

# Group 1

What are your initial thoughts for math materials?

- ❖ Differentiation and intervention tied to the curriculum
- ❖ Adequate time to provide for meaningful learning, differentiation and interventions...
- ❖ Everyone gets tier 1 core instruction
- ❖ How a textbook is used depends on its quality
- ❖ Curriculum maps and pacing guides ensure coverage of content-vertical and horizontal alignment
- ❖ Includes strategies and scaffolds

# Group 2

What are your initial thoughts for math materials?

- ❖ Teachers understanding the math learning above and below (vertical articulation)
- ❖ Good curriculum has intervention built in. Even a teacher without proper intervention training can still help students move their learning.
- ❖ More coherent plan across the district to align pacing and sequence, especially for students who move to another school.
- ❖

# Group 3

What are your initial thoughts for math materials?

- ❖ Curriculum can serve as a guide to help teachers develop deeper understanding needed to facilitate rich tasks and teach multiple ways to do the math
- ❖ PD provided at the beginning of last adoption was good... but we need **PD that is *built in to the materials*** to help new teachers implement the materials in a way that is *less unproductive* and *more productive*.
- ❖ "I really hope that... I am very much introverted... I hope that it will become *an option* for kids to *engage in a group* and *also to work alone*... they can do even better alone sometimes."
- ❖

# Group 4

What are your initial thoughts for math materials?

- ❖ Pacing is important throughout the district and although exact pacing guides are unrealistic a pacing guide with room for space is actually a good idea.



# Group 5

What are your initial thoughts for math materials?

- ❖ Integration of math manipulatives and tools to content
- ❖ Math background that highlights big ideas of the unit
- ❖ Guides and scaffolding for a diversity of learners
- ❖ Need a progression to see where the students in the grade are coming from and where they are going next to help with differentiation in both directions

# Group 6

What are your initial thoughts for math materials?

- ❖ Lessons/tasks that represent the amount of time it takes for most students to conceptually understand a topic in order to build procedural fluency (as opposed to needing to take a single lesson/task and spread it out over many classes)
- ❖ Curriculum should model the time it actually takes in the classroom
- ❖ Practice that is tailored to the lesson. Relevant practice that includes fluency and immediate feedback opportunities

- ❖ Scaffolded support for teacher implementation, including

# Group 7

What are your initial thoughts for math materials?



# Group 8

What are your initial thoughts for math materials?

- ❖ Deep understanding of the content within and across grade levels.... We need quality PD to implement
- ❖ Flexibility in pacing and curriculum maps for meaningful
- ❖ **ADEQUATE TIME**
- ❖ Learning progressions that are coherent and effective.

# Group 9

What are your initial thoughts for math materials?

- ❖ Access to other grade levels (collaboration time with other grade levels/schools?)
- ❖ Supports in the teachers guides for multilingual students
- ❖ Multimodalities- would kids be able to access multiple ways to do it?
- ❖ We need time for “meaningful learning, differentiation and interventions” for students
- ❖ Productive professional development that is ongoing and evolving- What are best practices now?
- ❖ Logistics of figuring out the curriculum and how to help teachers grow to support their students dynamically