Elementary Math

Curriculum Adoption Process

Imagine IM

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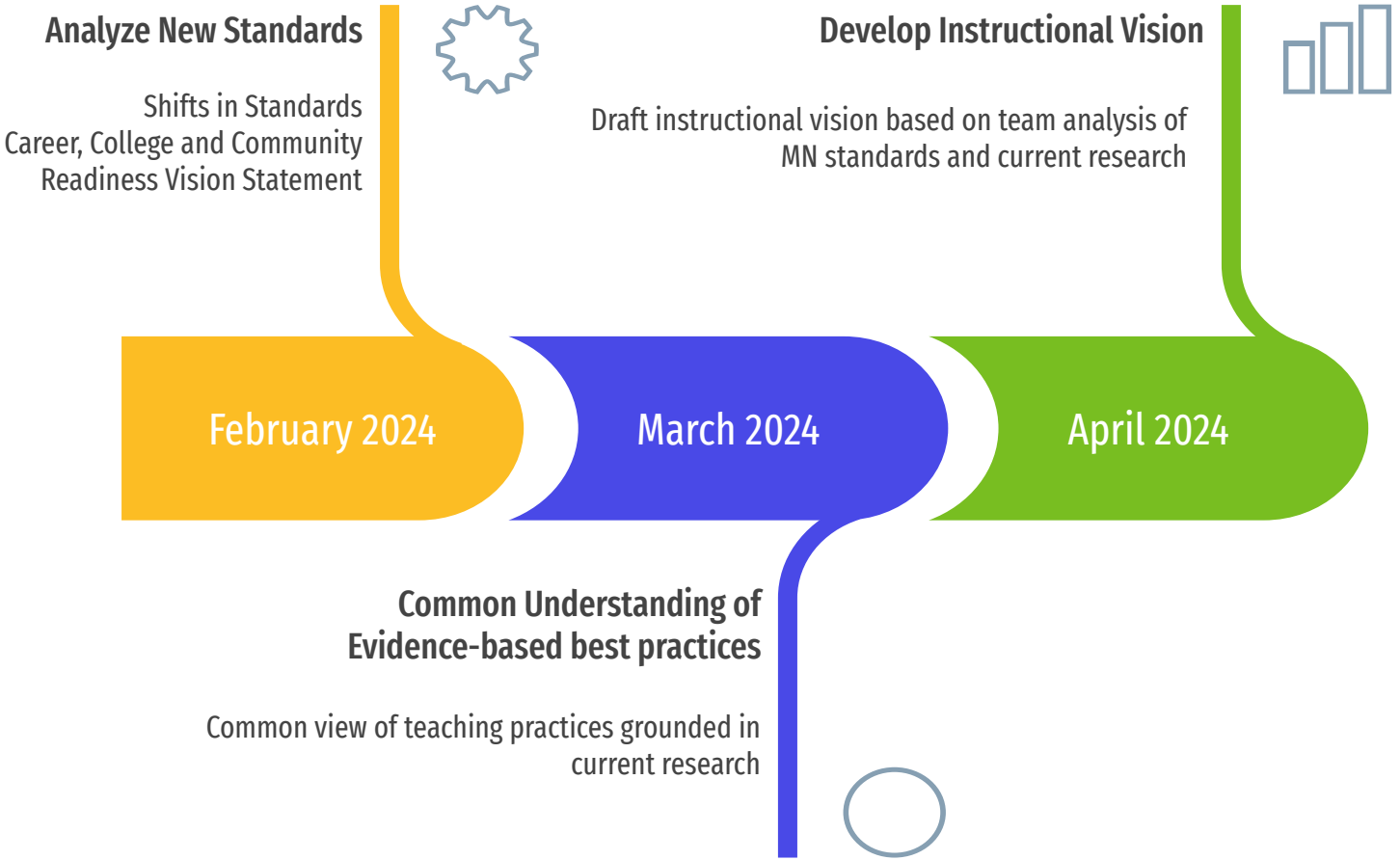
Curriculum Development/Articulate Instructional Vision



Identify, Evaluate and Select High-Quality Instructional Resource

November

Grounding

Rigor, Instructional Vision & MN Standards

December

Grounding

Math Practices, Effective Teaching Practices & Look Fors

January

Bridges

Review resource using “Look Fors”

February

iReady

Review resource using “Look Fors”

March

Illustrative Math

Review resource using “Look Fors”

April

Consolidation

Bring back ideas for final considerations.

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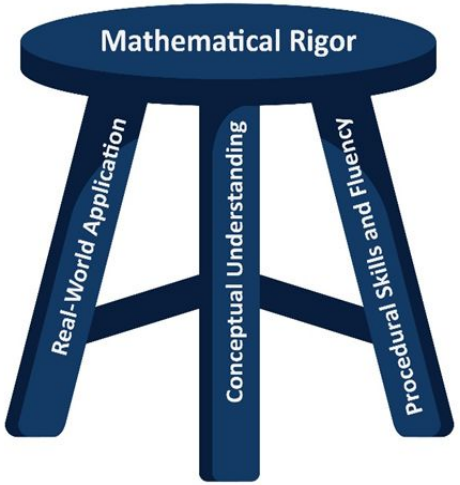
Mathematical Rigor

Application
Students identify the appropriate concepts and skills to tackle **novel real world problems**



Conceptual Understanding
Students build a deep understanding of the **how** and **why** of mathematics

Procedural Skill and Fluency
Students develop **efficiency** and **accuracy** in computations.

Procedural fluency is built FROM conceptual understanding

An equal intensity on…

Look Fors

- What in our instructional vision do we want to see reflected in the curriculum? What would that look like in the materials?
- What would rigor look like in the curriculum? (chart)
- What should student resources include?
- What should teacher resources include?
- What should assessment tools include?
- What factors about our student population should be considered?
- What do you need in a curriculum to support a variety of learning needs?
- What role should professional learning play in curriculum implementation?

“Look Fors”

Curriculum Adoption Materials

Materials Matter

Instructional Materials + Professional Learning = Student Achievement
K-5 Math Materials

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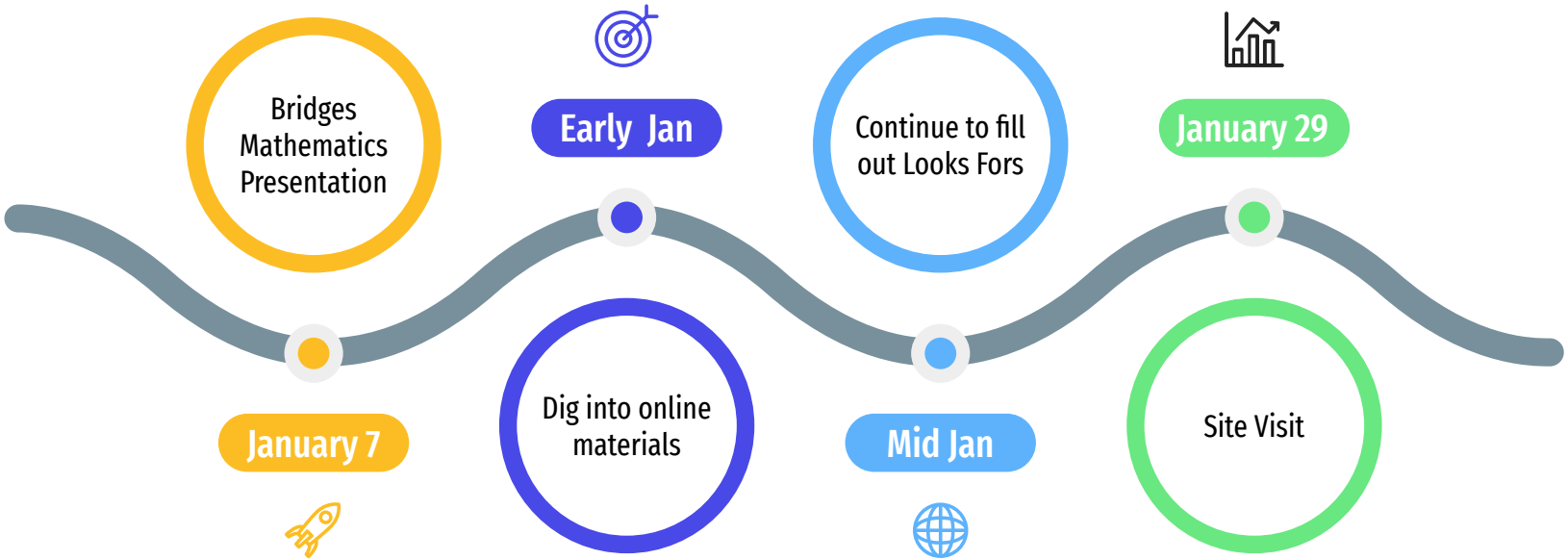
Thank you for sharing your insights and expertise. The feedback you provide will help OPS make an informed decision regarding the purchase of Math curriculum materials.

Name: _____ Role/title: _____

Scope and Sequence Guiding Statements	Bridges	iReady	IM - Imagine Learning
Materials provide teachers with a **strong scope and sequence** that: • **Conceptual to Procedural:** Develop conceptual understanding before procedural skills. Builds math understanding through clear progressions with manipulatives and visuals. • **Connected Skills:** Relates math concepts across topics, subjects, and real-life situations. • **Learning Progressions:** Build on prior learning within and across grades following learning progressions. • **Aligns to MN Standards:**	Rating ❑ Limited or No Evidence ❑ Partial Evidence ❑ Sufficient Evidence ❑ Strong Evidence	Rating ❑ Limited or No Evidence ❑ Partial Evidence ❑ Sufficient Evidence ❑ Strong Evidence	Rating ❑ Limited or No Evidence ❑ Partial Evidence ❑ Sufficient Evidence ❑ Strong Evidence
Specific Evidence & Comments			

Timeline for Bridges Materials



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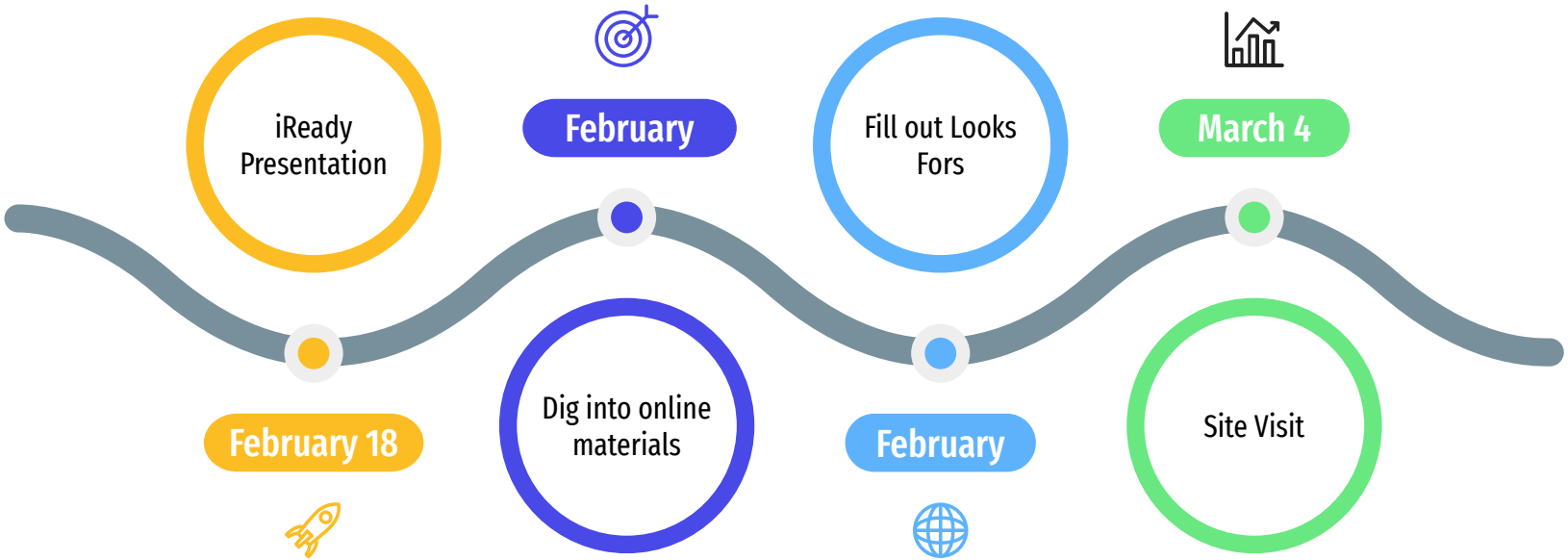
Timeline for iReady



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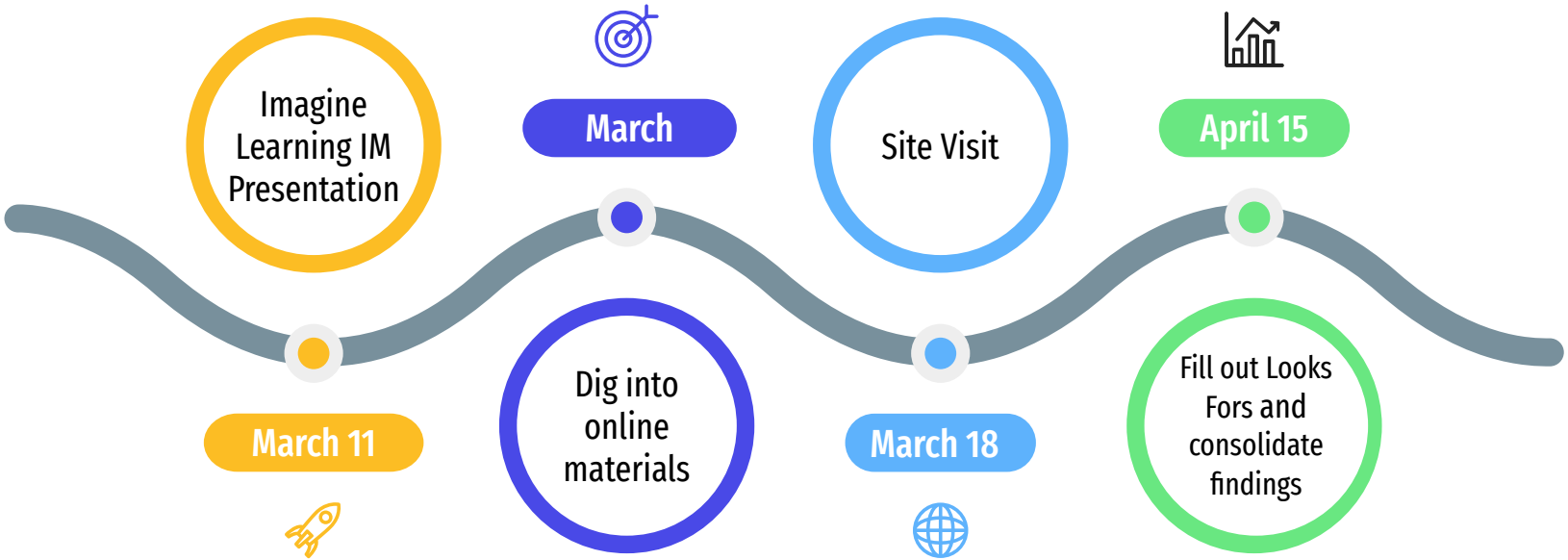
Timeline for Imagine Learning IM



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Resource Adoption Timeline

November

Grounding

Rigor, Instructional Vision & MN Standards

December

Grounding

Math Practices, Effective Teaching Practices & Look Fors

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Bring back ideas for final considerations.

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Recommendation

Imagine Learning IM

- Unanimous decision by all grade level teams
- Resource most aligned with instructional vision and “Look Fors”
- Problem-based curriculum
- Creates a good math community
- Develops teachers as more capable math “facilitators”
- Engaging
- Student-centered
- Strong routines

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Early Adopters: A Teacher's Perspective

QUESTIONS