Purpose of a Program Review

To assist in developing a comprehensive plan ensuring students meet or exceed the K–12 Common Core Mathematics Standards. This means students will be career and college ready when they graduate from high school.
<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Group Representing</th>
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<tbody>
<tr>
<td>Adam Rabinowitz</td>
<td>Sakai</td>
<td>5th Teacher</td>
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<tr>
<td>Martha Wells/Todd Erhler</td>
<td>COS</td>
<td>Teacher</td>
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<tr>
<td>Julie Goldsmith</td>
<td>Curriculum</td>
<td>Admin</td>
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<tr>
<td>Pegeen Mulhern</td>
<td>BHS</td>
<td>Gifted Advisory/Parent</td>
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<tr>
<td>Laurie Rice</td>
<td>Ordway/WMS</td>
<td>Parent</td>
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<tr>
<td>Bonnie Hanson</td>
<td>Ordway</td>
<td>Primary</td>
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<tr>
<td>Meg Evans</td>
<td>Ordway</td>
<td>Special Ed/Elementary Rep</td>
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<td>Stan Curtis</td>
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<td>Community</td>
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<td>Megan Watson</td>
<td>Sakai</td>
<td>6th Teacher</td>
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<tr>
<td>Lisa McCassey</td>
<td>Blakely</td>
<td>Primary</td>
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<tr>
<td>Maureen Wilson</td>
<td>Blakely</td>
<td>Intermediate/Gifted Advisory</td>
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<td>Reese Ande</td>
<td>Blakely</td>
<td>Principal</td>
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<td>Jennifer Burlingame</td>
<td>Ordway</td>
<td>Primary</td>
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<td>Carol Baker</td>
<td>Wilkes</td>
<td>Primary</td>
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<td>Viki Milander/</td>
<td>Wilkes</td>
<td>Primary</td>
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<tr>
<td>Richard Pearsall</td>
<td>Wilkes</td>
<td>Intermediate</td>
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<tr>
<td>Jennifer Ledbetter</td>
<td>Curriculum</td>
<td>Math TOSA</td>
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Resources K-8

- Delayed adoption until 2013-14
- Focused on transition to CCSS
  - Provide in-depth training on mathematical practices and content of the new standards.
  - Participate in State and ESD training.
  - Develop and provide training for all K-8 math staff.
Why My Math?
Breaking the Math Cycle
The Shopping List (Publisher’s Criteria)

1. Focus on the Major Work- In any single grade, students and teachers using the materials as designed spend the large majority of their time, approximately three-quarters, on the major work of each grade level.
2. Practice-Content Connections- Materials meaningfully connect content standards and practice standards.
3. Rigor and Balance: Materials and tools reflect the balances in the Standards’ rigorous expectations by developing students’ conceptual understanding of key mathematical concepts, where called for in specific content standards or cluster headings. Giving attention throughout the year to individual standards that set an expectation of fluency. Allowing teachers and students using the materials as designed to spend sufficient time working with engaging applications, without losing focus on the major work of each grade.
How is My Math different from other products?
Aligned with Common Core State Standards

- Developed after release of Common Core State Standards
- Understanding by Design, Jay McTighe—“End in Mind” Identified desired outcomes the determined acceptable evidence.
- “Conceptual Velcro”
- Logical and cohesive progression of skills
Every Chapter begins with review of previously learned vocabulary
My Vocabulary Cards allows students to continually interact with vocabulary
Vocabulary comes from CCSS
Glossary in back of student interactive journal
Online vocabulary support for families
Interactive Student Write-In Text

- Initial thoughts… Ugh!
- More than just pages for students to write on—
  - Vocabulary Cards
  - Foldables
  - Work Mats
  - Self-Assessments
  - Homework
  - Progress Assessments
Foldables

- 3 Dimensional Graphic Organizers
- Made of paper, kids tear out for a hands on learning experience
- Research shows kids retain more when graphic organizers are used
Different skill levels

- “Am I Ready?” Self-track assessment allows teacher to determine “holes” that need to be filled before students can learn content in chapter
- If/Then– teacher guidance for intervention
- Chapter Projects and Challenges for enrichment
- Personal Tutor– online for student or families
- Leveled problems within lesson (BL, AL)
Lesson Design

- Teacher Launches the lesson (video, foldable, activity)
- Teacher Models Concepts/Teaches Concept (I do)
- Students and Teacher have guided practice (we do)
- Independent (leveled) Practice (you do)
- Wrap It Up—depends on where you are in chapter could be class reflection, assessment, connect learning..
Flexibility

- Smartboard
- Online Resources
- RTI component

“Flexibility is not what you do or what kids learn, it is meeting the needs of the class and having the tools to meet learning needs of students.”
Considerations

- First product that fit K–5 needs
- New materials could come out at any time—but would need to wait for them
- Teachers will be teaching CCSS– Math K–6 next year

- Like Buying a TV...