

Additional Documents
Math Curriculum Adoption
Meeting #2

Math Curriculum Adoption K-5, 6-8, High School Timeline

Date	Description
Thursday, March 20, 2025	Math Meeting #1, Coronado High School
Thursday, April 3, 2025	Math Meeting #2, Coronado High School
Thursday, April 10, 2025	Math Meeting #3, Coronado High School
Thursday, April 17, 2025	Math Meeting #4, Coronado High School
Thursday, April 24, 2025	Math Meeting #5, Coronado High School
Thursday, April 28, 2025	Vendor Letter Distributed
Thursday, August 21, 2025	Math Meeting #6, Material Review Begins, Public Display Opens, Oak Campus
Thursday, August 28, 2025	Math Meeting #7, Material Review Continues, Oak Campus
Thursday, September 4, 2025	Math Meeting #8, Material Review Continues, Oak Campus
Thursday, September 11, 2025	Math Meeting #9, Material Review Continues, Oak Campus
Thursday, September 18, 2025	Math Meeting #10, Material Review Continues, Oak Campus
Thursday, September 25, 2025	Math Meeting #11, Materials for Final Consideration Selected, Oak Campus
Thursday, October 2, 2025	Vendors of Finalists Notified
Thursday, October 23, 2025	Plan and Organize Pilot
October 27-December 12, 2025	Pilot- Quarter 2
Thursday, January 15, 2026	Math Meeting #12, Discuss Pilot Experience, Oak Campus
Thursday, January 22, 2026	Math Meeting #13 - Vendor Presentations, Oak Campus
Thursday, January 29, 2026	Math Meeting #14 - Committee Reaches Consensus
TBD	Governing Board- First Read, TBD
TBD	Governing Board- Second Read and Action, TBD

Bargain Hunting Activity

For each exercise below, rates are given in Column A and Column B. Figure out the best buy.

Column A	Unit Rate A	Column B	Unit Rate B	Best Buy (A or B?)
1 apple for \$0.19		3 apples for \$0.59		
20 pounds of pet food for \$14.99		50 pounds of pet food for \$37.99		
A car that travels 308 miles on 11 gallons of gasoline		A car that travels 406 miles on 14 gallons of gasoline		
10 pens for \$8.99		25 pens for \$19.75		
1-gallon can of paint for \$13.99		5-gallon bucket of paint for \$67.45		
84 ounces of liquid detergent for \$10.64		48 ounces of liquid detergent for \$6.19		
5,000 square feet of lawn food for \$11.99		12,500 square feet of lawn food for \$29.99		
2 compact discs for \$26.50		3 compact discs for \$40.00		
8 pencils for \$0.99		12 pencils for \$1.49		
1,000 sheets of computer paper for \$8.95		5,000 sheets of computer paper for \$41.99		

What I KNOW...

1. Connection to Broader Goals:

- Emphasis on aligning the curriculum with the district's vision and ensuring it is relevant to real-world applications.

2. High Expectations and Quality Materials:

- The importance of high-quality curriculum and materials to maximize student potential, close achievement gaps, and raise expectations for all learners.

3. Student Engagement and Belief in Ability:

- Strategies to engage students from the moment they enter the classroom and fostering a belief in their ability to succeed in math.

4. Process-Focused Learning:

- A shift towards understanding the process of learning mathematics, rather than just arriving at the correct answer. This includes teaching students to articulate their reasoning and engage in critical thinking.

5. Addressing Diverse Needs:

- The necessity of using collaborative feedback approaches to meet the needs of diverse learners, including English Learners (ELs) and students with disabilities.

6. Impact of the Pandemic:

- Recognition that many students are behind due to the pandemic, with a need for additional instruction time to help them catch up to pre-pandemic levels.

7. Lowering Testing Stakes:

- The theme of reducing the pressure associated with testing and focusing more on learning and understanding in a supportive environment.

8. Evolving Teaching Practices:

- Acknowledgment of the changing landscape of education, where teachers are seen as facilitators of learning rather than just providers of information, adapting to new pedagogical approaches.

Overall, the feedback emphasizes the need for a supportive, engaging, and high-quality learning environment that connects curriculum to broader educational goals while acknowledging the diverse needs of students.

What I Find INTERESTING...

Here's a summary of the common themes reflected in the feedback points you provided:

1. Importance of Appropriate Learning Materials:

- The necessity of selecting quality materials that cater to various learning needs and levels, ensuring that content is appropriate for both grade and individual students.

2. Impact of the Pandemic on Learning:

- Recognition of the ongoing challenges posed by COVID-19, including the need for additional time (around 4 months) to recover lost instructional time and address gaps, particularly for historically marginalized students.

3. Shift to Student-Centered Learning:

- A transition from teacher-led instruction to a more student-focused approach, where students actively engage in their learning, communicate their understanding, and receive constructive feedback.

4. Lowering Stakes and Increasing Engagement:

- Strategies to reduce the pressure associated with assessments and inject energy into lessons, such as playful activities and checkpoints instead of formal tests, to enhance student engagement and participation.

5. Role of the Educator:

- Emphasis on the role of teachers as facilitators of learning rather than mere providers of information, with a focus on building confidence in teaching and adapting to the needs of students.

6. Personalization of Learning:

- The importance of tailoring learning experiences to meet individual student needs, acknowledging that materials alone do not teach; rather, effective instruction is driven by skilled teachers.

7. Addressing Mindset and Attitudes:

- The need to tackle negative mindsets about math and encourage a growth mindset, empowering students to view challenges as opportunities for growth.

8. Community and Real-World Connections:

- Highlighting the relevance of connecting math to real-world applications and the importance of community in fostering an inclusive and equitable learning environment.

Overall, the feedback reflects a strong focus on quality materials, personalized and engaging instruction, and the evolving role of educators in creating supportive, student-centered learning environments.

What I still have QUESTIONS about ...

Here's a summary of the questions raised regarding what people still have queries about after their learning:

1. Balancing Real-World Connections and Practice:

- Questions about how to effectively integrate real-world connections with the need for practice through word problems.

2. Addressing Diverse Student Levels:

- Concerns about how to support students above grade level and the implications of defining "high quality" based on students starting below grade level.

3. Parental Support and Resources:

- Inquiries into how to help parents access resources that enable them to support their children's learning at home, especially in understanding modern math concepts.

4. Understanding Instructional Time:

- Clarification needed on what the "500 hours" refers to and the implications of teaching below grade level.

5. Assessment Practices:

- Questions regarding the nature of "checkpoints" being non-graded and what assessment practices will look like moving forward.

6. Student Motivation:

- How to keep students motivated and engaged as active participants in their education.

7. Community and District Needs:

- Emphasis on the importance of understanding the community's needs and district priorities for effective teaching.

8. Explicit Teaching in a Student-Focused Environment:

- Need for clarity on the role of explicit teaching within a framework that prioritizes student-centered learning.

9. Addressing Negative Mindsets:

- Concerns regarding the prevalence of negative math mindsets among students and how to address them.

10. Benefits of Journaling in Math:

- Questions about the value of journaling in math instruction for students who traditionally enjoy math for its straightforwardness.

11. Quality of Online Resources:

- How teachers can effectively assess the quality of online resources in the context of 21st-century learning.

12. Curriculum Effectiveness:

- Inquiry into whether a single math curriculum can meet diverse classroom needs while promoting a supportive and engaging environment.

13. Teacher Involvement in Resource Selection:

- Questions about the outcomes of selecting high-quality instructional materials without full teacher involvement.

14. Promoting Productive Struggle:

- How to encourage students to engage in productive struggle during learning.

15. Ongoing Professional Development:

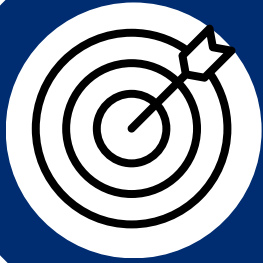
- The need for continuous professional development to maximize the effectiveness of teaching programs.

Overall, the feedback indicates a strong desire for clarity on instructional strategies, assessment practices, parental involvement, and the overall direction of math education to better support students and teachers alike.



Math Teaching Practices

From NCTM's Principles to Actions



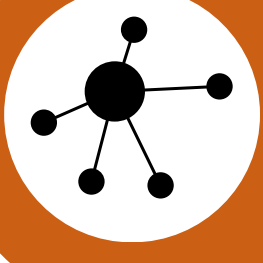
1

Establish Math Goals to Focus Learning



2

Implement Tasks that Promote Reasoning and Problem Solving



3

Use and Connect Mathematical Representations



4

Facilitate Meaningful Discourse



5

Pose Purposeful Questions



6

Build Procedural Fluency from Conceptual Understanding



7

Support Productive Struggle



8

Elicit and Use Evidence of Student Thinking



DOMAIN 1

PLANNING AND PREPARATION

- 1a Applying Knowledge of Content and Pedagogy
 - Disciplinary Expertise
 - Pedagogical Content Knowledge
 - Knowledge of Interdisciplinary Relationships and Skills
- 1b Knowing and Valuing Students
 - Respect for Students' Identities
 - Understanding of Students' Current Knowledge and Skills
 - Knowledge of Whole Child Development
 - Knowledge of the Learning Process and Learning Differences
- 1c Setting Instructional Outcomes
 - Value and Relevance
 - Alignment to Grade-Level Standards
 - Clarity of Purpose
 - Integration of Multiple Aspects of Student Development
- 1d Using Resources Effectively
 - Instructional Materials
 - Technology and Digital Resources
 - Supports for Students
- 1e Planning Coherent Instruction
 - Tasks and Activities
 - Flexible Learning
 - Student Collaboration
 - Structure and Flow
- 1f Designing and Analyzing Assessments
 - Congruence with Instructional Outcomes
 - Criteria and Standards
 - Planning Formative Assessments
 - Analysis and Application

DOMAIN 2

LEARNING ENVIRONMENTS

- 2a Cultivating Respectful and Affirming Environments
 - Positive Relationships
 - Sense of Belonging
 - Cultural Responsiveness
 - Positive Conflict Resolution
- 2b Fostering a Culture for Learning
 - Purpose and Motivation
 - Dispositions for Learning
 - Student Agency and Pride in Work
 - Support and Perseverance
- 2c Maintaining Purposeful Environments
 - Productive Collaboration
 - Student Autonomy and Responsibility
 - Equitable Access to Resources and Supports
 - Non-Instructional Tasks
- 2d Supporting Positive Student Behavior
 - Expectations for the Learning Community
 - Modeling and Teaching Habits of Character
 - Self-Monitoring and Collective Responsibility
- 2e Organizing Spaces for Learning
 - Safety and Accessibility
 - Design for Learning and Development
 - Co-Creation and Shared Ownership

DOMAIN 3

LEARNING EXPERIENCES

- 3a Communicating About Purpose and Content
 - Purpose for Learning and Criteria for Success
 - Specific Expectations
 - Explanations of Content
 - Use of Academic Language
- 3b Using Questioning and Discussion Techniques
 - Critical Thinking and Deeper Learning
 - Reasoning and Reflection
 - Student Participation
- 3c Engaging Students in Learning
 - Rich Learning Experiences
 - Collaboration and Teamwork
 - Use of Instructional Materials and Resources
 - Opportunities for Thinking and Reflection
- 3d Using Assessment for Learning
 - Clear Standards for Success
 - Monitoring Student Understanding
 - Timely, Constructive Feedback
- 3e Responding Flexibly to Student Needs
 - Evidence-Based Adjustments
 - Receptiveness and Responsiveness
 - Determination and Persistence

DOMAIN 4

PRINCIPLED TEACHING

- 4a Engaging in Reflective Practice
 - Self-Assessment of Teaching
 - Analysis and Discovery
 - Application and Continuous Improvement
- 4b Documenting Student Progress
 - Student Progress Toward Mastery
 - Shared Ownership
 - Maintaining Reliable Records
- 4c Engaging Families and Communities
 - Respect and Cultural Competence
 - Community Values
 - Instructional Program
 - Engagement in Learning Experiences
- 4d Contributing to School Community and Culture
 - Relational Trust and Collaborative Spirit
 - Culture of Inquiry and Innovation
 - Service to the School
- 4e Growing and Developing Professionally
 - Curiosity and Autonomy
 - Developing Cultural Competence
 - Enhancing Knowledge and Skills
 - Seeking and Acting on Feedback
- 4f Acting in Service of Students
 - Acting with Care, Honesty, and Integrity
 - Ethical Decision-Making
 - Advocacy

Standards for Mathematical Practice

8

Look for and express regularity in repeated reasoning

1

Make sense of problems and persevere in solving them

2

Reason abstractly and quantitatively

7

Look for and make use of structure

Which SMP(s) did you experience throughout this task?

3

Construct viable arguments and critique the reasoning of others

6

Attend to precision

5

Use appropriate tools strategically

4

Model with mathematics



ADE Math Team:

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