

Math Adoption
Proposal
May 12, 2025

Pure mathematics is, in its way, the poetry
of logical ideas. -Albert Einstein

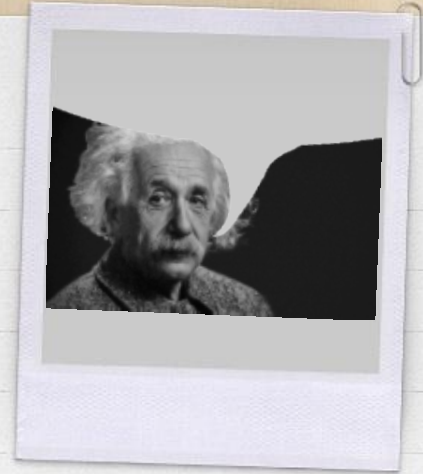
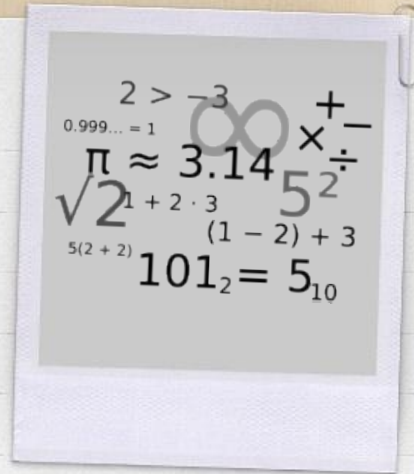



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Math Pilot Process:

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- 1) **IM Math:** We started the year piloting IM Math and teachers gave input about the program.
 - 1) **Committee development:** Principals and coaches collaborated and recruited a committee of teachers from each grade level with equal representation from each building to meet monthly starting, November 11, 2024. We reviewed samples from 4 math programs using a [rubric](#) and chose Oregon Math to pilot.
 - 1) **Implementation of Math Pilot:** In January, teacher committee members implemented Oregon Math in their classrooms.
 - 1) **Development of Math Philosophy:** As part of our committee work, the team developed a [Math Philosophy](#) for Elementary.

Full Adoption:

- ❖ Materials will be ordered in July and distributed in August.
- ❖ Teachers will receive a Big Ideas/Oregon Math (virtual) Training during inservice in August.
- ❖ Office Hours will be provided by Big Ideas/Oregon Math throughout the year to support teachers with their questions.
- ❖ Teachers will have access to building coaches and online resources throughout the year.
- ❖ Teacher leaders who have piloted the program will also be available for Professional Development and as a resource to other teachers.



Cost Analysis:

- ❖ Materials for each classroom include - 2 Teachers Manuals (volume 1 and volume 2), Student Workbooks and Student Practice Books
- ❖ Proposing a 6 year contract
- ❖ Total cost: (\$50,000...still being determined)
- ❖ Professional Development includes: Initial Kick Off (virtually), Office Hours during the year for teachers to ask questions, online resources, and peer coaching support from Instructional Coach and Teacher Leaders

Teacher Testimony:

- Mat McCoy (5th Grade)
- Melinda Ramage (1st Grade)

*Committee Members:

- Keri Archer (Kindergarten)
- Melinda Ramage (1st Grade)
- Tracy Bennett (2nd Grade/Instructional Coach/Interventionist)
- Sarah Christensen (3rd Grade)
- Mat McCoy (4th Grade)
- Mary Miller (5th Grade)
- Janmarie Nugent (Principal), Kristi Mills (Principal), Nicole Smith (Instructional Coach/Interventionist)



Conclusion:

"Fundamentally, the most powerful way of thinking about a teacher's role is for teachers to see themselves as evaluators of their efforts on students." -

John Hattie, Visible Learning for Teachers: Maximizing Impact on Learning

The "wins;"

- ❖ Teachers expressed a concern about IM Math and we responded with a process to evaluate and implement a more effective math pilot program.
- ❖ The process was collaborative and included voices from all grade levels and both buildings.
- ❖ Teachers have shared many positive attributes about Oregon Math, especially at the primary level.
- ❖ We have a shared Elementary Math Philosophy as we move forward in strengthen our core in math.
- ❖ The curriculum is directly aligned with Oregon Math Standards and provides strong foundational skill practice.

Thank you for all your support!!!

