

K-5 Math Materials Recommendation and 6-8 Pilot Update



May 15, 2017

Participating Pilot Teachers

Participant	School	Position
Barb Garvey	Willard	Kindergarten
Lissa Kiep	Lincoln	Kindergarten
Lori Suzuki	Lincoln	Grade 1
Kathryn Stasys	Lincoln	Grade 1
Aimee Conrad	Willard	Grade 1
Amanda Zika	Willard	Grade 1
Barb Mayer	Lincoln	Grade 2
Jennifer Jenkins	Lincoln	Grade 2
Julie Bradford	Willard	Grade 2
Jackie Mitchell	Willard	Grade 2
Karrin Burns	Lincoln	Grade 3
Cynthia Mares	Lincoln	Grade 3
Tim Strains	Willard	Grade 3
Jim Cheney	Lincoln	Grade 4
Lauren Baiocchi	Lincoln	Grade 4
Amy McFarlane	Willard	Grade 4
Shana Joyce	Willard	Grade 4
Sonny Mann	Roosevelt	Grade 5
Michele McQueen	Roosevelt	Grade 8
Edgar Roman	Roosevelt	Grade 8

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
- Derived quantitative data from the Common Core State Standards Curriculum Analysis Project Rubric
- Assessed mathematical content, practices, variety of assessments, and professional support
- Noted observed strengths and weaknesses
- Completed individual lesson evaluations and a summative evaluation for each unit

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

Grades 3 -5	Grade 6 - 8
Title: <i>Investigations in Number, Data, and Space 3</i> Developer: Technical Education Resource Center (TERC) Year: 2017	Title: <i>Connected Math Project 3</i> Developer: Michigan State University, funded by the National Science Foundation Year: 2014
Title: <i>Everyday Math 4</i> Developer: University of Chicago, School Mathematics Project Year: 2015	Title: <i>Pearson System of Courses</i> Developer: Phil Daro, lead writer of Common Core State Standards Initiative for Math Year: 2017

K-5 Quantitative Data Results

Metric	<i>Investigations</i>	<i>Everyday Math</i>
Number of criteria for which program received higher rating	37/43	5/43
Number of subset criteria for which program received higher rating	14/15	1/15
Criteria rated a 3* or 2 by 80% or more of piloting teachers	33/43	7/43

*3 = consistently present; 2 = present, but not consistent

Investigations in Number, Data, and Space 3:

Strengths and Weaknesses

Strengths	Weaknesses
Alignment to content and practice standards	Differentiation needs supplementation
Strong instructional progressions	
Student engagement	
Opportunities for student discourse and collaboration	
Daily routines and practice	
Instructional support for teachers	
Easy to use	

Grade 6-8 Pilot Update

- Extend pilot of Connected Math Project 3 (CMP3) and Pearson System of Courses (PSOC) into the Fall
- Implement units covering core concepts for Grades 6 & 7
- Obtain data points for Grades 6 & 7 for more comprehensive analysis
- Establish clear scope and sequence for the year to ensure continuity of student learning

Revised 6-8 Pilot Timeline

Date	Description
September - November	Pilot window for <i>Connected Math Project 3</i> and <i>Pearson System of Courses</i> for Grade 6 and 7
November	Review of data and materials selection meeting
December	COW Meeting
January	Board approval

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 the success of the implementation

Next Steps

- Conduct four-day Implementing *Investigations 3* training conducted by TERC in June
- Provide summer hours for grade level collaboration
- Create feedback loop to gather revision suggestions
- Establish process for identifying supplementary resources
- Continue collaboration with University of Illinois at Chicago's Metro Chicago Math Initiative
- Provide training for new teachers in August

Q & A