

Pleasantdale School District 107

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Math Pilot Recommendation

Throughout the 2016 - 2017 school year, the Pleasantdale District 107 teachers have been engaging in ongoing professional development through participation in the Metro Chicago Math Initiative (MCMi) in order to bolster their understanding of best practices in teaching and learning mathematics. Simultaneously, a pilot of primary resource options has been conducted at both the elementary and middle school levels. The goal in piloting these resources is to determine if a new primary resource would better support our implementation of the Common Core State Standards as well as the integration of the 8 Standards of Mathematical Practice, while also meeting our needs for what we know to be true about best practices in teaching and learning mathematics.

Background

At both the elementary and middle school levels, Pleasantdale math teachers had the option to participate in a full-year math pilot to determine if there are new resources the district should adopt in order to better implement the CCSS and align with our understanding of what we need in order for rich, meaningful math learning to occur.

As a reminder, the following resources have been piloted by teachers this school year:

- PreK-5: [Origo Stepping Stones](#)
- Kindergarten-4: [Math Learning Center Bridges](#)
- Grades 6-8: [Big Ideas Math](#)

In order to determine if the pilot resources are a positive fit for our district's needs, we considered teacher feedback, parent feedback, student feedback, Ed Reports (an independent nonprofit that publishes free reviews of instructional materials), MAP score comparisons, and price comparisons.

Action Plan

At the elementary level, we recommend adopting Math Learning Center Bridges as a primary resource for grades K - 5. The teacher feedback and Ed Reports were both compelling pieces of evidence used to make this decision. Both the teacher feedback and the Ed Reports had a higher positive correlation with the Bridges resource in comparison to Origo Stepping Stones. More specifically, teacher feedback for Bridges was very positive with relation to cohesion, alignment to CCSS, usability, rigor, and the effective integration of the 8 Standards for Mathematical Practice. The MAP test score comparisons, price comparisons, and feedback from parents and students had a minimal impact on the decision since there were negligible differences presented. Math teachers for grades K - 5 will receive professional development from The Math Learning Center to provide them with support as they implement the Bridges curricular resources, which will start this spring and continue on select summer dates and into next school year. We are very excited about adopting this resource at the elementary level and

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think it will provide bountiful opportunities for both our teachers and students to grow as they explore mathematics in more depth!

At the middle school level, we recommend waiting another year to adopt a new primary math resource. There are significantly fewer math teachers at the middle school level, and as a result, only one resource was piloted this year. Big Ideas Math was piloted for 5th grade accelerated, 6th grade on-level, 7th grade accelerated, and 8th grade on-level math, which allowed all four math teachers to experience the curriculum. While teacher feedback has generally been positive related to Big Ideas, we also have not had the benefit of exploring two resources in depth to have a strong basis of comparison. In addition, Ed Reports for middle school math resources are lacking in comparison to the elementary school math resources. It is our hope that as middle school math resource programs are further developed and fine-tuned over the course of the next year that more data will become available. Finally, it would also be helpful to have more concrete feedback from Lyons Township High School as it relates to the future direction of their mathematics department so we can consider that in our decision.

At this point, we have planned summer work days for middle school math teachers to focus on best practices in teaching and learning mathematics as they relate to available resource options. We have obtained sample materials for three additional resource options, [Connected Mathematics Project 3](#), [Core Connections](#), and [Go Math](#). We will determine if a full year pilot of an additional resource will be most beneficial at the sixth grade above-level and seventh grade on-level math classes or if a partial year pilot (i.e. piloting units as opposed to a full year) will better meet our needs. We will continue piloting Big Ideas for a second year at the current grade levels currently being implemented, and we will also be able to continue utilizing our current Glencoe resources, if need be, as well.

Conclusion

We are looking forward to the adoption of Math Learning Center Bridges at the K - 5 grade levels and are committed to supporting our staff, students, and family as this resource becomes a part of the District 107 plan for teaching and learning mathematics. Furthermore, we know that taking an additional year at the middle level to explore resource options will allow us to do our due diligence and ensure a recommended resource adoption will be in the best interest of the District 107 community of learners.