



# Elementary Math

March 9, 2022

# Guiding Questions

1 What is learning acceleration and how is it implemented in math classes?

2 How does a high-quality resource support learning acceleration?

3 How has District 200 engaged in a process to recommend a high-quality resource for elementary math instruction?

4 What are the future plans to support implementation?

# Academic Impact of COVID-19

The COVID-19 pandemic has caused unprecedented disruptions to our regular school routines.

Serving students with varied academic needs has always been part of the educational landscape, but the pandemic has created a more significant challenge.

District 200's approach to address unfinished learning is to focus on acceleration and not remediation.

Learning acceleration has been a key strategic focus this school year, and will continue to be a focus to best support our students.

# Acceleration versus Remediation

**Acceleration is about going forward and preparing students for success in the present with a focus on current grade-level standards.**

Past skills and concepts are addressed and revisited but in the context of what is currently being taught.

**Remediation is about spending significant time in below-grade level standards before moving into new learning and grade-level standards.**

Remediation often focuses on drilling students on isolated skills that bear little resemblance to current curriculum and reviewing everything that was missed.

# Prioritizing Mathematics Teaching and Learning

The D200 learning acceleration plan prioritized mathematics teaching and learning. This is because skills and concepts build upon one another making it challenging to master new content and skills.

Our work plan has included:

- 1) A focus on grade-level content for all students
- 2) Pre assessment and ongoing formative assessment to plan just in time supports
- 3) Best practices of instruction for mathematics as recommended by the National Council of Teachers of Mathematics
- 4) Utilizing a high-quality resource

Math coaches have been instrumental in supporting and leading staff with this work.

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# Importance of a High-Quality Resource

A high-quality resource supports learning acceleration.

- 1) Creates a strong coherence within a grade level and between grade levels
- 2) Provides teacher supports that are aligned to best practices in instruction
- 3) Ensures long-term success by advancing learning and improving achievement for all students

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# Timeline and Process

2020 - 2021	2021 - 2022
<p>Piloted Zearn to ensure a high-quality resource with a digital platform.</p>	<p>Continued use of Zearn as the main instructional resource.</p>
<p>Formed a math committee to monitor implementation and serve as a feedback loop. This committee recommended piloting a second resource for the 2021-22 school year.</p>	<p>Primary and intermediate teachers from all buildings piloted Illustrative Math during the second trimester.</p>
	<p>Pilot teachers and math coaches reviewed both resources and made a recommendation for adoption.</p>

# High Quality Math Resources Reviewed and Piloted

## **Zearn**

Zearn was selected as the main resource starting in 2020 because of the digital component. This allowed students to have access to asynchronous learning.

In addition to the digital component, lesson guidance includes whole group and small group instruction.

## **Illustrative Math**

This program focuses on problem solving, student discourse, and solving real world problems.

Instead of a digital component, students participate in hands on learning through centers.

Strong alignment to research-based practices that maximize learning for diverse learners

# Rationale for the Recommendation of Illustrative Math

- 1) **Creates a strong coherence within a grade level and between grade levels**
  - a) The assessments allow for rich dialogue through Professional Learning Community (PLC) structures.
- 2) **Provides teacher supports that are aligned to best practices in instruction**
  - a) Illustrative Math is highly rated and aligned to the Illinois Learning Standards and the National Council of Teachers of Math (NCTM) teaching practices.
- 3) **Ensures long-term success by advancing learning and improving achievement for all students**
  - a) Provides multiple entry points for all learners, and instruction is based on students' strengths, therefore promoting learning acceleration over remediation.
  - b) Provides rigor in instruction and assessments. These assessments align to state assessment formats with complex tasks.
  - c) Provides an understanding that learning math is language-demanding, and promotes the use of instructional routines to address the learning needs of multilingual learners.
  - d) Aligns to all descriptors of the D200 Portrait of a Graduate: problem solver, resilient learner, collaborator, and communicator.

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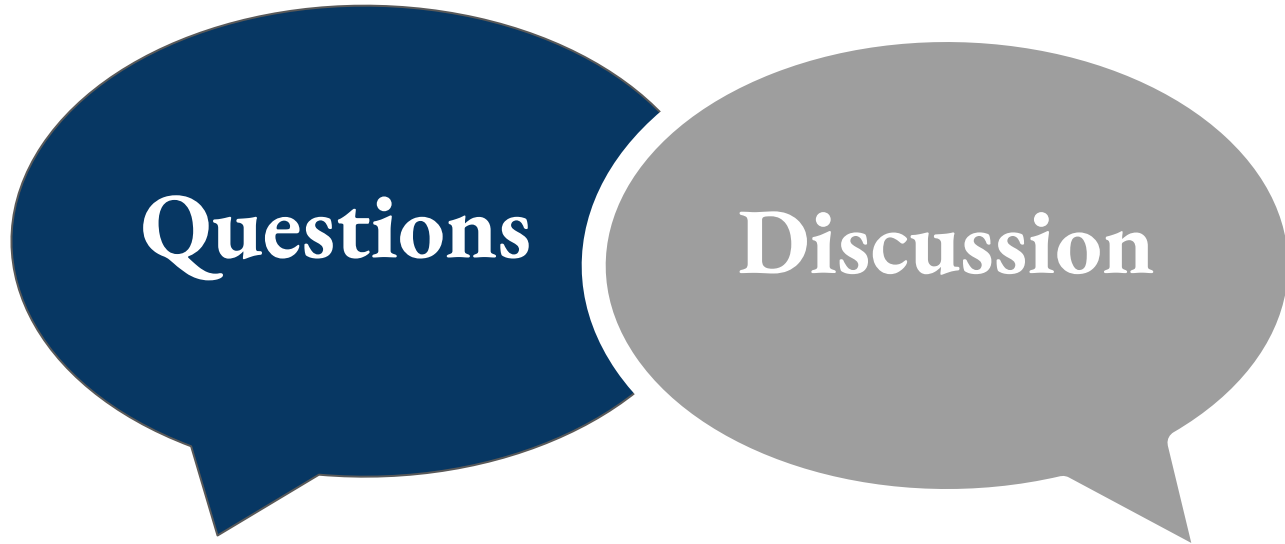
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# Continued Work and Support

- 1) Professional learning for math coaches and principals to support and lead the implementation of the instructional vision for mathematics teaching and learning
- 2) Professional learning for all staff on getting to know the resource
- 3) Development of pacing guides and other support materials
- 4) Ongoing professional development for the 2022 - 2023 school year for all teachers
- 5) Ongoing support from math coaches

# Tonight's Recommendation

Approval to post Illustrative Math materials for community review.



**Questions**

**Discussion**