Math Coach
- Create feedback loop to gather suggestions for revision and future supplementation

Q & A