6th -8th JGMS Math Text Proposal

Christine Larimore

Program Administrator JGMS/BHS

Colleen Irving

Program Administrator BHS

Objectives

- 1. Reform vs. “Traditional”
- 2. Why switch texts?
- 3. Proposal

Objective 1:
Reform vs “Traditional”

What is a…

- Reform Text
  - Students make sense of new ideas through explorations and projects
  - Emphasize written and verbal communication, making connections between concepts, and connections between representations
  - Algorithmic dependence is de-emphasized
- "Traditional" Text
  - Exploration deepens knowledge and understanding
  - Emphasize procedural mathematics and provide step-by-step examples with skill exercises
  - Focuses on teaching algorithms that will lead to the correct answer

Text Options

- IMPACT
  - Reform
  - Requires substantial supplementation of content
  - Requires 3 year roll-out
  - Requires long block
  - Activity for sake of activity
  - Lack of long term data for support
  - State standards for 6th and 7th grade are intertwined
- McDougall 1,2,3
  - “Traditional”
  - Requires moderate supplementation of investigations
  - Enter at any grade level
  - Requires long block
  - Activity where appropriate
  - Backbone for rich curriculum
  - Each text aligned to grade level standards

Summary

- Impact
  - Requires editing, supplementing, and altering chapters in order to cover required material
  - Forces teachers to recreate the wheel
- McDougall 1,2,3
  - Smoothes 8th - 9th grade transition
  - Provides 6th –12th continuum
  - Requires some supplementation with investigation when appropriate

Objective 2:
Why Switch Texts?

Self-Study Findings…

- Students do not find text (CMP) useful
- Supplementation needed to meet state standards
- Recommendation from visiting team
  - Explore other reform text
  - Maintain inquiry based learning
  - Stay consistent with Everyday Math

Department Considerations with Visiting Team Recommendation

- Not appropriate for most of our SPED population (which does not meet AYP)
- *Quality Mathematics Programs with Students with Disabilities* by Diane Kinder and Marcy Stein concluded
  - Student performance improved with explicit teacher-directed instruction
  - Lack of fluency with arithmetic combinations correlates with subsequent math difficulties
  - Schools should select programs with more rather than fewer examples
  - Texts should have cumulative review, scaffolded instruction, and teacher modeled steps

Department Considerations (cont)

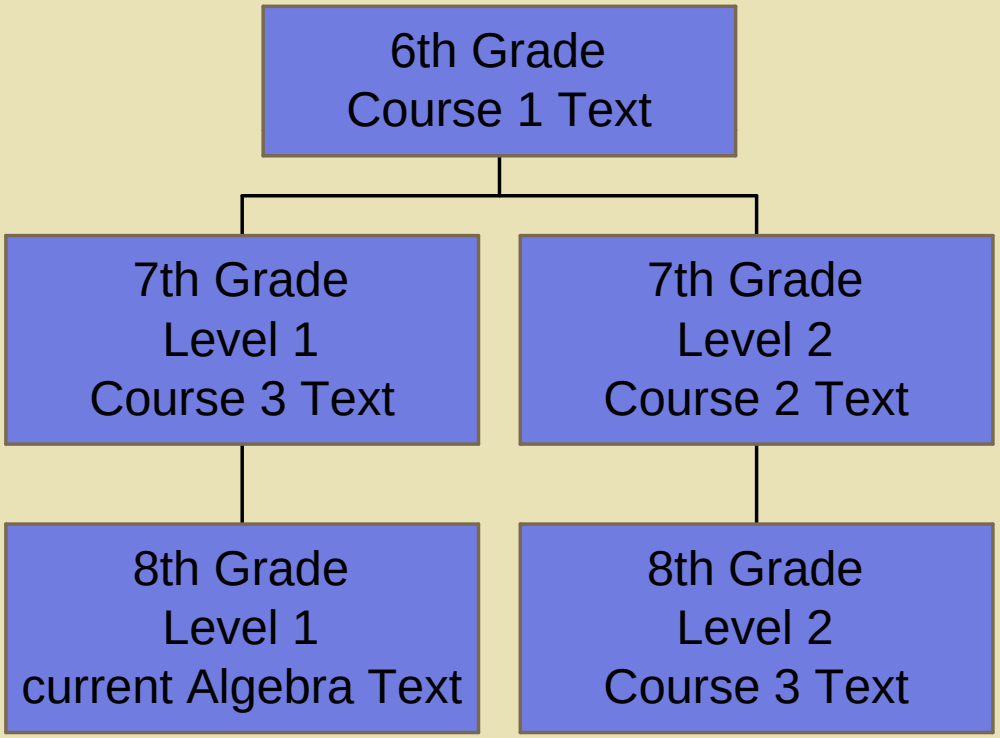
- Reform texts require mastery of prerequisite skills
- Difficult to make up missed work without teacher or knowledgeable adult
- If the discovery does not occur, student has no place to turn - Does this widen the achievement gap?
- Anecdotal Story: Probability with and without replacement

Objective 3: Proposal

Proposal

- Core Text: McDougall Littell Course 1,2,3
- Supplemental Material and Teaching Practices:
  - Partner with surrounding towns
  - Retain, Find and Develop investigations to balance the “traditional” look to the text
  - Support the commitment to hands-on engaging and active classroom

2009-2010 Text Implementation



Key Features

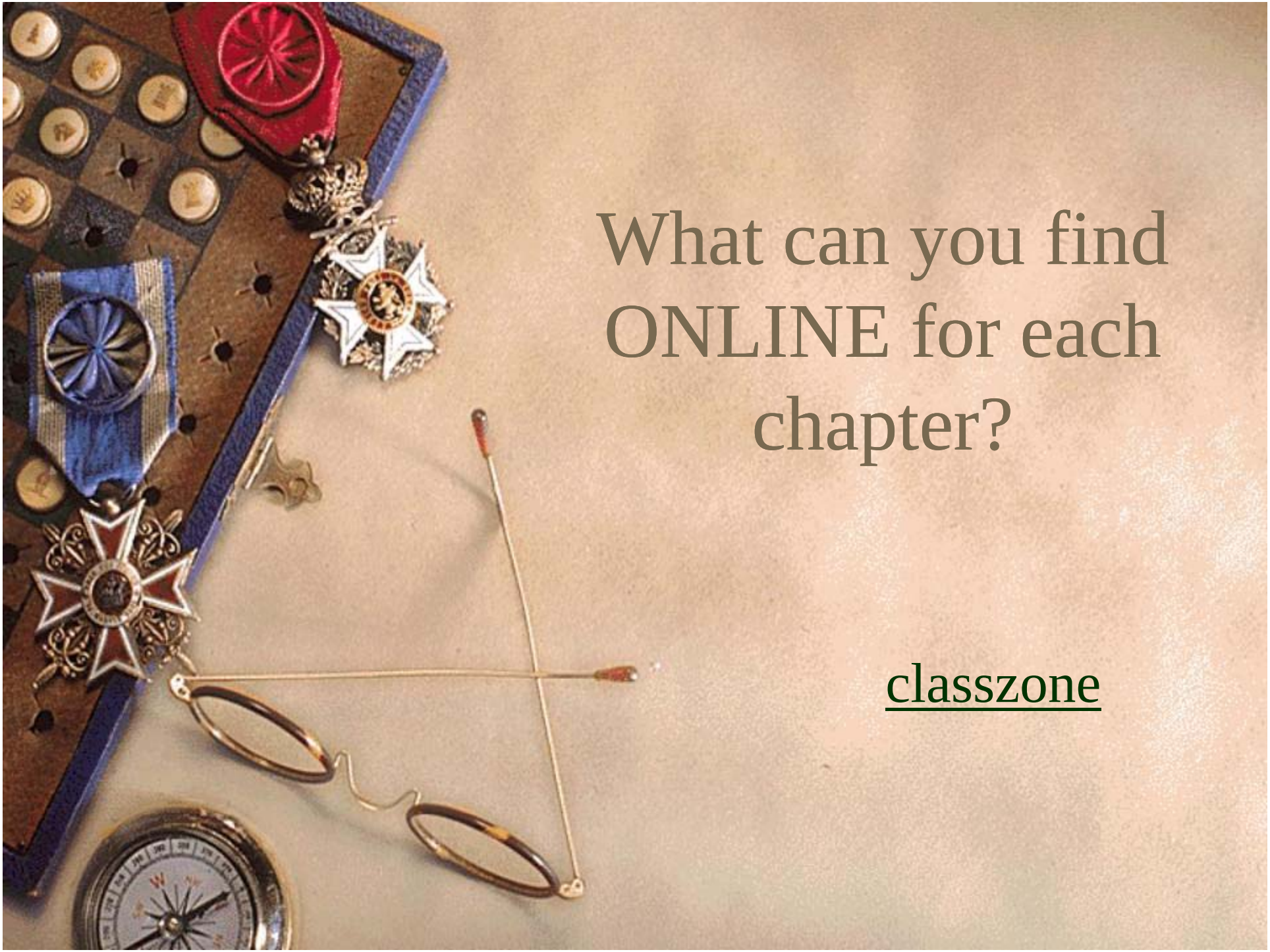
- Pre-requisite skills
- Preview vocabulary
- Objectives
- Link to prior learning
- Tiered Assessments for Differentiated Instruction
- Alternative Assessments
- Pre-AP
- CRISS strategies
  - (**Cr**eating **I**ndependence through **S**tudent-owned **S**trategies)

Key Features (cont)

- Active Learning
- Flexible Lesson Development
- Effective Assessment
- Brain Games
- Critical Thinking Activities
- Tips for Learning Styles

Chapter Features

- Section
  - Writing
  - Open Ended Questions
  - Multiple Choice Questions
  - Problems
  - Error Analysis
  - Open Response
  - Mixed Review
  - Concrete ways to differentiate
- Beginning of Chapter
  - Get-Ready Game
  - Vocab Check
  - Skills Check
  - Notetaking Skills
- End of Chapter
  - Vocab review and exercises
  - Summary of each section
  - Practice problems for each section
  - Practice test
  - Standardized test practice



What can you find ONLINE for each chapter?

classzone

Readability

- Feedback from Dr. Sue Rozen on texts
  - Commendations:
    - Logical and thorough presentation
    - Appropriate for intended use
    - Variety of embedded skills
  - Concern:
    - “Busy” pages
- Response to concern
  - Tools for presentation
  - Build use of text into UBD Units
  - Techniques from Dr. Sue Rozen

Cost Analysis

- Buy 4 get 1 free
- 500 texts
- Complementary Teacher Materials
- Complementary eEditions
- TOTAL w/ shipping = $27,000