State Board of Education approves updates to Mathematics Standards

District and building level teams understand the updates to standards and supporting documents and determine any changes needed

District and building level teams update resources to reflect changes and plan implementation

Updated standards are fully implemented

WI 2016-2017

SP/SU 2016-2017

FA/WI 2017-2018

SP 2017-2018
Timeline (con’t)

State Board of Education releases [Model Curriculum with Instructional Supports](#) (Grades 6-9)

District teams use these documents as we design mastery learning rubrics, align assessments & instruction

Modifications are shared at building level through data teams

Updated curriculum is fully implemented with ODE model curriculum

- **SU-WI** 2018-2019
- **FA-SP** 2018-2019
- **SP/SU** 2018-2019
- **FA** 2019-2020
Preparing our Students for Tomorrow
Grade Level AND Mathematical Practice Standards

**KINDERGARTEN OVERVIEW**

**COUNTING AND CARDINALITY**
- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

**OPERATIONS AND ALGEBRAIC THINKING**
- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

**NUMBER AND OPERATIONS IN BASE TEN**
- Work with numbers 11–19 to gain foundations for place value.

**MEASUREMENT AND DATA**
- Identify, describe, and compare measurable attributes.
- Classify objects and count the number of objects in each category.

**GEOMETRY**
- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- Describe, compare, create, and compose shapes.

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**MATHEMATICAL PRACTICES**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
During the transition period, a coaching/teacher team updated our math framework, district units, and assessments.

What is a Math Framework?

- Our math framework gives a clear picture of what we value for teaching and learning for mathematics.
- The framework is the “how” of our mathematics teaching and learning
- The standards are the “what” of our mathematics teaching and learning
- Framework details are based upon research from:
  - “Principles to Actions: ensuring Mathematical Success for All” (NCTM, 2014)
  - “Mathematical Mindsets” (Boaler, Jo 2016)
- We transitioned our Elementary Math Curriculum Course to Canvas
A video was created to explain the purpose and details of our updated framework. Each building math coach delivered this message during a building level professional development.
Secondary Math – Course Changes

Honors Math 6

PreAlgebra changed to Accelerated Math 7

Senior Algebra 2/Business Course
District teams design **Mastery Rubrics** for each of their instructional units over the course of a year.

Common assessments are updated to reflect levels of mastery learning. Continue to hone Mastery Rubrics.

**Learning resources** and instruction are aligned to levels of mastery to support individual student growth.

Full District Implementation to facilitate learner agency and provide authentic learning opportunities.
Elementary → Secondary Connections

June Bootcamp for Students

Summer Academy Course being offered for teachers, grades 3-8

Hilliard University

5th to 6th Grade Transitions
Fraction - Learning Progressions
Teaching Geometry Concepts for Deeper Learning Through Van Hiele Levels