2013-2014 Math Adoption Committee

**Overview of the Committee**

This committee will be responsible for reviewing available math materials for grades k-5. After review, they will make a recommendation for purchase. This committee will be comprised of 2 classroom teachers from each grade level, 3 math instructional coaches, 1 English Language Learner representative, 1 Special Education representative and 1 parent representative.

|  |  |  |
| --- | --- | --- |
| **Name** | **Grade Level** | **School** |
| Sheryl Gissel | Kindergarten | Phillips |
| Deanna Klopf | Kindergarten | Lovejoy |
| Lindsey Brace | Grade 1 | Wright |
| Jessica Williams | Grade 1 | Stowe |
| Gretchen Freel | Grade 2 | Monroe |
| Leah Voorhees-Jackson | Grade 2 | Oak Park |
| Jill Bouslog | Grade 3 | Hubbell |
| Laura Ryan | Grade 3 | Findley |
| Melissa Osby | Grade 4 | Brubaker |
| Andrea Quick | Grade 4 | Studebaker |
| Maggie Anderson | Grade 5 | Morris |
| Cristin Nicodemus | Grade 5 | Pleasant Hill |
| Stacy Trimble | Special Education | Jackson |
| Jen Steinke | Parent | River Woods/Pleasant Hill |
| Sarah Pentek | Instructional Coach | King |
| Jaclyn Brees | Instructional Coach | Brubaker |
| Brenda Beumer | Instructional Coach | McKinley |

**Expectations for Committee Members**

* Committee members must be willing to thoroughly examine the materials received and evaluate their appropriateness to our grade level standards.
* Committee members must be responsible for receiving and **returning** materials as directed by the publishing companies.
* Committee members must be willing to attend off-contract meetings for discussion and review of materials. Meeting attendance is imperative to the success of the committee. Committee members will spend time evaluating the materials during off-contract hours. Compensation will be provided for these hours. Approximately 10 hours of time is expected over the course of the 2013-2014 school year.
* **Committee members must be open to the thoughts and ideas of other committee members in order to achieve consensus on a recommendation.**
* Committee members will be advocates for the new materials and help support the implementation of the materials throughout the district.

**Timeline**

|  |  |
| --- | --- |
| Wednesday, August 28 | 1st Committee Meeting 2:45 – 3:45 @ King Elementary School *(teacher-directed)* |
| Friday, August 30 | RFP sent out |
| Wednesday, September 25 | 2nd Committee Meeting 2:45 – 3:45 @ King Elementary *(teacher-directed)*   * Check-in * Materials received * Materials to review with guidelines starting September 30th * Like grade-level collaboration |
| Friday, September 27 | Materials Received Deadline |
| 4 weeks | Committee evaluate materials using guidelines *(5 hours of off-contract compensation)* |
| Monday, October 28 | 3rd Committee Meeting 4:00 – 5:30 @ King Elementary *(1 – 2 hours of off-contract compensation)* |

**Guidelines for Instructional Materials**

|  |
| --- |
| **Mathematics Content/Alignment with the Standards**   * Content as specified in the Iowa Core Standards, including the Standards for Mathematical Practices, and sequence and organization of the math program that provide structure for what students should learn at each grade level. * Materials must address the grade-level content standards and standards for mathematical practice in their entirety. * Materials are designed to spend a large majority of their time on the major work of each grade. *See Table 1.* * **Focus.** If materials address topics outside of the Iowa Core for that grade level, the publisher will provide a mathematical and pedagogical justification. * The materials have a balance between conceptual understanding, applications and fluency/procedural work. * Comprehensive materials do not introduce gaps in learning by omitting content that is specified in the Standards. * Inclusion of Learning Objectives that directly relate to the Iowa Core. * Each mathematical practice standard is meaningfully present in the form of activities or problems that stimulate students to develop the habits of mind described in the practice standards. * Materials include teacher-directed materials that explain the role of the practice standards in the classroom and in students’ mathematical development. |
| **Conceptual Understanding**   * Materials amply feature high-quality conceptual problems and questions that can serve as fertile conversation-starters in a classroom if students are unable to answer them. * Group discussion suggestions include facilitation strategies and protocols. * Conceptual understanding is not generalized, but attended to thoroughly in those places in the Core where the expectations are set for understanding and interpreting. |
| **Fluency Work**   * The Iowa Core Standards are explicit where fluency is expected. In grades K – 6 materials should help students make steady progress throughout the year toward fluent computation. * Manipulatives and concrete representations such as diagrams are used to enhance conceptual understanding and eventually connect to written and symbolic representations. * Fluency work is not generalized, but attended to thoroughly in those places in the Core where the expectations are set for fluency. |
| **Application**   * Materials include ample number of single-step and multi-step contextual problems that develop the mathematics of the grade, afford opportunities to practice and engage students in problem solving. * Multi-step and real-world problems are explicit. |
| **Differentiation**   * Students should make tangible progression during each grade level, as opposed to substantially reviewing then marginally extending from previous grade levels. * Materials should relate grade-level concepts explicitly to prior knowledge from earlier grades. * Materials help ELL students access challenging mathematics, learn content and develop grade-level language. * Intervention components, if included, are designed to support students’ progress in mathematics and develop fluency. * Acceleration components, if included, are designed to support students’ progress beyond grade level standards in mathematics. * Comprehensive guidance and differentiation strategies, to adapt the curriculum to meet students’ identified special needs to provide effective, efficient instruction for all students. |
| **Supporting Resources**   * Digital and online materials allow students and teachers to navigate content across grade levels by tracking the structure and progressions of the standards. * A teacher’s edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the differentiation materials, including modifications for ELL, SPED, advanced and students below grade level. * Unit and lesson plans, including suggestions for organizing resources in the classroom and ideas for pacing lessons. |
| **Assessment**   * Instructional materials should contain strategies and tools for continually measuring student achievement. * A variety of assessment types need to be provided. * Assessments monitor student progress toward meeting the content and mathematical practice. * Asses all aspects of rigor: conceptual understanding, procedural skill and fluency, and application. |

|  |
| --- |
| Grade Level Team: Thoughts on the List Above (Additions, Changes, Deletions, etc…) |

2008 RFP Description – The elementary mathematics curriculum focuses on teaching for understanding, formative assessment, differentiated instruction, and distributive practice. Problem-solving, mental computation, estimation, and application are integrated throughout the content standards. Multiple representations serve as tools for solving problems and communicating understand of concepts. Technology allows for increased communication among students, teachers, and parents; provides access to problem solving; and portrays multiple representations. DMPS mathematics is aligned with the NCTM Standards and Iowa Core Curriculum.

|  |
| --- |
| Grade Level Team: RFP Description |