

A green chalkboard with two pieces of pink chalk and some faint white chalk markings. The chalkboard is the background for the text. The text is in a dark teal color. The date is in a black serif font.

# **Palo Alto Unified School District K-5 Math Adoption**

April 28, 2009



## Since April 14 Board Discussion...

- K-5 math classroom observations – 15 sessions, over 60 parents
- Discussion meetings with staff, committee members, community members, parents, and other district staffs nationally
- Parent Education Evening – 67 parents and community members, over 2 hours of dialogue, 6 breakout sessions
- Additional information in Board packet and District website



# History of PAUSD Math Adoptions

- Mid-1990's - *Investigations*
- 2002 – *California Math with Investigations*



# Present Teaching Situation

- Curriculum guide developed with supplemental materials and binders to attempt to integrate materials
- The authors did not intend for *California Math* and *Investigations* to be taught together
- Teacher survey data –
  - 59% use *Investigations* “majority of time or more”
  - 57% use *California Math* “majority of time or more”
  - 92% use teacher created materials “sometimes or more,” such as Marilyn Burns, district extensions and supplements
- Challenges of training, alignment, and incentives for collaboration



# Strategic Plan Process

- Interest in differentiation, challenging materials for gifted students in math, and the importance of quality professional learning
- Discussion of goals with the School Board
  - Beginning of year
  - Mid-year review
  - March Strategic Plan update



# Objectives From This Adoption

- Guaranteed and viable curriculum
- Improve professional development
- Enjoy broad community and staff buy-in
- Teacher survey indicated the highest interest in...
  - Contextualized problems
  - Variety of computational / problem-solving strategies
  - Materials specifically for EL, struggling, and advanced students
  - Manipulatives and games for concept and computation practice

*Everyday Math* is a leading math program for the top performing districts in California and the nation



# K-5 Math Materials used by Districts in 2007 PiE Benchmarking Study

School District	Location	K-5 Math Program
Chapel Hill-Carrboro	Chapel Hill, North Carolina	<i>enVision/Investigations</i>
Edina	Edina, Minnesota	<i>Everyday Math</i>
Palo Alto Unified	Palo Alto, California	TBD
Scarsdale	Scarsdale, New York	<i>Singapore Math</i>
Wellesley (see <b>Note</b> below)	Wellesley, Mass.	<i>Investigations*</i>
Willmette/New Trier	Willmette, Illinois	<i>Everyday Math</i>

**Note:** this was incorrect in the 4/14/09 presentation - Wellesley has never used EDM

# K-5 Math Materials used by 21st Century Consortium Members

School District	Location	K-5 Math Program
Eanes ISD	Austin, Texas	<i>Everyday Math</i>
Highland Park ISD	Dallas, Texas	<i>Everyday Math and enVision/Investigations</i>
Ladue Public Schools	St. Louis, Missouri	<i>Investigations</i>
Palo Alto Unified	Palo Alto, California	<i>TBD</i>
Westside Community Schools	Omaha, Nebraska	<i>Everyday Math</i>
Wilmette/New Trier Public Schools (see <b>Note</b> below)	Wilmette, Illinois	<i>Everyday Math*</i>
Wilton Public Schools	Wilton, Connecticut	<i>Everyday Math</i>

**Note:** Wilmette/New Trier is a high school district with four feeder districts. The smallest feeder district uses a different program.



## Why *Everyday Math*?

- Richness of problem solving and conceptual understanding
- Procedural skills and practice
- Differentiation opportunities embedded within each lesson
- English Learners handbook strategies
- Home-school support
- Strong technology component
- Most importantly, *EDM* matches our math philosophy



# Challenges Discussed About *Everyday Math*

- Spiraling and material mastery
- Special Education and English Learners
- Alternative algorithms
- Computational skills
- Calculator use
- District efforts to address these concerns
  - guidelines around PAUSD math



# Principal and Instructional Supervisor Thoughts About the Adoption

- I.S. comments
- Principal comments –  
Eric Goddard, *Fairmeadow Elementary*  
Susanne Scott, *Hoover Elementary*



## If *Everyday Math* is Adopted Tonight

- May 6 and 27: teachers receive initial materials and begin training
- Week of June 15: math professional learning sessions will be offered, including middle/elementary math conceptual understanding, *EDM* units and lesson planning
- August: principal training day and teacher professional learning sessions



# Fifth Grade Implementation

## Two-Year timeline for linking 4<sup>th</sup>-6<sup>th</sup> grade program

### Spring 2009:

- Fifth grade teachers included in professional learning on *EDM*

### 2009-10:

- Committee of fifth grade teachers develop specific recommendations for units, clarify implementation
- *EDM* Professional learning for all teachers
- Teacher leaders teach *EDM* program units
- All fifth grade teachers teach some *EDM* units together with their present materials
- Teachers collaborate on PDC days to examine other units, observations from teaching, identify issues or gaps
- 5<sup>th</sup>-6<sup>th</sup> grade articulation meetings to discuss essential questions

### 2010-11:

- Begin implementation with supplemental materials as needed



## Summary

- Excitement for challenge
- *EDM* fits our math education philosophy
- Closely aligned to our present aspirations
- Fits our Strategic Plan goals around differentiation, professional development, and quality materials
- Continue to build energy around elementary math education