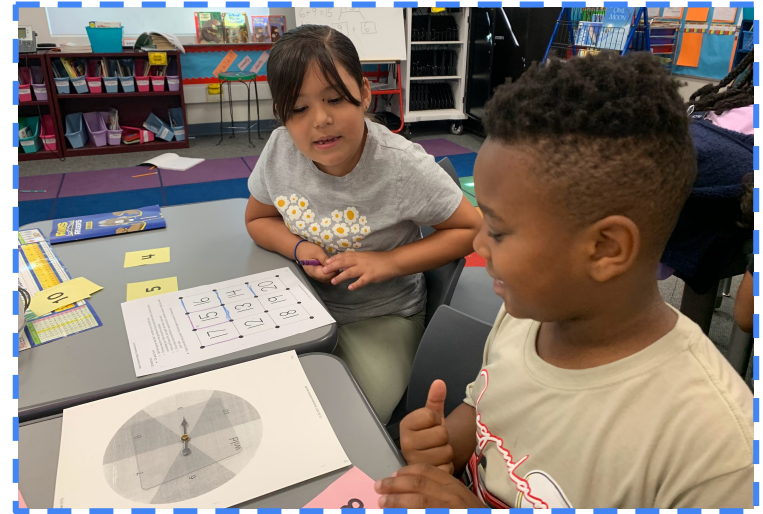


Math Curriculum Board Presentation

January 11, 2024



Why New Curriculum Now?

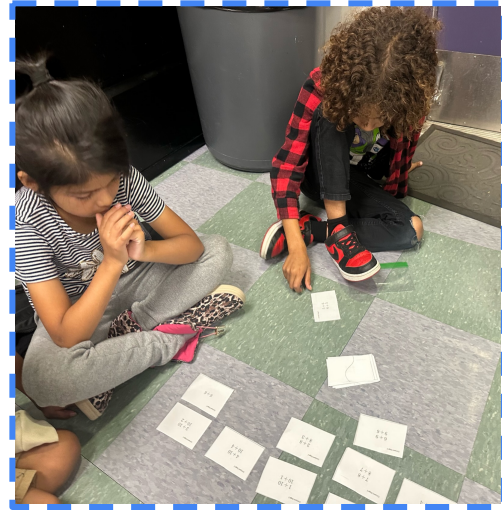
- LESD's last math curriculum adoption was in **2014-2015**
- Since that time, new curriculum has been developed that:
 - Is more closely aligned to **CCSS**
 - Includes stronger supports for **teachers**
 - Includes stronger supports for **students**



LESD's Math Curriculum Selection Process

LESD partnered with The New Teacher Project (TNTP) to:

- Create a curriculum selection process that centered on the **teacher and student experience**
- Create opportunities for teacher, student and caregiver **voice to be heard**
- Empower teachers with the knowledge and skills to **critically look** at curricular materials and make decisions that align to the **district vision** and the **diverse students** we serve.



Math Adoption Teams

Middle School (All Math department teachers)

Jaime Lomonaco-Berenson	Susan Nichols
Lisa Ashley Gomez	Gaby Strauss
Fred Hauer	Ary Iriarte
Juanita Enriquez	Donna Thomas
Christopher Morales	Sivann Onstad
Edithza Mesta	
Betty Salinas	
Jenny Clarke	
Shannon Davis	
Francisco Torres	

Elementary School (All sites, grades, and programs were represented)

Trish Morrissey	Amada Grimm
Joselyn Flores	Jeannine Clemens
Angela Dellacamera	Jessica Aguiar
Linda Park	Kate Franke
Katherine Kim	Kaitlyn Mayberry
Nicole Moscoso	Cathy Mai
Cindy Chan	Daniel Orozco
Ruth Gillespie	Omar Alcala
Wendy Sanchez	Rita Kamunde
James Mendoza	

Phase 1: Narrowing Down to Four to Review

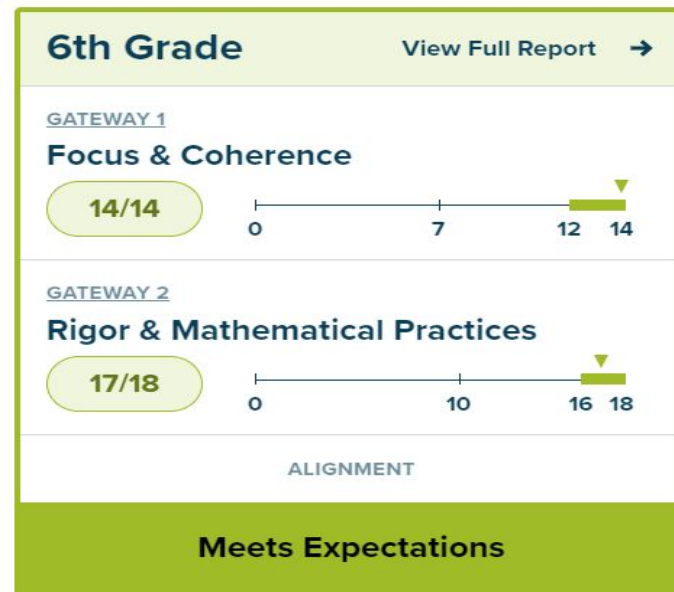
A Closer Look at Phase 1

In order to be considered, the math curriculum **had to meet the following requirements:**

- **Green rated on EdReports**
- **Published after 2018**

This resulted in:

- **12 choices** for middle school
- **8 choices** for elementary school



A Closer Look at Phase 1

LESD Curriculum Exploration Tool

Curriculum Name:		Release Year:
EdReports Rating:	LA Believes Rating (if available):	CURATE Rating (if available):

Indicator	Response	Notes
Does the curriculum offer Algebra I materials?		
Does the curriculum offer K-5 materials?		
Does the curriculum offer an accelerated math 7 course?		
Does the curriculum offer Spanish support for newcomers?		
Does the curriculum have consumable student workbooks?		
Does the curriculum include or have available an online student platform?		
Does the curriculum include a robust and easy-to-use online teacher platform?		
Does the curriculum offer scaffolds, supports, and resources for filling gaps?*		



- Exploration tool included LESD priorities
- Middle School Math ILT & Elementary Math TOSAs used this information to select 4 curricula to do a deep dive into

Selected Curricula

Selected by both Elementary Math
ILT members & Middle Teachers



Math Classroom

Elementary



Middle



Phase 2: Narrowing Down to Two to Pilot

Evaluation tool used to analyze curriculum:

The first section on the tool is the **Criteria for Preliminary Alignment**

Criteria for Preliminary Alignment	<p>Materials reflect the basic <u>architecture of the Standards</u> by not assessing the topics listed below before the grade level indicated.</p> <ul style="list-style-type: none">• Probability, including chance, likely outcomes, probability models. (Introduced in the CCSSM in grade 7)• Statistical distributions, including center, variation, clumping, outliers, mean, median, mode, range, quartiles; and statistical association or trends, including two-way tables, bivariate measurement data, scatter plots, trend line, line of best fit, correlation. (Introduced in the CCSSM in grade 6)• Coordinate transformations or formal definition of congruence or similarity. (Introduced in the CCSSM in grade 8)
	<p>Materials must focus <u>coherently on the Major Work</u> of the grade in a way that is consistent with the progression of the standards.</p> <ul style="list-style-type: none">• Students and teachers using the materials as designed devote the large majority of time to the Major Work of the grade.• Supporting Work enhances focus and coherence simultaneously by also engaging students in the Major Work of the grade.• Materials give all students extensive work with grade-level problems to meet the full intent of grade-level standards.

Evaluation tool criteria used to analyze curriculum

Criterion 1: Rigor and Balance	<p>Materials must reflect the balances in the Standards and help students meet the Standards' rigorous expectations. Materials must:</p> <ul style="list-style-type: none">• Support development of students' conceptual understanding, key mathematical concepts with emphasis on content standards or cluster headings.• Develop fluencies and procedural skills• Provide teachers and students sufficient time to work with applications, without losing focus on the Major Work of each grade.
Criterion 2: Aligns to LESD Instructional Priorities and Math Practice Standards	<p>Materials used as intended must include a focus on purposeful questioning, academic conversations, problem solving, and reasoning. Materials must include:</p> <ul style="list-style-type: none">• Opportunities for student discussion, problem solving, and collaborative learning• Rigorous, standard-and SBAC-aligned, practice-based assessments and assessment tools

Evaluation tool criteria used to analyze curriculum

Criterion 3: Supports Access to Standards for All Students	<p>Materials provide supports for teachers and students in order to ensure all students have access to grade appropriate learning.</p> <ul style="list-style-type: none">● What scaffolds, supports, and resources to help all students access grade level curriculum?● Does the curriculum include real world, relevant, and engaging tasks/ examples?
Criterion 4: Usability	<p>Materials provide resources for teachers, students, and caregivers that reinforce the other criteria above.</p> <ul style="list-style-type: none">● What online and print resources, tools, and materials available for students, teachers, and caregivers?

Phase 3: Piloting in 2023

Adoption Teams Rating Results:

Middle Pilot



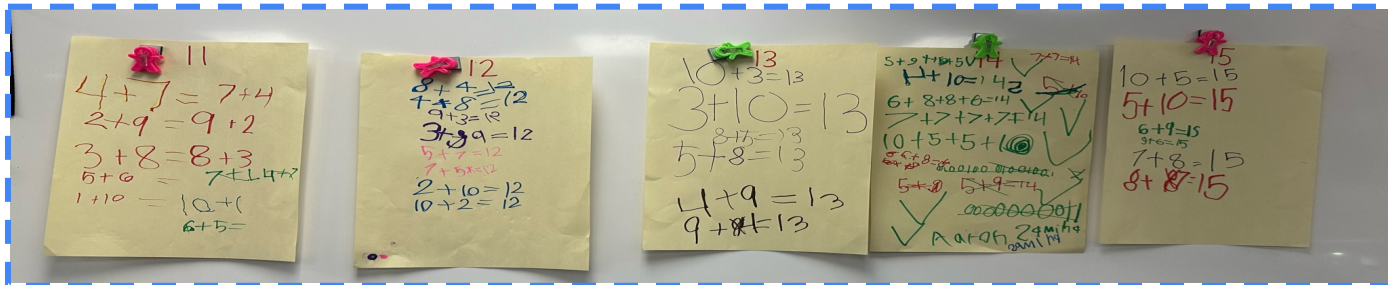
Elementary Pilot



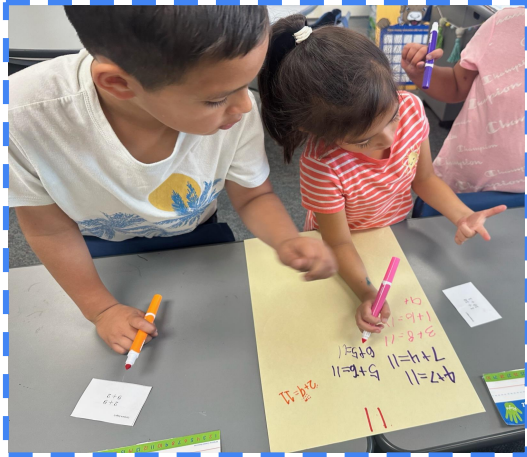
For curriculum that will best meet K-5 and 6-8th grade student needs

Elementary and Middle School Adoption Teams

- Piloted the selected curricula in their classrooms.
- On a weekly basis, rated and reflected on the pilot materials using the four criterion described.
- At the end of the pilot period, gave a final rating to both curriculum based the four criterion and recommended the curriculum that best met the needs of our K-5 students and our 6-8th grade students.



To ensure teachers had what they needed for a productive pilot, they received the following opportunities:



- Presentations from each curriculum company
- PD days for reflection, planning, and support
- Weekly opportunities to provide feedback on the week's instruction and resources
- Optional time for planning during release day this spring, paid hours over the summer
- Hear from students and their experiences
- Half day training during August PD
- Curriculum “scavenger hunts” to guide them through learning about the features and resources they offer
- Optional after school office hours with curriculum companies this spring

Things students want more of...

Fun, Engaging and Challenging Lessons

- “It would be better to have more materials to help us understand math, like foam shapes”
- “Visuals make things easier to understand”
- “Have more people participate”
- “Make learning fun”
- “I don’t want learning to be done with, I want to feel like I want to learn”
- “Give us hard stuff to solve and let us try it”

Partner and Group Work

- “You can hear more perspectives or ways to solve a problem.”
- “Hearing more ideas is important”.
- “My friends explain it to me better... they know my level and what I understand”

Use of technology

- “It’s a fun way to practice.”
- “I can hear how different people solved a problem.”

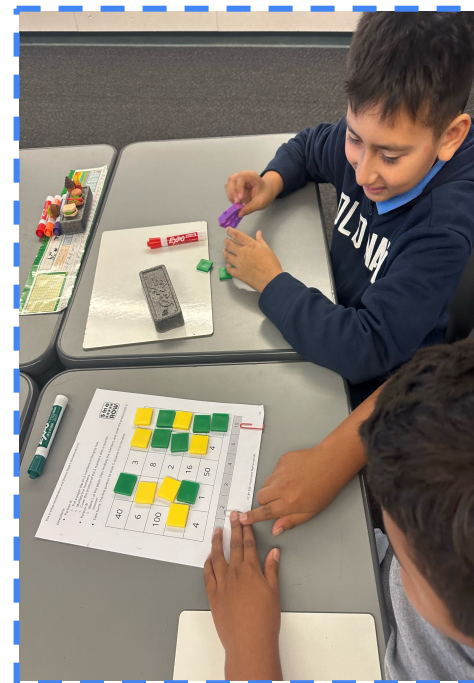
Phase 4: Final Ranking

Wrapping Up the Pilot

Partially Supports	Mostly Supports	Fully Supports
1 point	2 points	3 points

FINAL RATING PROCESS:

- Teachers independently rated the first five indicators in Criterion 2
- When the group finished this, they had an evidence-based conversation about their ratings
- When that was complete, they moved on to the next criterion, and the next, each time rating independently and then discussing as a group
- Finally, teachers individually submitted a Google form with their final ratings



After A Year and a Half of Meaningful Work



Is the **Middle**
School curriculum
recommendation
that will best meet
the needs of
middle school
students



Is the **Elementary**
curriculum
recommendation
that will best meet
the needs of
elementary school
students

Why Illustrative and enVision?

Envision Parent/Home Connection

Illustrative Parent/Home Connection



K.1 Unit Launch: Family Support Video

The Unit Launch: Family Support video for Kindergarten, Unit 1 provides the background a family could need to support student learning throughout this unit. The Family Support video includes prior learning, vocabulary explanation...

 ILLUSTRATIVE MATHEMATICS



K.1 Family Support Material

Print or share this guide to support families support their students with the key concepts and ideas in Kindergarten, Unit 1.

 ILLUSTRATIVE MATHEMATICS



K.1 English Family Support Material (PDF)

Print or share this guide to help families support their students with the key concepts and ideas in Grade K, Unit 1 in English.

 ILLUSTRATIVE MATHEMATICS



K.1 Spanish Family Support Materials (PDF)

Print or share this guide to help families support their students with the key concepts and ideas in Grade K, Unit 1 in Spanish.

 ILLUSTRATIVE MATHEMATICS

Try it at home!

Near the end of the unit, ask your student to count a given number of objects around your home.

Questions that may be helpful as they work:

- How many are there?
- How did you count them?
- Why did you count them that way?
- Are there enough for everyone in the house?

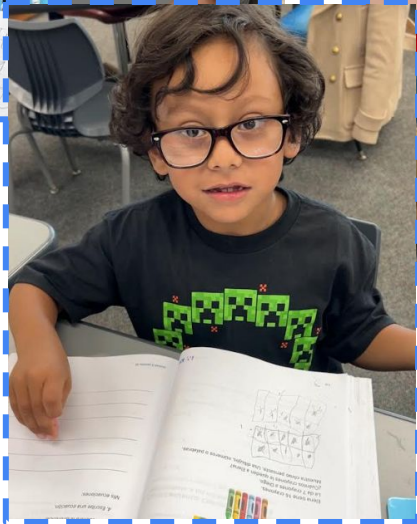
¡Inténtenlo en casa!

Finalizando la unidad, pida al estudiante que cuente un número determinado de objetos en su hogar.

Preguntas que pueden ayudar mientras trabaja:

- ¿Cuántos objetos hay?
- ¿Cómo los contaste?
- ¿Por qué los contaste de esa forma?
- ¿Hay suficientes para todas las personas en casa?

Dual Language



Thank you for your time and consideration.

Questions or comments ?

