Anchorage School District

Council of Great City Schools: Teacher Survey

Report Date: 2-16-2011

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Teacher Survey of the Anchorage School District

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As a step in the Council of Great City Schools mathematics review process the Anchorage School District administered a survey to teachers between February 1 and February 11, 2011. The survey was designed and approved by the Council of Great City Schools with input from the Anchorage School District's Math and Assessment and Evaluation Departments. Each section includes quantitative tables followed by the open-ended responses. Open response are not edited in order to keep authenticity.

GENERAL INFORMATION

Table 1: Number of Respondents

Population Type	Total Teachers	Number of Respondents	Response Rate	Margin of Error*
Anchorage School District K-8 Math Teachers	1536	607	39.52%	±4%

*95% confidence interval; a margin of error between ±0% & ±5% is strong

Table 2: Grade Level Taught

Grade Level		N	Column %
Overall		607	100.00%
All Elementary*		481	86.05%
All Middle**		78	13.95%
Elementary School Grades*	Kindergarten	72	11.86%
	Grade 1	82	13.51%
	Grade 2	69	11.37%
	Grade 3	59	9.72%
	Grade 4	57	9.39%
	Grade 5	62	10.21%
	Grade 6	43	7.08%
	Combo	37	6.10%
Middle School Grades**	Grade 6	14	2.31%
	Grade 7	31	5.11%
	Grade 8	28	4.61%
	Combo	5	0.82%
No Designation***		48	7.91%

*Elementary School respondents were teachers in schools who do not serve grades 7 and 8.

**Middle School respondents were teachers in schools who served grades 7 and 8.

***Combination teachers who could not be connected with elementary or middle school status.

Table 3: How many years have you taught at this grade level?

		1 year or less		2-5 years		6-10 years		11-15 years		More than 15 years	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		96	15.95%	228	37.87%	155	25.75%	72	11.96%	51	8.47%
All Elementary		75	15.69%	192	40.17%	117	24.48%	57	11.92%	37	7.74%
All Middle		15	19.23%	25	32.05%	22	28.21%	9	11.54%	7	8.97%
Elementary School Grades	Kindergarten	8	11.11%	24	33.33%	15	20.83%	14	19.44%	11	15.28%
	Grade 1	9	11.11%	32	39.51%	24	29.63%	7	8.64%	9	11.11%
	Grade 2	13	18.84%	22	31.88%	17	24.64%	11	15.94%	6	8.70%
	Grade 3	13	22.41%	25	43.10%	14	24.14%	4	6.90%	2	3.45%
	Grade 4	12	21.05%	26	45.61%	15	26.32%	2	3.51%	2	3.51%
	Grade 5	5	8.06%	36	58.06%	11	17.74%	7	11.29%	3	4.84%
	Grade 6	3	6.98%	18	41.86%	14	32.56%	6	13.95%	2	4.65%
	Combo	12	33.33%	9	25.00%	7	19.44%	6	16.67%	2	5.56%
Middle School Grades	Grade 6	2	14.29%	4	28.57%	5	35.71%	0	0.00%	3	21.43%
	Grade 7	7	22.58%	7	22.58%	10	32.26%	6	19.35%	1	3.23%
	Grade 8	3	10.71%	14	50.00%	5	17.86%	3	10.71%	3	10.71%
	Combo	3	60.00%	0	0.00%	2	40.00%	0	0.00%	0	0.00%
No Designation		6	13.04%	11	23.91%	16	34.78%	6	13.04%	7	15.22%

Table 4: Do you have a major or minor in Math?

		Yes		No	
		N	Row %	N	Row %
Overall		64	10.70%	534	89.30%
All Elementary		33	6.96%	441	93.04%
All Middle		27	34.62%	51	65.38%
Elementary School Grades	Kindergarten	0	0.00%	71	100.00%
	Grade 1	1	1.28%	77	98.72%
	Grade 2	5	7.25%	64	92.75%
	Grade 3	4	7.02%	53	92.98%
	Grade 4	6	10.53%	51	89.47%
	Grade 5	6	9.68%	56	90.32%
	Grade 6	8	18.60%	35	81.40%
	Combo	3	8.11%	34	91.89%
Middle School Grades	Grade 6	3	21.43%	11	78.57%
	Grade 7	10	32.26%	21	67.74%
	Grade 8	13	46.43%	15	53.57%
	Combo	1	20.00%	4	80.00%
No Designation		4	8.70%	42	91.30%

Table 5: Have you taken any additional math courses beyond what was required for your degree?

		Yes		No	
		N	Row %	N	Row %
Overall		362	60.43%	237	39.57%
All Elementary		281	58.79%	197	41.21%
All Middle		56	74.67%	19	25.33%
Elementary School Grades	Kindergarten	34	47.89%	37	52.11%
	Grade 1	45	54.88%	37	45.12%
	Grade 2	37	53.62%	32	46.38%
	Grade 3	39	66.10%	20	33.90%
	Grade 4	36	65.45%	19	34.55%
	Grade 5	38	61.29%	24	38.71%
	Grade 6	24	55.81%	19	44.19%
	Combo	28	75.68%	9	24.32%
Middle School Grades	Grade 6	11	84.62%	2	15.38%
	Grade 7	23	76.67%	7	23.33%
	Grade 8	21	77.78%	6	22.22%
	Combo	1	20.00%	4	80.00%
No Designation		25	54.35%	21	45.65%

TEXTBOOK

Table 6: What math textbook do you use most of the time with your students?

		Everyday Math		Saxon		Investigations		Number World		Mathscape		Other*	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		389	72.85%	33	6.18%	3	0.56%	5	0.94%	45	8.43%	59	11.05%
All Elementary		363	86.63%	30	7.16%	2	0.48%	3	0.72%	0	0.00%	21	5.01%
All Middle		4	5.41%	0	0.00%	0	0.00%	0	0.00%	42	56.76%	28	37.84%
Elementary School Grades	Kindergarten	51	87.93%	2	3.45%	0	0.00%	0	0.00%	0	0.00%	5	8.62%
	Grade 1	67	89.33%	6	8.00%	0	0.00%	0	0.00%	0	0.00%	2	2.67%
	Grade 2	53	89.83%	5	8.47%	0	0.00%	0	0.00%	0	0.00%	1	1.69%
	Grade 3	44	84.62%	4	7.69%	0	0.00%	1	1.92%	0	0.00%	3	5.77%
	Grade 4	41	91.11%	4	8.89%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Grade 5	49	89.09%	4	7.27%	0	0.00%	0	0.00%	0	0.00%	2	3.64%
	Grade 6	36	90.00%	1	2.50%	1	2.50%	0	0.00%	0	0.00%	2	5.00%
	Combo	22	62.86%	4	11.43%	1	2.86%	2	5.71%	0	0.00%	6	17.14%
Middle School Grades	Grade 6	3	23.08%	0	0.00%	0	0.00%	0	0.00%	7	53.85%	3	23.08%
	Grade 7	0	0.00%	0	0.00%	0	0.00%	0	0.00%	25	83.33%	5	16.67%
	Grade 8	0	0.00%	0	0.00%	0	0.00%	0	0.00%	9	34.62%	17	65.38%
	Combo	1	20.00%	0	0.00%	0	0.00%	0	0.00%	1	20.00%	3	60.00%
No Designation		22	53.66%	3	7.32%	1	2.44%	2	4.88%	3	7.32%	10	24.39%

*Other- Please see open response.

Table 7: How would you rate the current math textbook you are using?

	Poor		Inadequate		Fair		Good		Excellent	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Everyday Math	53	13.62%	78	20.05%	126	32.39%	107	27.51%	25	6.43%
Saxon	1	3.03%	1	3.03%	2	6.06%	13	39.39%	16	48.48%
Investigations	0	0.00%	0	0.00%	0	0.00%	2	66.67%	1	33.33%
Number World	0	0.00%	1	20.00%	1	20.00%	3	60.00%	0	0.00%
Mathscape	19	42.22%	14	31.11%	11	24.44%	1	2.22%	0	0.00%
Other	5	8.77%	4	7.02%	9	15.79%	19	33.33%	20	35.09%

OPEN RESPONSES REGARDING TEXTBOOKS
(Open responses are unedited to keep authenticity)

Open Response for "Table 6: What math textbook do you use most of the time with your students?" Other category.

- Algebra I
- Connecting Math and Everyday Math
- Connecting Math Concepts
- Currently Teaching Math Support (Navigation)
- EDM teacher's manual. No textbook for students.
- GLE resources and EDM resources Touchmath
- Heath
- Heath, EDM, and Number Worlds
- Houghton Mifflin, Saxon math, Number Worlds
- I use several different books as I'm a Resource sped teacher
- Math Their Way
- Mathscape and supplement with Math Connects
- McDougal Course 3
- McDougal Litell
- Mcdougal Littell
- McDougal Littell
- McDougal Littell - Pre Algebra
- McDougal Littell Algebra, and Geometry
- McDougal Littell Algebra, Geometry, Pre-Algebra
- McDougal Littell Pre-Algebra
- McDougal Littell PreAlgebra and Algebra 1
- McDougal Littell:Algebra, Geometry, Algebra II, Pre-Algebra
- McDougal-Littel Pre-Algebra
- McDougal-Littell
- McDougal/Littel PRE-ALGEBRA
- mcdougall littell
- mcdougall Littell
- McDougall Littell Pre-Algebra book and Algebra book
- MCP
- Montessori Method
- Multiple sources
- none
- Pre-Algebra
- Pre-Algebra McDougall Littell
- Pre-algebra, Algebra 1 McDougal Littell
- Prentice Hall Pre-Algebra
- Saxon
- saxon and number world
- silver burdett
- Steck Vaughan
- Supplemental Work
- Trans Math
- Trans Math Level 3
- TransMath
- TransMath by CambiumLearning

- TransMath Curriculum
- Transmath level 1 and 2
- Transmath with 5th grade
- Transmath-Special Education
- Van DeWalle Texts
- various teacher support materials; Evan Moore, etc.
- Visual Math
- Weekly: Mountain Math, timed facts tests, Math Minutes tests
- What I use and what the district purchased is different, my answers below will reflect my opinion of the "current district textbook/program."

Everyday Math Open Responses:

What do you see as the strengths of the math textbook you are using with students?

- every day examples
- -covers concepts well vs. isolated skills -games and other hands on activities to assist with concept understanding and skill practice -excellent teachers' manual
- -new ideas -challenging -lots of problem solving
- -simple instructions -ample practice worksheets provided -format is easy to understand
- *good with word problems *good program for student who excel at math
- *The students are comfortable with the program. *We have all the materials *The Online support is great *The lessons are well organized with review and new material. *Study Links help reinforce what was taught
- Easy to find what student needs 2. Good correlation with workbook 3. Offers numerous ways to see a concept
- A lot of material is covered.
- A lot of resources to use for lessons, such as games and supplemental activities.
- A lot of the curriculum aligns with Alaska State Standards. Multiple ways of solving problems are explored. The math games are great!
- A variety of exposure to various math concepts.
- A wide range of topics are covered. Advanced learners stay challenged.
- Absolutely none. I really don't want to be too cheeky. The only positive thing the sixth grade EDM book has about it is the color. I like purple.
- Advanced thinking
- analytical thinking.
- application of knowledge exposure to different math skills- "spiral" interesting hands on activities
- appropriate for k
- At this point I cannot think of any strengths of the EDM program other than that the students are introduced to a variety of concepts through out the duration of the program.
- Average to above average children have the opportunity to explore.
- Based on National Standards resulting from the TIMMS report. Differentiated Spiraled--based on Best Practice and current Brain Research Dynamic Multiple venues of support for teachers, students, parents
- Building conceptual understanding Challenges students to problem-solve Spiral approach ties concepts and skills together Introduces students to advanced concepts early Excellent use of manipulatives Excellent layout in math journals
- building math concepts using manipulatives to increase understanding multiple approaches to solve a problem
- Can be taught to a variety of different levels.
- challenges high students
- challenges proficient and advanced students
- Common sense is stressed.
- concept development, use of games, some use of manipulatives
- Concepts are taught along with the algorithms
- conceptual development, writing and problem solving activities and use of alternative algorithms
- content

- Covers the skills with games. Lessons are short which is needed for Kindergarten. Covers time, coins, counting, and measureing.
- Creativity with some lessons.
- Currently, there is no math textbook for 1st grade.
- daily review
- decent review materials, great parent resources, great online math activities
- Different approaches to some math concepts are helpful for some of the students
- Different methods of problem solving
- Different problems everyday for review.
- differentiation opportunities in most lesson plans
- Does cover a breadth of content. Exposes students to many concepts in math and is challenging for those students that math comes easy.
- Does not require a lot of writing for the kindergarten student.
- doesn't hold students back, provides alternative ways to do math computation
- Easily scripted, easy to follow text, good reference text for students. Good layout.
- EDM always helps put a picture in the kids' heads for any new math concept.
- Encourages problem solving and critical thinking skills.
- Encourages use of manipulatives Encourages problem solving strategies if done well
- Everyday Math does introduce many mathematical concepts, it does continually review previously taught material, it encourages manipulative use
- Everyday Math gives the students an opportunity to think outside of the box to solve math problems
- Excellent hands-on learning for young students; Literature connections; Home-school connections; Daily routines; Theme related activities (100's day, etc.)
- Exposed to higher level concepts
- Exposing kids to different ways of learning math.
- Exposure to complex concepts. Done in ways they understand and can relate with. Fun.
- exposure to lots of concepts
- finding a variety of ways to solve a problem
- Focus on problem solving and communication of mathematical thinking.
- Focuses understanding the problem and the right steps to reaching the answer.
- games
- Games
- games to reinforce concepts taught
- games, fun and meaningful connections, use of manipulatives
- games, manipulatives, most pages of mathbook are friendly for kids, mathbox pages
- gives many different options to teach concepts to different learning styles
- Good base with manipulatives, learning basic facts through games
- Good challenges for higher thinkers.
- Good content with higher level thinking
- Good hands on learning activities Students enjoy the games
- good higher level thinking problems, great diversity of strategies
- Good ideas, but the spiral format does not work well with our population of students.
- good illustrations and glossary
- Good program for a school with a non-transient student population, and all teachers/grade levels teaching the program with fidelity.
- GREAT exposure to many skills and aspects of math. Making it truly real world for kids.
- Great for gifted children.
- Great for high achieving students, strong readers and students with an aptitude for math.
- great for problem solving and higher level thinking skills
- Hands on activities for kindergarteners.
- Hands on activities use of manipulatives.
- Hands on activities.

- hands on games and activities
- hands-on and games
- hands-on games
- handson activities, and games
- Has very challenging content
- Having the games in there they are great practice for the kids.
- High expectations
- high level thinking, challenging, covers a lot of skills
- higher level thinking, lots of reading incorporated
- Higher level thinking, math games, computer enhanced lessons/games, SRB
- Honestly, the only strengths of this textbook I see is the supplemental computer programs and the math boxes in their Journals.
- I don't see any strength in Every Day Math
- I don't see strengths with this program--it is NOT beneficial in any way for students.
- I enjoy the spiral effects of revisiting skills
- I like how it spirals and continues to build upon concepts
- I like how we review things and practice the same concept over again.
- I like that Everyday Mathematics teaches students algebra at a very age. I like the games and the home links that the students play and complete.
- I like that it has an online version of the student book so the kids can look back at home.
- I like that we are constantly reviewing and building. I also like that we introduce and do not expect mastering the first time.
- I like the center ideas that are given for Kindergarten
- I like the daily reviews on what has been learned.
- I like the fact that it does spiral and you don't have to master one concept before going to the next
- I like the repetition of skills, the scaffolding of skills, the differentiation strategies, the games that reinforce skills, the enrichment activities, the reference book, the easy to use teacher's guide, the hands on lessons, and the consistency between grade level skills.
- I like the spiral affect with EDM and what skills should be secure and what skills are developmental.
- I like the spiraling. I like the focus on different strategies.
- I like the structure of the main daily lesson. It's great for the kids who can are strong math kids.
- I like the Study Link Reviews that are provided as well as the assessment tools and enrichment activities.
- I like the way it revisits topics already introduced before taking it up a notch. Also, this is a way for constant review.
- I like the way the kids learn about why math works, rather than memorizing formulas. I like how the curriculum spirals a revisits topics.
- I like where it shows students the page to refer to in the Student Reference Book.
- I love that Everyday math presents math in several different ways. No child learns the same and this curriculum provides instruction for most of my students.
- I love the spiraling curriculum - I feel that it greatly benefits students. One of the things that has made the biggest difference for my students has been the number of different algorithms taught in EDM. Not only do they make sense, but there are multiple ways to teach each operation. Kids will definitely find something that works for them.
- I recently learned the teacher guides list similar gle's addressed at lower grade levels and what those key lessons are...I hope to explore this soon
- I see no strengths in our textbook for EDM.
- I see that concepts aren't brand new. They understand things much quicker because it is built upon knowledge they gained in previous years using the same curriculum.
- I see that Every Day Math offers activities for students at all levels of skill, they offer a game to help student practice the new skill or build upon a previously learned one, and Every Day math has a student journal that has many different types of learning activities (charts, tables, graphs) that help students of many learning styles.
- If you like the spiral philosophy, the text book is good. It is not good for mastery of skills.
- Insightful thinking about concepts.
- Introduces students to a wide variety of concepts.
- introduces, in a very basic way, many math concepts to young children (I teach Kindergarten)
- introducing topics early coming back and reveiwing everday through math boxes

- Introduction
- Introduction of algebra and higher math skills in an understandable context for the grade level.
- It calls on them to think big, to think conceptually.
- It challenges the higher functioning students.
- It challenges the stronger students.
- It comes with a workbook and has math boxes for review of concepts already taught. It comes with math games to solidify math concepts being taught.
- It covers a lot more concepts then any other progrogram I have used.
- It covers a variety of skills, and it reviews often.
- It covers all curriculum areas.
- It covers many different aspects of math.
- It covers most strands of the GLEs. It has games to play that the kids really enjoy.
- It covers quite a bit a material. Plenty of material to get through the year. Games
- It does a good connecting math to everyday life
- it does incorporate manipulatives
- It follows some of the gle's the district has, and it gives the students good practice.
- It gets students thinking concretely and abstractly about math.
- It gives a hands-on, conceptual approach to math. Students learn why numbers work certain ways rather than only memorizing facts. It is easy to keep students engaged and learning because movement, manipulation, and teamwork are built into the program.
- It gives lots of activities, games to reinforce skills, lots of math vocabulary and introduces lots of math skills.
- It gives the students wide exposure to many things.
- It has high expectations for kids. It shows multiple methods for solving problems. It utilizes games to learn skills.
- It has lots of enrichment activities and games. It has good life application problems.
- It has many games and is interesting.
- It has problem solving.
- It helps teachers differentiate so that different math level are being taught.
- It highlights that math touches most areas of life.
- It incorporates many games into the learning experience.
- It introduces some high level concepts and does require them to really think about some things in different ways.
- It introduces the children to a wide variety of math concepts.
- It introduces the students to almost everything that they will be tested on, on the SBA.
- It is a manipulative-based program
- It is current.
- It is fine for high achieving students.
- It is great for the average and above average students.
- It is nice that children get to see the concept several times.
- It loops and constantly revisits concepts.
- It plants the seeds to some higher order skills.
- It provides a strong curriculum for students performing on or above grade level and introduces them to advanced concepts in math.
- It really does teach every area that is needed
- It stresses problem solving and explaining how an answer was found, which are both higher level thinking skills.
- It teaches method and why we solve things a certain way. When I was a kid we were told just to do it a certain way and don't ask why you do it that way.
- It's diverse with activities that promote higher order thinking skills.
- It's easy to follow.
- It's perfect exploration for kindy kids.
- Just having one and letting them get used to it before heading off to 1st grade.
- kids feel it's interesting
- Lots of concepts.
- Lots of extensions and games! Great website

- lots of games, revisits concepts to keep it all fresh
- Lots of good things in there, different methodology, tries to teach understanding versus memorization.
- Lots of hands on activities, time for exploring concepts, introduction to many higher-level concepts.
- Lots of hands-on applications.
- Lots of opportunities for practicing different skills, a spiraling curriculum, exposure to more challenging concepts
- Lots of reading
- Lots of resources like games and home links.
- Lots of skills to work with....
- making abstract concepts as concrete as possible
- Manipulatives
- Manipulatives Short, developmentally appropriate activities
- manipulatives, games, writing, challenging
- Many hands on activities, online games
- Math Boxes have practices for mixed skills, The program comes with many games utilizing different skills, Student Reference Books are useful, Good for extension for gifted students
- math boxes, review
- Math games
- Math games Investigative Explorations
- math games, use of manipulatives, math boxes review.
- Math Games;
- Math games. The ITLG's are handy to use both at school and at home.
- Math journal that is easy to transport home and back. Math reference book is useful to look up information at home.
- Math Vocabulary, Critical Thinking, Review of Prior Mathematical Concepts
- meets needs of above grade level students
- mental math math in writing
- Methods for developing concepts
- multicultural content addresses most GLEs
- National and State Standards in Math and Science
- Nice illustrations and examples of how to's of solving problems
- Nice spiraling. Very good whole class lessons
- none
- NONE
- None, really.
- None. It's assumed all kids reach 6th with known strands mastered..
- Not a single strength
- not sure unless confusing the parents is a strength
- Nothing positive to say about Everyday Math!
- Offering different ways to solve problems.
- Offers a variety of algorithms for solving problems.
- offers different ways of thinging
- online games, games, online resources
- Opportunity for skill practice in Math Boxes.
- Options
- Out of the box questions that appeal to more gifted students.
- Parts A and B of assessments
- Plenty of opportunity to think creatively to solve problems
- plenty of review, variety of manipulatives available, works with multiple modalities, comes with a useful student workbook
- prety good oin pree algebra
- Primarily, it emphasizes strong problem-solving skills, using multiple ways for the students to learn. It promotes creativity in math reasoning, rather than rote learning. It provides games that can help students practice skills in a more motivating way.
- Problem solving
- Problem Solving

- Problem Solving oriented, encourages higher levels of thinking.
- problem solving skills...good for our high flyers
- Problem solving.
- promotes higher level thinking skills
- Provides games, literature connection activities, opportunities to revisit material. Also the availability of the digital copy for teacher computers!
- Pushes kids to dialogue about their thinking of how they solved the problem. It is good for introducing many ways to complete the same task (ie. traditional mult., lattice mult., partial products, etc). It is good for students with a concrete understanding of math and are confident in their abilities and can complete multi-step functions or problems.
- review of previous material throughout math boxes
- Revisits concepts so they are not forgotten and then advances a little each time it is revisited.
- Soem strengths include: enhanced vocabulary, variety of algorithms, examples in the SRB.
- some deeper thinking activities
- Some of the games and materials can be useful
- Spiral - information taught in one grade is worked on the following year.
- Spiral approach, encourages thinking skills, multiple ways to solve problems are encouraged and demonstrated, high correlation to our GLE's
- spiral curriculum, higher level thinking, covers most of the GLE/state standards. These strengths are also some of the weaknesses when it comes to using the program in a Title school. I have taught this program in other grade levels and schools. I was most success in schools where the students had high levels of English, thinking skills, assistance at home and math basics.
- spiral curriculum, problem solving orientation, flexibility for differentiation
- spiral curriculum...learning builds on itself through the grades. EDM is endorsed by the NCTM.
- spiral use of a topic to expand on what is taught
- Spiraling
- Spiraling Variety of activities Literature links
- Spiraling curriculum
- Spiraling, Variety of Strategies and Algorithms presented, Many chances to practice
- Spirals/repeats.
- standards based
- Strengths in the area of algebra and geometry
- Strengths: organization math boxes. The color format and layouts are simple.
- Students are building conceptual understanding while giving opportunities to practice the skills.
- students are exposed to a lot of different concepts
- students are given many tools to use as strategies
- Teaches a variety of methods
- Teaches problems solving, engaging, math games,
- Teaches the curriculum well
- teaching concepts and problem solving with the use of concrete materials
- text is easy to read, interactive online games
- That it does teach different strategies for multiplication, division, etc for those students who don't get it the traditional way.
- That it has the students practice writing the date everyday.
- That it spirals & keeps hitting on parts of math so children don't forget it.
- That students can work on math skills by going on line and playing the math games in the skill they are weak in.
- That the program is set up around the spiral effect of introducing something one year and then reintroducing it again the next.
- The activities are age appropriate for kindergarten.
- the amount of exploration is good
- The amount of hands on experiences that it affords the students with learning new concepts.
- The book gives a new teacher some basic guidelines on how to set up for Morningor/ Afternoon circle time.
- The challenge problems are a BIG stretch and definitely push my students to think critically. I do love the Assessment assistant program that allows me to create practice assessments and additional focused drill sheets.
- The curriculum is spiraling. There are many opportunities for students to write How they are solving the problem. Students may use a variety of problem solving strategies. Manipulatives and games are used.

- The EDM games and somewhat familiar textbook set up such as the Lesson pages and Math Boxes.
- The extra time in the schedule gives me a chance to teach to mastery in many areas.
- the games
- The games
- The games and excitement level
- The games are wonderful and I love the ideas that it gives teachers
- The hands on and spiral
- The material is developmentally appropriate for my students' age group.
- The materials are easy to use.
- The math boxes are a good review that I use to guide my supplemental instruction. This is needed greatly, see below. I suppose the games are good, but I never have time to play them in the classroom because of the re-teaching needed.
- The math boxes are great for review of concepts that have been taught.
- The math boxes do spiral.
- The math boxes provide for good practice.
- The math curriculum provides students a large scope of math topics.
- The math games
- The math games and manipulatives that come with the program are great.
- The math games get students excited about math.
- The opportunities that it provides for various levels of learning
- The organization
- The problem solving strategy focus and the story problems based on experimenting or real world situations are excellent.
- The program differentiates instruction well for a variety of learning styles.
- The program stretches kids thinking in valuable ways. It approaches problems in a different ways and offers alternate ways to think about math.
- The spiral effect
- the spiral system is works to a degree
- The spiral, the many strategies and the hands on activities.
- The spiraling of the program.
- The strengths of the EDM textbook is that the lessons are easy to follow.
- The students are exposed to a lot of different math concepts.
- The students get to use manipulatives and see how math works.
- The teacher's edition has lots and lots of good activities.
- The use of manipulatives.
- The use of more realistic problems that they might encounter in real life.
- The vocabulary is not continued in the upper grades. Some vocabulary changes.
- The way the program spirals each year and the way it challenges students to apply their learning of concepts.
- The way they develop concepts
- The workbook is good in that it introduces the topics and gives some practice. I like the math boxes as intro and review. The program tends to lead students to higher level thinking, which is fantastic for those who are ready, but many are not ready when the concepts are presented, and it confuses some.
- There are a good number of activities to use with students. The math boxes are a nice (and constant) review of learned material.
- There are a lot of good resources that can be used for different levels.
- There are many hands on concrete activities to go with the lessons. Students are taught multiple algorithms. The spiral design of the program allows for concepts to be taught over and over.
- There are no strengths.
- There are some good enrichment activities and the open response questions really push the students' thinking.
- There is a lot of reading required, which is "real-life" math.
- They like the manipulatives and the template
- touches on all standards
- touching on subjects more that one time
- transfers from school to school
- Use of manipulatives

- Variety of material in each lesson.
- Variety of subject matter
- varried strategies for problem solving; family letters
- Very age appropriate
- Very wide variety of options and activities and things to do. Too many ideas to cover
- Visually appealing.
- Wide variety of material. I like the concepts of games, but do not think most of the games are designed for understanding the concepts of mathematics.
- With Everyday Math, the skills spiral back and are revisited.

What do you see as the weaknesses of the math textbook you are using with students?

- not enough practice with concepts before moving on to another concept/skill - not enough fact practice - not family friendly - parents do not understand the way concepts are taught and cannot help their children at home - confusing vocabulary/terms - some concepts inappropriate for grade level mastery (eg. counting mixed coins, time to quarter hour)
- -kids still don't master basic facts quickly enough -jumps around topics a bit too much
- -many concepts covered at one time -not enough drill/practice that the teacher doesn't have to create -I think students should use notebook paper instead of journals as that is what they will use in the upper grades beyond the EDM curriculum -some language in the text is EDM and not necessarily REAL math vocabulary
- -mixes too many concepts at once at times -not enough manipulative / visual activities for upper grades -needs more built in formative assessments vs. unit tests
- *lack of practice for basic math facts
- 1. It assumes the students have many skills in place. 2. The spiraling approach does not work for the population of students I am teaching.
- 1.One of the weaknesses of EDM is the whole "spiraling" effect. They only touch on certain concepts and expect that "in time" the students will eventually develop a full understanding of what is being taught. In my experience if a student doesn't understand a concept when it is being taught, the chances of them miraculously understanding it a year later, is pretty slim. 2. Another weakness is that many times in the Unit Assessments there are problems on the assessment that were not covered in the unit at all. This I have found tends to frustrate many of my students and decreases their confidence in math when they are asked to solve problems that were not cover in the unit. 3. I also feel that the EDM text book does not focus enough of practicing basic concepts such as multiplication/ division, which in my opinion are critical concepts needing to be mastered in 5th grade
- A lot of written directions. This makes it difficult for students who cannot read at grade level able to work independently.
- At times it feels like there are too many option in a lesson, too much to do.
- basic skills mastery is lacking, probability is present in the new edition, but not strong (sometimes confusing) Not really "taught" in the lessons, moves on to new concepts too quickly, most students need more time to work with concepts/practice, pace is quick, wish time to explore manipulatives more
- Because of the spiraling nature of this curriculum, not enough time is spent on concepts and skills to ensure mastery. This is a disadvantage for military students who move frequently.
- Below level students never succeed as new concepts are introbefore they have barely conquered any. The last edition hasaddressed this a little more. Children tend to be frustrated and lost. The TE is not teacher friendly.
- Bounces back and forth...not consistent
- calculation practice
- calculation, concepts move quickly
- Challenging content is sometimes overwhelming for students
- concept focus is nil to zero
- Concepts move too quickly for first grade students to fully grasp and master concepts.
- Consistency and time with one concept is lacking.
- difficult for parents to support students because it is so different from what they are familiar with, difficult to stay on track with pacing!
- Difficult to differentiate. Not enough practice of the skills required of mastery.
- Directions are not easy to read for younger students. Not enough practice on new skills.

- Do not like the spiral of information. Math needs to be more time with skills, once students have strong skills they can do more with the abstract. Also EDM focuses on concepts that are not expected of 6th grade. EDM has a very fast pace expected of students. It is very hard to go to the next lesson when students are not grasping the concepts. The other issue with EDM is that most of the lesson are expecting the teacher to talk and demonstrate the entire lesson. Students sit and stare instead of being engaged. I have had to work very hard to find a better of using the material that is student friendly.
- Does not allow for a lot of traditional pen and paper practice. Few fact practices.
- Does not allow for mastery of a concept before moving to another.
- Does not allow for students to become secure in the necessary goals. The spiral is not appropriate, especially when you are working with students that have high transiency and absenteeism rates. It provides too many methods for algorithms that leads to confusion. Students need time for mastery. Students are frustrated, teachers are frustrated, and parents are frustrated. Even when teachers teach with fidelity, the results are the same for the Title I schools I have worked in. Scores significantly drop starting in third grade because the majority of students do not have a strong foundation of basic skills. You can even look at the GLE reference sheets that state what GLE's are reflected in lessons. Many lessons have GLE's from 1 to 2 grade levels above the grade level being taught.
- Does not require mastery of a skill before moving on. Difficult for parents to understand. First grade teachers complain that students come unprepared mathmatically.
- Does not stay on a concept long enough for students to master. I do not like the continual "spiral" for learning that it does.
- Does not teach in a sequence that students can understand and use. Why teach fractions before division?
- does not teach skills to mastery before jumping to another strand
- does not teach to mastery, language heavy
- Does not teach to mastery, lessons vary from day to day,
- Doesn't focus on one concept long enough
- Doesn't give enough practice for each topic and what you work on during the unit isn't always on the test at the end.
- Doesn't offer frequent review of basic facts
- Doesn't spend enough time on 1 concept. Jumps too fast
- Doesn't spend enough time on the basics (ie. addition, subtraction, time, money, place value, etc) and also jumps around way too much.
- Doesn't teach anything to anyplace close to a proficient or even needing practice level.....just confuses kids and frustrates those who think they are good at math.....too many words at the primary level..kids open the book...anf automatically think they can't do math
- EDM assumes far too much uniformity in what students know. Using various methods for math operations tends to confuse struggling students. Many students have major gaps in foundational skills and EDM provides far too little practice and/or time to develop mastery. The idea of "spiraling" lessons through the grades too often translates into a downward spiral for students who struggle with math, whether because of learning challenges or life challenges, such as being ELL, transiency, or other upheavals in students' family lives.
- EDM could include more practice of basic computation skills
- EDM has ADD. There is little to no reinforcement of skills. Students learn a particular skill one day, then move on to something different almost immediately. Also, there is far too much verbiage. Many EDM lessons resemble a reading test more than math curriculum. This is off-putting for most students, especially those who may have reading difficulties.
- EDM is a spiraled curriculum. It does not promote mastery. Quality teachers find that they need to supplement it to provide a comprehensive program. As a primary teacher, I found that I had to prepare most of the games which was considerably time consuming.
- Even with the math boxes there are not enough practice pages to foster mastery in several areas
- For our population of students, it is simply too difficult. It introduces algebra concepts in first grade that aren't really necessary and are confusing. Many of our parents have a difficult time understanding the terminology, and do not have access to the online resources because they do not have computers. The parent letters do not come in their native language and are too wordy in English.
- For some students, its just too much. 'Drill and Practice' seems to work better for them.
- Giving problems in Math Boxes that skills have not been taught.
- Goes overboard with skills they do not need, and it doesn't touch enough on skills they do need. I know that every good math teacher utilizes supplemental materials, but with EDM, that seems like all I do. Being a 6th grade teacher, I feel it is important to

prepare them for middle school, but this curriculum does an extremely poor job and an abundance of supplemental materials are a must.

- Hate the spiral-most math concepts naturally spiral-don't like the random math boxes (seat work should be more focused and engaging not so random)
- Hitting on so many areas and concepts of math without teaching for mastery. Also, the text has so much information that it can become overwhelming.
- How quickly everything moves.
- I believe that it needs more manipulatives
- I do not have enough time to complete all of the activities for each lesson. Also, the Study Links are difficult for my students, especially the ELL students.
- I do not like the "spiral" of math concepts. The kids do not have enough time o understand a math concept before moving on to a new one and then returning to an old concept.
- I do not like the fact that there is not enough practice on new concepts, and that students are not mastering what they learn before they move on. I believe that sometimes drill is important and that you need to learn the steps to multi-step problems not just why the steps are done.
- I don't have any weaknesses to report.
- I don't like the spiral method, it doesn't teach to mastery of a concept.
- I don't see any weaknesses in the actual curriculum. The weaknesses I see are in availability of extra help/time to work in ability groups.
- I don't. I do hear of it in the upper grades though. A lot of parents do not like it.
- I feel more time should be spent on some concepts....multiplication/division.....
- I feel that for primary students we need to teach the basic skills to mastery. I also noticed my students have difficulty with the amount of reading in EDM.
- I feel that the math curriculum for kindergarten is lacking in many ways. We do not have the necessary tools to prepare students for first grade. I have to create my own supplements.
- I feel the "spiral teachingt" is not necessarily the best method to help students understand concepts
- I have taught K, 1, and 6th grade using EDM. Everyday Math is a great program, but it's entire premise is based upon a scaffolding system. This is an ineffective curriculum to have in a military school where students are here three years at most. The weakness is that it is assumed students have the basics. Intermediate students are at an automatic disadvantage because so much of EDM has been scaffolded and they have none of that prior knowledge.
- I have to supplement a lot with my own materials and lessons.
- I know that the concepts spiral and repeat themselves, but it seems if they are not getting it we should not move on.....
- I like this format better than any other I have used. Big jumps in reading from 1st to 2nd. A lot more material to cover also.
- I see that Every Day Math has a wide spiral instructional method that often moves too quickly from a newly learned skill that by the time the skill is used again, the students have to be taught all over again.
- I think the actual math lessons and directions for teacher's can be improved greatly. Also, the amount of journal pages and worksheets attached to each lesson are overwhelming. Also the pacing guide is very hard to keep up with.
- I think there should be more lessons on elapsed time, money, and making change
- I think too much breadth is covered and the spiral is too big, students need to master some things and there is not enough time spent on the basics.
- I used to say that there was too much reading for students to do. But now that we use Interactive whiteboards the kids can read along and do the work pages together.
- I would like to have more daily living kinds of activities like cooking.
- If a child is struggling with a basic concept they continue to as the year progresses.
- if I only followed EDM exclusively, students would not have a good foundation of basic math concepts - number identification, number writing, 100's chart understanding, beginning math facts
- If other staff do not use the edm lessons, language, and strategies (trade first subtraction, partial sums addition, flats-longs-cubes, etc.) our students are forever lost and confused. If a child is new to edm, it may a tough transition.
- inadequate time for ELL students and students with learning disabilities to develop proficiency before the spiral moves them on. Proficient math students have adequate time, struggling students never really master anything.

- Information taught not consistent with state grade level expectations. Spiraling skips about and thus students do not have the opportunity to master the skills they need for their age level of learning.
- It does not give enough practice for each concept and the lessons are often confusing and very time consuming to set up.
- It does not give students enough practice to learn major concepts. It changes skills too quickly.
- It does not help students who are weak or unsure in their math skills. Even the basic lesson is often conviluted and confusing.
- It does not meet the needs of middle-low achieving students.
- It does not really teach a sense of number, it does not focus on having kids really learn their teen numbers in a timely manner.
- It does not supply enough practice and it does not match the state test.
- It does not teach concepts to mastery and leaves students with holes.
- It does not teach to mastery of the subjects. It moves too quickly and does not seem to flow from one topic to another. It has concepts in the math boxes that have not been introduced yet which tends to frustrate the students and the teacher!
- It does not teach to mastery, it has a spiraling program which does not help kids master key concepts.
- It doesn't allow enough time for our students to master the skills. They need more time to master basic math skills. Money & telling time is a challenge. NOT enough practice with math facts. Unit written assessments are not 1st grade friendly. Lots of small font & lots of questions on the page, which is hard for the students to follow along.
- It doesn't allow students to master a skill before jumping to several new skills- then comes back to the original skill weeks later.
- It doesn't appropriately introduce and teach basic math concepts that need to be mastered in a given grade level. For example, 2 digit addition is not taught appropriately in EDM. This skill must be taught using materials outside the program. 2 digit addition and subtraction with regrouping should be mastered in 2nd grade to be ready for third grade. Also, day 1, the very first page of the EDM student math journal in 2nd grade has fill in the missing numbers using 3 and 4 digit numbers. Second graders don't know how to work with numbers in the thousands on the first day of school! The first page starts out way too difficult for any 2nd grade student. Right off the bat, you have to tell students just do the first two problems, you don't need to know how to do the rest of the page in second grade. I am constantly telling them this is not what I had to do in second grade. I have to reassure them they are only to be exposed to the high level skills and don't have to master it. That is hard for many to understand. My perfectionist student was in tears no matter how much I reassured her she didn't have to have this skill at her age. Students have problems with the ballpark estimates, I don't care for it either. I prefer to teach rounding to the nearest ten in 2nd grade. Another example is in learning money and counting back change. I don't think a 7/8 year old needs to know how to count back change yet.....they are learning the value of coins and beginning to count money. Much of the program isn't a good fit. There are a lot of great lessons in EDM and again the games and manipulatives are great. With my class I must do every math journal page whole group and if I didn't take time away from EDM to teach some important basic skills, my students would not be able to add and subtract (regroup) 2 digit numbers.
- It doesn't teach basic skills. Spiral concept doesn't work in a highly transient schoo.
- It has too much reading for the struggling readers in my class.
- It hops from one concept to another, so students do not grasp or remember the concept before moving on to the next. Also, there is a lack of teaching the fundamentals (I supplement with other lessons and curriculum).
- It introduces something and then moves on, the students do not have enough time to practice their new skills. Then kids will be tested on things we've only covered once and not on other things we spent our time on.
- It is a spiral curriculum, this does not work well for students who have not had previous experience with EDM. Our students are very transient and most do not come to us with any EDM experience. Too much vocabulary that students need to know to be successful.
- It is a spiral program and does not focus on mastery of subject-matter. This especially hurts military students.
- It is a spiraling program meant for students to use from K-6. We are a military school with students attending an average of 2-3 years, and coming into the curriculum without the basic foundation unless they started school here in kindergarten.
- It is HARD. Students that struggle in math, struggle even more.
- It is not developmentally appropriate, it is not sequential, it does not take students to mastery.
- It is often difficult for students to understand or fully grasp concepts when there is a great deal of skipping around. I teach in a transient population; they need lots of review and repetition.
- It is very wordy. My reading special ed and ELL students have a hard time because it is so language intensive.
- It jumps around too much from strand to strand. There is no learning to mastery. The review (math boxes) is often too hard to be done independently. Many skills the kids should have mastered in second grade have to be retaught , and take WAY longer for the kids to "get" than the pacing chart suggests. There is not enough practice problems.

- It jumps between skills too quickly, not giving enough to practice the new skills, very little chance for mastery. I always have to reteach many skills and provide my own materials to reteach.
- It moves too quickly. I do not like the spiral method. Kids are left feeling like they are bad at Math. Every year I have students come in not feeling like they understand Math. Having to build their self confidence up every year because of the Math program is wrong. Also it is a lot of reading - students that are poor at reading do not do well with this program.
- it needs more drill and practice
- It only covers very shallow depth of each aspect of math.
- It's about a grade level too high across the board.
- It's pacing guide is very fast and it also seems to jump around a bit, which I believe confuses a lot of students.
- Jumps around a lot.
- jumps too fast from concept to concept (does not teach to mastery), verbiage is confusing to parents, games are too time consuming to prep
- Kids do not have basic numeration knowledge.
- Knowing Math Facts for Addition and Subtraction
- lack of basic addition and subtraction practice, the spiral method fails students who struggle with basic math concepts, too much time needed to prep for each lesson.
- Lack of computation and practice ; my students need the opportunity to master certain skills before moving on.
- lack of practice moving quickly through material
- leaves strugglers behind; way above and beyond ASD first grade standards--too challenging; too much reading for first graders
- little computation, it moves quickly from one thing to another and often the kids feel frustrated because they don't "get it...parents see that too
- Little practice for students Too many concepts on Math Boxes pages Content requires supplemental materials for low achievers
- Lots of language base and not enough drill and practice worksheets. Jumps and spirals to much.
- Lots of lessons designed to put focus on "Everyday Math" curriculum and not enough focus on basic concepts of math as required by state gle's.
- Lots of reading
- Lots of reading which hampers slow readers or kids with IEPs in reading
- Many. Too little time to master the concepts, too little review of concepts, too much enrichment within the lesson that is inappropriate for most of the students. Too many pieces and parts to lessons. Too much copying to do, using paper, machines, and precious teacher time to do the basic lesson. For our clientele, they need to spend much time and manipulative experiences on the major concepts in order to understand subtraction and even addition before being given complex, multistep problems. They need time to gain foundational skills and concepts. EDM moves too fast and is too broad.
- Math Facts, Traditional Math Processes, Measurement
- Math journals sometimes have math boxes that have questions on skills that haven't been introduced.
- Misses basic math facts - can be somewhat advanced for some students.
- moves to fast for students who need longer time to master a skill
- moves to quickly for students to get a good grasp. Not consistant. Asks students to do 6 different types of problems at once often never having seen them before.
- moves too fast if I use the District/EDM pacing chart not enough math time during the week not enough planning and prep time daily/weekly
- Moves too fast.
- moves too quickly through each lesson
- Moves very quickly, just when they are getting it, EDM throws in a harder and harder problem (too quickly) Tough for sped kids
- moving from skill to skill without mastery
- My students struggle with reading, and many are ESL. They are virtually locked out of learning with EDM. I get them in 6th grade. For whatever and numerous reasons, they CANNOT do what is expected by EDM. In addition, the 6th grade EDM text is FAR AND ABOVE Alaska state standards for 6th grade. It's great to set our expectations high but frustrating for students who find failure at this level. The 6th grade curriculum is almost useless if they have not mastered, say, their times tables. There is very little practice. Students are also expected to do a lot of calculations in their heads (indeed, the workbook often gives no room for pencil work.) It is beyond frustrating to be tied to a tool that does not work for my students. They do not come to me

having mastered the concepts needed to succeed. The pacing chart makes me feel like a failure. I try to ignore it and look to the needs of my students.

- Need more drills or practicing for addition, subtraction, multiplication, and division facts.
- Need more practice time
- Need time to solidify skills and concepts
- Needs to increase practice sessions
- No consistency Skills too advanced No requirement of mastery
- No drill to mastery on important skills; Not enough repetition for key concepts
- no facts/concepts mastery before moving to the next concept/skill, too many options for teaching one skill, parents aren't prepared for the strategies taught in EDM, parents unable to help kids at home.
- No mastery in anything. Kids get introduced to things and before they get it, we keep marching on. Even though it spirals, they don't get it later either.
- No mastery worked into the program.
- No mastery, very little actual practice
- No parental support (examples in a textbook for them to refer to), lattice method, partial quotients, etc. does not apply when kids get to middle school
- no repitition of concepts
- no room to show work on any workbook pages asking skills prior to introduction
- no the best curriculum for a military school, not enough emphasis on mastery
- No time for mastery. not enough practice provided.Study link homework not good.
- None
- not aligned with standards
- Not enough activities for kids to master skill before moving on to another.
- Not enough basic addition and subtraction fact practice
- Not enough basic skills practice and problem solving.
- not enough basic skills, practice, repetition of concepts
- not enough chances to practice anything. EDM is like a river a 100 miles wide but only an inch deep. Students never master anything before moving on to the next new thing. Its impossible.
- Not enough computation practice. Seems to jump around - little time in one area.
- not enough computation. Students come to me as fifth graders not knowing their math facts.
- Not enough computation. Too much language! Needs more mastery, goes to quick, by the time they get back to the concept the students don't remember. Not enough practice or mastery to begin with to remember when they go back to it. We do not have enough time to do the program correctly. It is still impossible to do with all the combination classes ASD has. There is no way you can do it well with a combination class. There is not enough time to prep. The Dist does not give combo teachers extra pay to stay up untill 11 at night to be able to prep for it!!!!! for a combo.
- Not enough computations, concept levels within problems jump too much from I can do this to a harder level where they have no clue, not enough practice with basic facts of addition, subtraction, multiplication or division, seems to jump around and just gives bits and pieces with no real understanding initially of why they are learning it, the online component of EDM is too large for me to put on my desktop to access
- Not enough drill and kill.
- not enough drill and mastery
- not enough drill and practice with basic facts
- not enough emphasis on mastering math facts throughout each grade
- Not enough guided or independent practice
- Not enough hands on and not enough time on one concept before going to the next concept.
- Not enough instructions/examples for parents to understand. Lot of reading required.
- Not enough mastery of basic concepts.
- Not enough mastery work with basic skills.
- Not enough opportunities to practice skills being taught. I have to hunt for supplemental materials to match the EDM activities.
- not enough practice

- Not enough practice
- not enough practice and repetition, too difficult for many students, over reliance on grade level and above reading and comprehension, assessments do not relate direction to instruction, much of edm is guess work for students, requires a high level of teacher math content knowledge, but many teachers do not have that. As sped I do not have the materials or the training so I find it much harder to help my students access edm
- Not enough practice for students to build skills. Hard for transient students to get started with.
- Not enough practice of skills the students are struggling with. The students who are struggling continue to struggle with concepts with no time to reteach and practice concepts. It does not provide enough practice time. It also has many concepts that are not on our GLEs.
- Not enough practice on a concept for medium to lower learners.
- Not enough practice problems for working with a new concept Unit Assessment questions are frequently slightly different from what is taught in the student journal so the teacher needs to create examples/problems to add to a lesson. There are limited materials to help students that are not keeping up with the day to day information.
- not enough practice problems to secure the skill for some; spiraling method for some doesn't aid retention of the skill or vocabulary
- Not enough practice time for memorizing facts.
- not enough practice with concepts after they have been introduced. Fragmented approach. Need more practice with addition before subtraction.
- Not enough practice with important concepts such as basic math skills
- not enough practice with simple addition and subtraction facts; too much material covered in one lesson and not enough practice; not enough time in a day to do a lesson with everything else we need to teach;
- not enough practice, doesnt help students struggling in math, it is a spiral text that doesnt benefit students that move a lot
- Not enough practice. Jumps around way too quickly. Goes from a simple concept to a very difficult concept in the same page. Spiraling does not work.
- not enough practrice in computation
- Not enough skill mastery time for basic concepts
- Not enough time for a teacher to keep working on a particular area that may require more time; that the pacing guide moves to quickly not considering that taking a test may need 2 days/that the Explorations may need more guidance; not allowing teachers any freedom to do an additional math activity that they may want to do with their class. Some math lessons seem stuck in a lesson that they don't go with so the teachers and students may one day be doing addition and the next day an odd lesson on temperature may be stuck in there.
- Not enough time for mastery. Too many concepts/skills are in each lesson. Too much reading for lower students.
- not enough time for practice as we have only one hour for teaching math
- Not enough time in one area to have students completely understand concept. Book jumps to another concept the next day (sometimes)
- not enough time spent on a topic and mastering the skill
- Not enough time spent on core GLEs and doesn't provide enough practice for struggling learners
- Not enough time spent on learning basic facts.
- Not enough time spent on mastering concepts. Most concepts are taught in 1 lesson with randomly thrown in practice questions further along.
- Not enough time spent on mastering skills
- Not enough time to deepen understanding of each concept/skill, Only available in English that not suitable for language immersion program,
- Not enough time to practice skills, especially the steps in many calculation processes. Too many and varied approaches that confuse and alienate many parents toward the program.
- not mastering concepts lack of enough practice too much reading
- Not spending enough time on any one subject before going ont ot he next subject.
- Not too sure about the spiraling - for instance we introduce penny and nickel on concurrent days, and then a few days later, the dime, and then many days later, the quarter. Meantime we learn about counting by 2's, shapes, half, time, etc. At times I think it would be better to group similar topics together.

- Numeration- the students would really struggle to recognize number 0-20 without supplements.
- On Unit assessments it often throws in a problem (even in part a) that we have never seen before. Why would this be on a unit assessment?
- Our school has a high transient rate and this program leaves students weak in fundamentals/foundational math computation.
- Out of the box questions like, the IN/OUT, sometimes you have to do the opposite in your thinking to truly understand the Mathematical process. First Graders are so concrete they don't understand two steps, backwards. I think that EDM introduces TOO many concept on every page.
- Pacing is too fast. No time for stop and drill.
- Parent think that the only way to do math is the way they were taught and so they get frustrated and say they can not help their kids.
- parents don't understand how to help their kids with this program. Not enough time or practice on each skill.
- poor review, lack of mastery of skills, teaches to many strategies for computation, assumes my students come to me with basic skills and background knowledge
- Questions are confusing. Nothing is ever mastered. And it skips around way too much. Harder skills are introduced before easier ones are mastered.
- quick pace. does not cover concepts in depth. have to move on before students master concepts
- Rote
- scope and sequence; lack of thematic approach
- Skills like lattice multiplication, partial quotients, and phrases like "friendly numbers" "number sentences", and the like cause a lot of angst for students who are new to EDM and parents generally dislike the whole program strongly. Also, many of these concepts are not taught in middle schools and former students are very frustrated in having to relearn math concepts. The middle school teachers I have spoken with also strongly dislike EDM for the above reasons. A lot of time in wasted in 7th grade having to reteach concepts in the traditional formats so that students (and parents who want to assist at home) can progress to higher math skills. Because of these problems, many teachers are not able to keep up with the EDM timeline set forth by the district. Many of us are one unit behind due to spending so much time on mastery of skills.
- Skips around a lot and we don't see mastery of the skill before presenting a new skill.
- skips around, doesn't really teach to mastery, no drill and practice, tries to 'trick' the students instead of seeing what they know
- Some lessons are difficult to teach
- Some lessons are way over the children's heads. Time and money should be introduced sooner. Not so close to the end of the year. Maybe add in more addition and subtraction facts.
- Some of the pages that are supposed to be done whole group aren't great.
- Some of the topics are not covered in depth, and students new to curriculum did not have prior knowledge due to how it spirals.
- Some weaknesses include: not enough time spent on concepts, too many concepts covered in one chapter, pace is too fast for some.
- Sometimes a math concept will be introduced three lessons prior to the end of the unit assessment. This is not enough time for a young child to learn a new concept and then be proficient. I have used EDM for over ten years and therefore I know what to teach prior to certain lessons and/or assessments.
- Sometimes the lessons feel disconnected and don't seem to logically follow one another. Often it's frustrating for children to move on without grasping a concept.
- Sometimes, there aren't enough consecutive lessons on a topic to allow students to get a firm grasp of the concept.
- Spiral curriculum does not adequately meet the needs of our transient student population
- spiral curriculum without enough practice on new topics. This is confusing to the high numbers of oral language students we have in Title schools, the higher level thinking is too high for most of the students in the Title schools, does not cover all the GLE/state standards, not enough fact practice and time on a single topic, the amount of material to cover with such diverse learners in a Title school
- Spiral doesn't give a concentrated focus for primary kids. Late introduction to penny and tally marks.
- spiral: students who are naturally good at math "get it" and the students who struggle never get enough practice to "get it" before we have to move on; does not focus on math facts enough; parents report that they have a difficult time helping their children with homework because of the complicated nature of which things are taught.
- spiraling concept to random. Needs to have more time for the student to spent on comprehending a concept.

- Spiraling does not work for our population of students. We have a large transient population and often new students have not been involved in EDM and cannot catch up.
- Spiraling leaves some students behind who are struggling with mastery
- Spiraling, computation, basics
- spiraling; too much reading required to do the work.
- Spiraling. Students do not get enough practice with concepts presented.
- spiraling. Students don't get the satisfaction of mastering skills.
- Spiraling. Too many missed mastered areas when students reach us in 6th.
- spiralling does not allow for enough mastery for stduetns the first time around, which creates anxiety in students, especially those who are perfectionists. There is not enough time allotted in the day to teach a very time consuming curriculum - too cumbersome. Journals very expensive in a tight economy with budget cuts. Just my grade alone pays $1900 per year for journals.
- Students are introduced to a topic and then they move on to another. They are not given the opportunity to master anything before getting bombarded with new material. I understand it's supposed to be a spiral, but one lesson on each topic is NOT enough to teach a skill. My students and parents are frustrated with what they are learning and many can't understand why or the logic behind some of the topics introduced. I find myself way behind in following the "map" of when things should be taught because I have to go back and re-teach skills. Children are not even taught common addition and subtraction facts. Students are expected to master things that are way above their grade level (i.e. time to the quarter hour), but not taught the basics. Oh my, I could go on and on.
- Students are not able to master any concept prior to "moving on". This is a source of ongoing frustration for students, especially when they are presented with information from one program in elementary school and then given "real" math in middle school/junior high school.
- Students do not get a chance to master a concept before we move on. Some of the concepts or explorations seem way above grade level expectations.
- Students don't learn to mastery some of the skills that are essential for further success.
- Students learn parts of things and then they never return in that grad. Frustrating students.
- Students need an opportunity to practice what is learned. There needs to be opportunities to practice basic skill/facts - adding with regrouping, subtracting with borrowing, multiplying the basic facts, 2-digit problems, etc.
- Students need more practice with new skills. The textbook offers practice that is too hard for first time practice.
- Students never work on a skill to mastery. They touch on a skill then move on. It does not address the students needs.
- Teachers choose not to devote the time to learn how to best use this resource in order to differentiate instruction where needed.
- Teachers who do not respect the spiral nature of EDM by not getting to all the units, lessen the effectiveness of the program.
- Teachers who use Part A and Part B of the end of unit assessments as a grade instead of just Part A as intended.
- teaching a lesson and not seeing it again for two-three weeks is very challenging. Especially for the military community.
- Teaching in the "spiral" method is not good teaching practice. It does not allow for mastery, just a general overview. Students do not need to be exposed to so many concepts so early. 3rd grade should be about multiplication and beginning division for the entire year, and should allow for mastery, as stated before. Shall I go on?
- That a skill is not taught long enough for most students can learn the concept.
- The 6th grade program is pre-algebra based. MANY students are not conceptually ready for it. The entire program does not focus enough on drill and practice, so by the time kids hit 6th grade, they don't all now their math facts or understand many of the concepts. 6th grade moves forward at a neck breaking speed with new concepts, and leaves many struggling. Also, there is a lot of reading in the math book, and bilingual students struggle with math because of the reading. There are not enough practice problems for concepts. The tests take many of the most difficult problems and seem to be designed for the highest students. It is very difficult to differentiate the program for the average and lower students.
- The activities or concepts being taught vary too much. Not enough time is ever spent on one subject so I never feel like the students are concrete on a concept before moving on to another one.
- The amount of time needed to get items together for games, lessons, etc.
- The book is not age appropriate for Kindergarten. They need a lot of step by step together.
- The children get just a glimpse of the idea, then on to something else. At the kindergarten level they may be asked to do 10 separate math activities in one week, none in depth.

- The curriculum does not allow time for students to thoroughly learn some core concepts. EDM discourages drill, so if the curriculum is followed exactly students usually don't learn addition/subtraction/multiplication/division facts by memory. When it's time to learn higher math skills, they have difficulty because they can't recall these basics.
- The curriculum spiral does not happen quickly enough, or perhaps we don't spend enough time at each part of the spiral.
- The EDM curriculum touches on ideas, and then circles back to them. Students are not able to focus on skill mastery. The curriculum beyond 6th grade, and the national standardized tests need skill mastery for to be successful.
- The Everyday Math curriculum does not go into enough depth to ensure that "all" students truly grasp the concepts. The type of problems in a single unit vary sometimes. Students have a hard time making connections between them.
- The Everyday Math Curriculum is not a student friendly Math program. It does not allow time for the students to gain an understanding of one math concept before moving on to a new math concept. It assumes that my sixth grade students have a firm understanding of a concept (eg. division of single or double digit whole numbers) and provides higher level application of the concept (eg. division with decimals for double or triple numbers). In shorter words, the Everyday Math Curriculum assumes too much student background knowledge of math and requires that students apply non-existent math skills. The curriculum does not logically build a skill for students to understand and apply. It jumps from math concept to math concept in no logical order. In my math class, I must provide very, very guided teaching. In reality, I am solving the problems in the text for the students. They CANNOT complete the majority of the Sixth Grade EDM textbook on their own. I can't believe the Anchorage School District adopted this math program. Did I mention the problem my students have actually reading the text to see what it is they are supposed to do? The language is designed for high school or college students. I ALWAYS have to "translate" the math directions into a simple "kid format". The student handbook is a joke. Most of my students DO NOT understand the concept from the student handbook. They can find the tool and the can read most of it, but it doesn't make sense to them.
- The format of the games page is difficult for young kids to understand.
- The journals are difficult to complete in a year and the spiral is difficult for students who are not strong conceptually in math.
- The jumping around that it does. One idea isn't the main focus it jumps back and forth. There are a few things in my mind that we need to start teaching from the get go and EDM doesn't have us introduce it until February or March.
- The lack of practice with math facts and other concepts. It spirals too quickly.
- The language is difficult for ELL & students that struggle. It's tough to navigate the instructions. It could stick a little longer with skills that need to be mastered. Also needs to be supplemented with rote practice of basic skills.
- The lessons are very quick and don't really cover all the material that we need to cover by the end of the year
- The lessons aren't paced or ordered well. Students aren't given the time to master, or even begin, skills. I almost always have to supplement with my own materials which makes for many extra hours of planning. I don't feel the text helps students prepare for the SBA tests at all and the reason they do well is mainly due to ad ons I've created.
- The lessons have too many ideas. The concepts are often very difficult for kids to learn. It seems like kids are always frustrated.
- The majority of my students don't know their basics facts, and EDM assumes they do. I have to supplement the curriculum on an almost daily basis. The spiral doesn't work for the majority of my class. It doesn't give enough time to develop skills before expecting them to have mastered the skills. It is a huge rush to finish the workbooks. There are not enough days to stop and work on the areas that I have discovered my current class is weak with. Many homework links are confusing to parents, even when I send the Unit newsletters home.
- The material in the textbook does not align with our current report card. It does not adequately cover counting and writing to 100 for kindergarten students.
- The math boxes are not always independent work for second grades. You start out having to teach each skill, it becomes easier for them, then finally in January, it gets difficult again. Not enough practice with one skill. Too many skills on one page.
- The organization of the practice boxes, the end of unit tests often do not test the concepts which were worked on most during the unit or even test concepts not tested in the unit.
- The pacing goes way too fast. Also, I wish it told us in which grades students are supposed to master certain concepts, or which grades they start learning the concepts.
- The pacing guide is too fast for the majority of the students. There is not enough practice of basic facts.
- The pacing is really just too fast
- The program is difficult for students who are below average, but not special ed. It does not stay on one topic long enough for this population of students to master a topic.
- The reading is way too hard for many kids. Sometimes, it seems needlessly hard.

- The spiral affect does not seem to help students. They will learn the concept then see it a month later on a test unexpectedly but still be expected to remember everything. It is information overload! The vocabulary used in the text, Study Links, and tests are too difficult even for on level students to understand. The methods teachers are expected to teach are confusing to teachers, students, and parents, and then seem useless as students are not necessarily expected to use them on the test. Also, students are told that they are not allowed to use those methods once they get into higher grades or they never see them again. What is the point? Overall I think that Everyday Math is overwhelming, not just for myself as a teacher, but for students and parents as well.
- The spiral approach and language doesn't translate with the SBA style testing. The timing of the year-long program misses or comes up short by testing time.
- The spiral curricular concept IS NOT WORKING in our school. It must NOT BE WORKING in other schools either, as we get many students throughout the year as transfers and they are struggling in math just as much as students that have been in our school K-5.

- The spiral curriculum concept does not allow students enough time to master the concepts they are expected to for their grade level. Also, with a very transient population, students who transfer in and are not familiar with the things specific to Everyday Math, are usually lost.
- the spiral design the lack of practice until mastery
- the spiral doesn't work for students who are moving in and out of a school like the military schools.
- the spiral system moves to fast. There are not enough examples on problems. there is not enough relation to the real world . Not enough time spent on math facts - the book doesn't leave time or room for the practice.
- The spiraling curriculum, and lack of emphasis on building a firm foundation in the facts and operations.
- The spiraling doesn't work with military students, they do not stay around long enough to get the benefit. It also makes it extremely hard to teach a new student four years of spiral to catch up.
- The spiraling....not enough practice on basic concepts...have to supplement to meet GLEs
- The struggling students struggle more. The spiraling curriculum does not help them learn basic math concepts.
- The student journal is not very useful at my level. Everything is teacher led.
- The student population at this school need a curriculum that teaches to mastery and has concrete foundational skills. Everyday Math does doesn't readily accomplish this.
- The students are not required to master a given concept, they are introduced to several concepts and then the concept resurfaces in the form of mathboxes.
- The teaching and the testing do not seem to match up.
- The text doesn't spend enough time with each area to ensure that the students are a success with it, if you follow the pacing. Teaching one area one day and coming back to it the following week is difficult for some students.
- The text jumps around too much and doesn't focus on a concept for a long period of time which students don't master the concept before moving on. I
- the vocabulary is harder to pick up mid year or for ELL students and non readers
- The way the program is laid out, it does not give students enough time to master new skills.
- The weaknesses are that the spiraling does not help them to master a skill. Instead it seems as if we are constantly introducing them to ideas that they see 3 times during the year and that's it and they have no idea why they learned it or how they can use it.
- There are too many ways of doing the same kinds of problems for young kids. It confuses them. Also, I would rather teach to proficiency, instead of spiraling to exposure. To move onto something else before they master one area of math is hard on the younger kids.
- There is a great deal of material in the teacher's manual that is not addressed in the student text.
- There is A LOT of reading and kids don't understand what EDM is asking for. It is very teacher directed and with our lower income population, I don't think this is the best program for our students.
- there is little focus on mastery of math facts-lessons are not sequential
- There is little to no practice with specific GLE's needed in their particular grade level. There are too many concepts being taught above the specific grade level when they haven't even mastered the skills they should. There is not enough repetition. They are being asked to learn and remember too many concepts in each unit without any real connection to one another. For my students, the spiraling curriculum is confusing and does not make sense to them, because they never get enough practice at any

one thing to feel as if they are understanding what it is they are supposed to be learning. These children have a difficult time with critical thinking and many of the lessons are far too difficult. Especially when they are GLE's for upper grades.

- There is no "textbook." There is a Student Reference book and a journal. Not enough work goes home--journal stays at school until halfway through the year. Jumps around too much, lack of mastery before students move on, not enough practice.
- There is no mastery with this program. Also, the spiral does not work for lower grades.
- There is not always time in a one-to-two day lesson to get to Part 3 which is many times where the differentiations are located.
- There is not enough "meat" for the students to grasp. It skips around way too much (this is for all grade levels). Expects the teacher to make alot of games on his/her own time. Expects the teacher to purchase items for the program that the school does not purchase.
- There is not enough computation practice. Also, the kids barely have time to grasp one concept before the book leaves that area and goes to another area. The program Everyday Mathematics does not match up with our GLEs.
- There is not enough drill and practice of any topics. I must always supplement. The program is very advanced, and kids that are not math savvy, struggle where they would not in a more formal text with lots of drill and practice. The tests are short, in that they give the student one problem to demonstrate understanding, so if they missed that, a teacher can't discern if the just made an error, or if they didn't understand the process. The course moves too quickly for many students. And lastly, when students arrive in 6th grade who have not had EDM in prior grades, they are really at a loss and struggle.
- There is not enough emphasis on arithmatic. My students don't have the arithmatic skills to do the asignments.
- There is not enough practice and it moves way too quick. For students who come from families who are very supportive and involved, it is good. However, for students from families who are unable to be as supportive and involved, it is really tough, because they do not get the basic skills practice that they need. They also do not get enough time to practice and master each skill, before they move on.
- There is not enough practice and too many skills are hit in each lesson. Parents are unable to help students because it's different math.
- There is not enough practice for kids and the spiral just doesn't work for kids who struggle.
- There is not enough repetitive practice for students who need it. It is very confusing for students with disabilities.
- There is not immediate mastery. Multiplication facts are still a challenge for some. Too, many concepts are being introduced before mastery.
- There is only a single lesson for a concept. Often the concept is hard for the students to understand, so then I look at different resources so I can continue working on it the next day.
- There is research in the field of math anxiety that presenting math concepts TOO early to students who are developmentally not ready is one cause of math anxiety. Now my students know lots and lots of things that they don't understand. They get ZERO satisfaction in mastering anything. There is very little time left to even learn basic facts because I am required to teach 1 new lesson per day.
- There is so much covered with little understanding gained before moving on to the next concept. While the variety is a strength it is also the weakness of the EDM program. Students become frustrated at not understanding and then just being moved on to something new. A program with variety and review would be great, if it was limited in scope. The EDM doesn't always match up with our GLEs.
- There is very little drill and practice of the basic addition, subtraction, multiplication and division concepts. They introduce new algorithms several days in a row and students get confused with the steps in the different processes. The pacing guides for combo classes is poorly matched. Having to complete 2 journals in a year is nearly impossible even with the pacing guide. That assumes all kids are on grade level and no reteaching is necessary. Kids who are new to Everyday math find difficulty being successful because of the "format" of the program (ie: mathboxes, in/out boxes, sentence models). In order to fit "all" of the necessary elements of EDM into a day a teacher would need to teach math 1.5 -2 hours a day. That amount of time is not available with all of the other curriculum required to be taught. It is very difficult for kids who have poor math sense or are below grade level. A majority of parents have difficulty helping their kids with the math processes in the book and get frustrated easily. At the 4th and 5th time and metric volume are not taught (if at all) until late in the journals, after TeraNova and SBAs.
- There isn't enough drill and practice of basic math facts. Too confusing for my bilingual students to grasp the concepts.
- Things are covered to quickly, and they aren't practiced or reviewed enough.
- This is a spiral program which does not work for low-income, ELL learners who are far behind peers. This program does not teach to mastery.

- This math curriculum does not provide students with adequate time to practice the skills that are being taught. It also does not focus on time spent on basic mathematical concepts that children need to progress their math knowledge. The vocabulary is very high level and the verbage changes from one lesson to another and it confuses the students. Everyday math does not incorporate drill and practice for students and often assumes a student has the math foundation for a concept when they really don't. This program has been said to spiral but infact it does not spiral for the majority of our students. When students arrive in my classroom without the basic math skills and foundations needed to continue higher level math concepts it is a very difficult task to try to teach these skills because they are not equipped with the understanding and background to master new concepts. Reteaching of basic math skills is an on going challenge throughout the entire school year.
- This program seems to have more success when used in a district that students are enrolled in from K-6th grade. There is a lot of student movement in and out of district that seems to take away from the success of Everyday Math. Students come into the district in 4th or 5th grade and have no clue what EDM is and are lost on vocabulary and concepts. The spiraling curriculum therefore suffers.
- Time to develop a concept No room for students to show their work Concepts come and go with the math boxes
- To present a new concept for one lesson, does not give adiquate(sp) practice for anyone. If they are gone the next day it comes in the spiral, then they are really at a loss.
- TOO much going from one concept to the other ...too fast and no mastery of skills
- Too abstract for many of my students. Not nearly enough sustained practice opportunities.
- too broad. It covers too much material without allowing mastery
- too challenging for below proficient kids
- too dependent on games--no time to play to develop proficiency not enough drill and practice too many topics covered every day
- Too language based for first grade. Students have a difficult time with the reading of the directions. There isn't enough basic fact focus and a lack of reinforcement. I supplement like crazy!
- too many choices that lead too many directions
- Too many different skills on one page. No mastery of one skill.
- Too many skills presented at once. Not enough practice for each skill. No time for mastery. Spiraling curriculum does not work for the population I teach.
- Too much "spiral". Not enough focus on one concept for a length of time to encourage mastery.
- too much content to cover--movers too fast.
- Too much for each lesson & not enough basic practice
- Too much information and concepts in each lesson! Lessons are way too lengthy!
- too much prep time; not enough drilling basics; confusing for parents; goofy techniques
- Too sporatic, math is not something that works well in a spiraling way. Too many concepts for for the same type of problem confuses my kids.
- Unit assessments weak Open Responses very poorly written
- Very challenging for many average and below average math students. I usually give the units assessments twice so children cn improve their score. Too many new concepts at the fourth grade.
- Very little opportunity to revisit curriculum, pacing moves a bit fast for many students
- Very little practice of skills taught. They learn a skill then are given work that is that skill plus. So it would be like just learning to pass a soccer ball then instead of having time to practice that skill and really get it down the coach has them play a game in the finals against a professional team.
- way to high in language for average kids- goes to fast from one thing to another- doesnt give time to discover patterns before it flits to much to higher level problems. It looses about 1/3 of the class.
- We do not work on a strategy long enough for many kids to master it.
- When a new concept is taught they throw in tricky problems which totally confuses the students. I feel like they need to be totally clear on a concept and then step it up with the tricky problems. The concepts I am talking about are things like the function machine or the what's my rule
- When lessons are introduced, the work pages are already too difficult for students just beginning to grasp concepts. There is not enough review. The math boxes are not helpful because my lower students need help on every box. It works better when I create a worksheet to just practice 1 skill. Then my lower students come get my help on the first few problems but then they can continue practice independently after I've helped them get the hang of it. This process doesn't happen with math boxes. Also,

the way clocks are introduced is counter-intuitive. Why would I try to explain that 15 minutes on a clock is a quarter past when I'm also trying to teach that a quarter is 25 cents, and the fractions chapter, where I would teach what a quarter of something is, isn't until the end of the year?

- When the students are ready to understand the concept, we teach a new one. Then the vocabulary changes in the upper grades.
- Within a unit, I find that it jumps around to different skills. Not too much practice with specific skills that are really needed.
- works poorly in spanish immersion program since we only have kids half day; math is taught in Spanish at kindergarten & 1st grade & they do not use the EDM journal so the transition to 2nd grade EDM; EDM is language based so difficult for our many ESL learners; the EDM structures are difficult for kids new to district
- You didn't give me enough room on this to answer this question.
- you don't teach to mastery, the spiral works in a perfect world if they've had it since Kindy

What would make the math textbook stronger for your students?

- -include simpler examples and problems when new concept is introduced -more visual / manipulative activities for upper grades -more quick formative assessments
- -less spiral, more time on one topic
- ?
- *more drill drill drill (for basic math facts)
- #1: Ditch it!! #2 Provide more time for math. But please, not at the expense of science or social studies.
- Slow down! Let the students master a concept. Let the teacher have some discretion when a lesson needs to be repeated. For example, BEFORE my students master the idea of 4 facts per fact family, such as 2 + 3 = 5, they are asked to fill in the following blank: _____=2+3. They get confused and some cry.
- 1. The skills presented need to be build upon 2. Prerequisite skills were taught 3. More time to practice skill
- 3 or 4 activities together - like a pattern theme, etc.
- A better balance between the exploration (manipulatives, hands-on) and the pencil/paper traditional fact practice.
- a better balance of higher level thinking with basic skills
- A better curriculum for Kindergarten students
- a less extr eme spiral with enough time on a skill that allows most kids to get it
- A little less spiraling/
- A more direct approach. Fewer algorithms that most people wouldn't use and dumping of any section that uses a calculator which likely would only be found in an elementary school.
- A new math adoption. Like Saxon.
- A new textbook that is researched based for students in Title I schools.
- A program that teaches mastery before moving on to the next lesson.
- A slower pacing guide and not incorporating material that is above and beyond the Alaska GLE's.
- a supplemental book that correlates with the lesson giving more practice problems.
- A textbook to begin with. Drill and practice sheets and a curriculum the parents can help their children with.
- above
- Additional Math Facts Practice, Additional Measurement Practice
- additional problems ... however, I supplement for my students.
- Additional rote practice with basic math skills
- Align the tests with the standards
- allow plenty of room to show student work
- Allow the children to stick with one lesson for 2-3 days until they know the material well.
- As a new teacher, sometimes it is hard for me to trust the spiral in everyday math. I feel some lessons should be taught to mastery before moving on.
- Better binding!
- Better sequence....pacing that is appropriate
- building knowledge upon prior knowledge mastering concepts practice
- change the above.
- change to a new adoption
- CHANGING THE CURRICULUM!!!!!!!!!

- connections to other subjects-- disciplinary integration
- Consistency
- Consistency and reinforcement of skills. Start a skill, and then build slowly, working toward mastery and continue honing the skill until students have had a chance to attain mastery. No moving on to new material until students have achieved a solid understanding of the current material.
- Continuing with a concept until it is mastered, instead of leaving it and then going back to it later.
- Covering items and skill that are on the TerraNova and SBA tests. Not including obsolete methods for skill. Skimming down the information that is in a unit. I feel that there is a lot of "stuff" in a single unit, and it's hard for my students to create lasting connections and grasps concepts without me going to outside resources. I would love a more inclusive program.
- cumulative review, lessons building on another, requires mastery and more practice of skills taught earlier in the year.
- cut it in half and focus on core lessons then provide more practice
- Doing one concept longer
- Easier and more practice supplements
- Easier directions to read, names like Juan, do not help first grades who are sounding out, How about Bob. There can be a lot of Bobs and Jans! If learning a new skills, more than just four problems related to this new skill for practice.
- Easier examples when teaching a concept. Games that are easier to play--games that are presented to practice a math concept.
- EDM has made many changes over the years. However, they need to produce materials that work for students who are at lower levels and can go with the daily lessons of EDM. Some students just can't do that math required and they need a journal that would go more slowly.
- EDM is fine--it is lack of fidelity along with teachers who have never had thorough training on how to use it.
- Everyday Math is a terrible math program for transient military students. Neither the parents or the students understand Everyday Math. Nothing could make it stronger for military students.
- Except as mentioned above, I think the textbook is already very strong.
- Fewer concepts being reviewed in one unit. More concentrated.
- fewer topics covered in a day more drill and practice
- Fix the problems mentioned above.
- Focus on the basic concepts to allow for mastering. Spiral within the grade level rather than across grade levels. Provide more depth to math topics. Avoid "equal time" for simple vs difficult concepts.
- Focus on the foundations of math strands. If we have a deeper look into any concept it would allow teachers to differentiate more effectively while staying on the same strand, increasing all students' abilities.
- Focusing on one concept longer
- Focusing on one math concept strongly for an extending period of time and then bringing that concept back throughout the year. Since Algebra is a required course for our high school graduates, whether they understand the vocabulary or the concepts, I beleive that starting students off at the primary level using the proper vocabulary and introducing concepts in a age appropriate level would be very beneficial for their math future.
- followed a pattern and didn't jump around
- For our particular school situation, I don't think EDM is a good choice. We need a program that teaches specific concepts and builds on foundational math strategies/principals.
- Full concept exploration and practice.
- get a new program - I suggest Saxon
- Get rid of Everyday Math! I have taught several other math series and this is BY FAR the worst series I have ever taught.
- get rid of it
- Getting rid of EVERYDAY MATH and replacing it with a program that offers MASTERY of SKILLS as a strong foundation. Learners need more than a few brief encounters with a skill or concept in order to develop and strengthen their ability to work the problems independently with confidence and success!
- Give teacher and student more time ti really get the lessons that are needed for our kids to pass their ABA
- Giving students the ability to master a skill before they move on to another concept
- Giving them more practice problems for each concept.
- go back to basics
- Greater focus on algorithm mastery
- Have more pages devoted to 1 concept.

- Having leveled worksheets that focuses on most basic learning level. Don't tell me the Assessment Assistant takes the place of that, I have no life already and shouldn't need to reinvent the wheel every time I want to create a new worksheet.
- having more time to actually teach math in the day
- Having one concept per page and more illustrations to support the bilingual students.
- I am pretty comfortable with it at this point.
- I am satisfied with the Everyday Math textbook.
- I basically like the everyday math program, however, there are some areas that need additional practice activities for areas that are aligned to state and local standards.
- I feel we need to incorporate touch point math a workbook that truly teachers math concepts.
- I just believe that the spiral approach as seen in the Every Day Math journal is too broad and that mastery is not focused upon before introduction of a new concept occurs.
- I like the spiraling concept, but I would definitely teach to mastery.
- I think allowing the instructor to select which pages to duplicate for students on a class by class, year by year basis would make more sense. Since each group of students is different, it makes little financial or ecological sense to produce and purchase large lots of textbooks which do not personalize the instruction to the degrees necessary.
- I think it is good for our average to above..we just need some help for those very low students
- I think it is important to supplement some concepts, but keeping in mind what is to be secure and what is just being introduced. The ITLG's have helped remediation and challenging students as needed.
- I think that the focus should be on basic computation, measurement, money counting, shape and number recognition and an introduction to place value.
- I think the lessons should be structured differently and keep the same concepts together and for a longer period of lessons in order for concepts to be mastered. I don't think some concepts should be introduced if they don't have to be mastered for that grade.
- I would like it if the book has a self guiding component where students could work ahead in self guides lessons that could be easily monitored by the teacher.
- I would like more time on topics and more opportunities for students to practice those skills.
- I would prefer to teach Saxon math so that my students are able to master a skill before moving on to another.
- If every preceding grade level was committed to using this curriculum so students don't have a year where supplemental curriculum is used instead of EDM.
- If it had a more linear lay-out and tried to cover a few topics in-depth instead of touching on a bunch of different topics.
- If it took math concepts one at a time and took more time with each one to allow students more time to process and master them.
- If it was set up like Saxon math but would also need to include some higher level questioning.
- If the book had more practice pages that focused on a single concept, it would help. For example, with regard to manipulation of fractions, there needs to be lots more practice at a beginner level before advancing to more difficult problems.
- If there were more review activities, and if students were able to have pages of basic skills practice.
- If they could mix the chunking of concepts along with the spiral. I think that more attention should be on learning the facts in third grade before moving on to 2 and 3 digit multiplication and division, and factors and multiples of numbers for fractions.
- If they focused on one subject for longer than two lessons at a time.
- If we continue to use the same textbooks, supplementary learning materials that increase basic skills should be supplied. More music and active learning should be incorporated to encourage and motivate students to participate in math.
- If we focused on one skill or concept for a longer period of time.
- Include the above weak areas.
- instructions simplified more work space provided
- introduce a skill and then teach that skill longer rather than adding more skills right away
- it if focused on a couple key themes at a time versus the spiral curriculum
- It is fine to cover a broad range of topics and concepts but basic, old fashion adding, subtracting, multiplying and dividing need to be introduced and practiced. Rounding to the nearest ten, more practice sheets counting money and telling time are needed too. We need drill and practice sheets. However, I supplement with Touch Math, Silver Burdett and other resources. I used Saxon math for 4 years and had the same concern regarding adding and subtracting 2 digit numbers with regrouping.
- It needs to be supplemented with practice of basic computation skills; the games are great, but don't always insure mastery of facts

- It would help if fact power was mastered. It doesn't help to know something about math facts. You have to know them. Math is a skill.
- It would help to have more drill/basic practice materials. Since they don't come with the program, we have to find our own materials and take time from other subjects or cut short activities to practice the basic facts.
- It's fine
- It's the program. We need a program that gears itself to mastery at lower grade levels. Also, the workbook is to hard for many of the students to read.
- Kindergarteners need more practice and the workbook is really poor. I supplement daily.
- Knowing Math Facts for Addition and Subtraction
- Learning math, in my humble opinion is not hard. 1.) I believe a good student math textbook should be worded at or below students' grade reading level. Students should not have to learn complex and high comprehension words in the English language while also trying to understand the math. Math "vocabulary" at their level is appropriate though. 2.) New concepts should be introduced to students in a step-by-step manner. Student directions should give clear statements of how the math concept is unfolding to form a new understanding. Building upon basic skills and referencing these skills is also crucial. 3.) Students should have many, many additional problems based on the new skill in order to practice. (Drill, Baby, Drill - it is an important aspect of learning math) 4.) Student practice of skill should be kid and parent friendly. Practice should be able to be completed at home using the math textbook for clear examples. It should be an all-in-one textbook (eg. Here is how to do it, here is what we did, here are some practice problems, and here are the answers to those problems to check to see if you understood this new concept).
- Learning one concept to mastery. Also students need to work on basic math facts (addition and substraction in first grade).
- Less abstract. More concrete
- Less brand new skills to introduce and more practice/review of the most important concepts. The skills to practice/review shoudl get progressively harder throughout the year, but must begin in a very easy way...like frames and arrows that start with adding 1, 2, 5, and 10...not subtracting 7.
- Less concepts covered and more time to cover those concepts.
- Less exploration activities and more time and focus on basic computation skills, measuring, fractions, and place value
- less reading
- Less spiral: focus on one concept for a designated period of time before moving on to something new-this helps build confidence!
- less spiraling and more time spent on each area. Able to interact with Promethean Boards
- Less strategies at a time and more leaning towards mastery for key concepts.
- Level curriculum
- Longer lesson is each skills using language that students can relate to. Not things like frames and arrows, function machines.
- Lots more pictures and visuals!!! Way to much reading...more words does not equal more complex or more conceptual...stop giving students reading tests in math class. The extra support manuals and websites are great but I need more engaging material at the students fingertips not hiding in a manual.
- lots of computation practice, sense of order, supplemental materials for morning work every day-if there are any I haven't seen them
- Make the lessons shorter so there is more time to practice, do the mathboxes, and play the math games.
- Making a traditional textbook where students are able to use it over and over.
- Mastery of strand before moving on.
- math workbook with more back-to-basics practice
- Maybe focus on skills until they really have it down, revisit later.
- More "skill and drill" work
- More basic mathematics and less structures and activities that are exclusive to EDM. Help students get the fundamentals that they will need no matter what school they are in...and teach concepts to completion, not assume they have a developing knowledge and will become secure in the following grade.
- more calculation practice and fellow teachers following the pacing chart
- More computation
- More concise and basic assignments, nothing so abstract
- More consistency

- More depth. Focus on basic computation and problem solving skills in 1-3rd. Allow time for mastery so that when kids are in 4th and up they have those skills to support them when working with more difficult concepts.
- More drill and practice, less journal pages which seem to not be part of the lesson.
- More examples in the math journal instead of turning to the Student Reference Book. There is too much reading in the SRB for our students. It takes forever to use the SRB for examples.
- More exciting, more hands on, more practice, giving kids one day to learn something new and then asking them to test on it is not feasible or fair.
- more focus on basic facts in homework
- more focus on facts/concepts mastery, smaller spiral, more practice in each skill/concept area before moving on, focusing on strategies that will help parents understand what is being learned and how to help their children at home.
- More focus on the basic math skills they need to succeed. Also less academic text for our many English lang. users. They can do the task, but they cannot figure out what the book is asking them to do.
- More focus on the basics of math.
- More focused practice for what is going to be on the test in the last few lessons.
- More focused practice pages on GLE's skills to be mastered
- More games provdied within the text book
- more grill and drill
- More hands on with math manipulatives, units that focus on one topic.
- More hands-on activities and projects!
- more help in understanding the best way to differentiate. What to do with students who have flatlined. What to do with students who have not mastered things like addition and subtraction when they get to 4th grade. Can't do partial products or partial quotients unless those skills are mastered
- More independent practice worksheets with one skill. (one page just adding with regrouping)
- More language support for ELL students, longer amount of time for each unit, less cluttered units (fewer concepts).
- More lessons that are on the same concept right in a row. For example, if it is teaching fractions, then have all of the lessons involving fractions going from simple to complex one after another in a unit of study. The spiral makes it really tough for the concepts to get cemented in the students minds.
- More manipulative built into the program.
- More manipulatives that strengthen the math concepts. Ideas like the ones Chris Optiz uses. Independent thinking, then practice explaining thought patterns, and understanding of the concepts. I would also like to see more exemplar problems. More "real life" math and why it is important to have a strong foundation in the fundamentals.
- More of a focus on building and mastering new skills. Interactive lessons for the Promethean board. I have used the assessment assistant a number of times. It seems to take a lot of unnecessary steps in trying to find the items you want and then viewing and rearranging the final page(s) to the layout you desire. It's also very time consuming, especially compared to free
- More opportunities for written practice of skills.
- More opportunities to practice the skills that are being presented in the teacher's manual.
- More pictures and less words.
- More planning time specified for incorporation of math and other STEM lesson planning, Having the material in immersion foreign language (translation and modification need to be done in order for the teachers to use them),
- more practice
- More practice
- More practice activities for basic math skills. I have to use supplemental materials. More time built into the curriculum to master skills. This curriculum moves very quickly!
- More practice and consistancy
- More practice and opportunity for mastery. Additional focus on building a foundation of the math facts.
- More practice for basic skills/calculations.
- More practice in some areas....
- More practice of basic math skills
- More practice of one concept.
- more practice of skill

- More practice of skills taught at their level. Don't go over how to add and subtract negative and positive numbers then have problems that involve fractions, mixed numbers, decimals and even multiplying.
- More practice of skills that are supposed to be mastered.
- More practice on each concept before jumping to an almost completely unrelated topic.
- More practice on Multiplication and Division.
- More practice on single concepts.
- More practice on some skills.
- More practice on the various skills needed to be successful in math.
- More practice over several weeks for computation.
- more practice pages
- More practice pages on counting coins, time, and math facts
- More practice pages.
- More practice problems. Sometimes it seems that there isn't enough practice included with a new skill.
- More practice time for concepts.
- More practice time with strategies and less focus on teaching multiple strategies. Very confusing for kids in earlier grades who struggle or are developing their strategies. Basic addition and subtraction practice.
- More practice with new concepts. More practice with computation basic skills.
- More practice within the textbook.
- More practice worksheets
- more practice, better accomodations for struggling students
- More practice, broken down into manageable chunks. The practice often jumps in difficulty before they are ready. We need more baby steps.
- More practice, practice and practice. Not enough time on any one area.
- More practice.
- More practice. More time is needed for skills that need to be mastered by third grade. Less jumping around from skill to skill.
- More problems of what they were just introduced
- More problems to practice beyond what is in the journal and the math boxes.
- more regularly scheduled mastery tests- to counter the spiral; a way to still get the problem solving skills without having to read so much.
- More reinforcement, practice
- More remedial options.
- More repeated practice on a skill. More practice that doesn't escalate in difficulty until kids get a chance to practice the basic structure of the skill.
- more repetition
- More repetition for key concepts; Simpler instructions for parents to follow in helping with homework
- More repetition of skills before moving on. More paper/pencil activities.
- More repetition of skills. Practicing same skills in different ways rather than switching standards every other day
- More review and repetition.
- More review type study links so students can always review what they have previously learned.
- More skill instruction
- more teacher training
- More time allotted to work on it.
- More time covering concepts so that children can master them before moving on.
- More time in learned concepts.
- More time in the program for mastery of basic facts.
- More time spent on concepts...slower pacing for mastery.
- more time spent on foundational skills.
- More time spent on the concepts being taught. Even with the readiness and ELL support lessons not all students are being reached.
- More time to actually teach and have time to fully practice while in class.

- More time to collaborate with teachers between different grade levels (one grade below and one grade above), more time to do curriculum mapping so all STEM lessons and materials are combined (and we will have more time to work with students on deepening their skills, knowledge, and interests)
- More time to gain mastery. Teach deep not wide. Teach less better. So many materials/resources available but when is there time to really learn how to use them and then actually use them in the classroom.
- More time to practice a skill before moving on would help my student feel more successful and perform better.
- More time to use it.....
- More traditional practice, repetition.
- More visuals for the children might help struggling students.
- More work on basic facts.
- Much more practice on skills being taught. Right now, I supplement with outside resources.
- N/A
- n/a for me.
- na
- no suggestions
- Non-spiraling lessons, objectives taught to mastery with review segments.
- not as much spiraling
- Not having entire lessons that are secure for a grade or 2 up. I realize this is beneficial for stronger students who need a challenge, but for more than 2/3 of my students, EDM does not meet their needs.
- Nothing
- Nothing.
- Pages with basic numeration problems. Types of similar problems that repeat themselves so that students feel successful before having to demonstrate a new skill (as often done in the material now).
- Practice pages with more than one chance at a skill. Timed pages for +/- facts.
- Practice skills that go over the prior lesson's main objective
- pretty much anything
- providing additional lessons on secure skills that are formatted the same, simple use of language and richer in manipulative/visuals in order to help struggling students develop critical basic skills; more practice with basic computation facts
- Providing more time for students to master skills before moving on to a new one.
- Repetition and less of the "other" ways to solve a problem. We need a back to the basics approach.
- Repetition of like concepts.
- Repetition over the lessons so the kids have multiple times to practice a skill.
- Repetition, repetition, repetition.
- Saxon
- see above
- See above
- See above.
- see previous
- See the above
- Sequencing: fractions into decimals into percents More ROTE expectations - emphasis on math facts. Educators should spend more time on math, so I don't think the books are actually the main problem.
- Shorter lessons. Few concepts taught per lesson.
- Simplify the language without changing the content.
- Skills taught in a systematic, sequential, developmentally appropriate curriculum. Expecting students to successfully master material.
- sloooow down
- slow it down, concentrate on each skill long enough for students to understand the concept before moving to something new.
- Slow it down, spend time reviewing and practicing concepts. Students must master add. and sub. facts before facing multiplication and division. They are not prepared for this. The pacing guide keeps us racing through the curriculum, often times leaving a huge percentage of students struggling to understand previous materials. I think EDM tries to cover too many skills that our students are not ready for.
- slower pace with more practice

- Slower pacing, more work space, inviting color pages, more homework choices.
- Slower progression through the skills (ie spending more than one day on a concept).
- Solid units with mastery activities
- Some back to basic addition, subtraction, multiplication and division time.
- some easier practice problems for new concepts
- Some more repetition of tasks. Sometimes the students don't get enough practice of an introduced skill.
- Some skills that second graders need more practice with. The GLEs that are a must KNOW by the end of second grade.
- Something that builds in a little more time for mastery.
- Spending more time with each concept rather than spiraling.
- Spread out the skills prior to the unit assessment. See above comment.
- Stick with the basics. Break the units down to specific skills rather than skipping around and circling back throughout the year. Units should be presented in a linear format so that skills build upon each other in a clear time line so that review is easier for students, and parents can better assist at home. Many parents are so incredibly frustrated with EDM that they feel helpless in their attempt to help their children. I long for the days of Heath Math or Saxon!!
- sticking with skills ong enough to master them.
- Strands build on mastery.
- Students need time to process and practice basic math skills before moving on. Everyday math moves rapidly and when a skill is seen again later in the book the students have forgotten how to do it because they have not mastered it previously. Telling teachers not worry whether a student masters a concept or not because they will see it again later in the year is not the way to teach math to young children. Practice, practice, practice is how students achieve strong mathematical concepts.
- Supplementing, as I do.
- Switch to a different curriculum. I taught the Bridges curriculum in Oregon and the children loved math time. I had students that were focused and ready to learn. they understood what was expected of them and were eager for "math time" each day.
- Teach in sequence and build with review. Don't bounce around.
- teach more to mastery
- Teach to mastery and less words.
- Teachers need to supplement with other materials. The textbook isn't going to change.
- Teachers not frightened of math or of making mistakes. Teachers understanding how to teach math.
- Teaching more than one day at a time. The spiral effect doesn't always seem effective
- Teaching to mastery as opposed to focusing on a skill for 1-2 lessons and progressing to much more difficult concepts.
- The Everyday Math K textbook is "fluff". One fourth of the book is blank pages saying Writing & Drawing Pages. Then another fourth of the workbook has number writing, which is not the adopted Handwriting w/out Tears writing. Now you are left with less than half a workbook with some decent pages. I supplement my math program with a lot of other activities, songs, and worksheets to help my kiddos reach the GLEs.
- The last version we have showed some improvements such as illustrations, less work on a page and simplified instructions. These things still need to be stronger for most students in our Title schools. There would need to be daily fact practice and more time spent on a single topic. Instructions with icons and simple language.
- The math book is a disposable journal. To make it better, it needs more pages of drill and practice going from simple to more difficult problems. Also, it needs more step by step building of concepts. Example: fractions...start simple and build instead of throwing many concepts onto one page.
- the option for every family to have a Student Reference Book at home for their child (not an online version, but a real book); more professional development and observation opportunities for me to help me streamline my teaching to keep pacing on track
- The spiraling is good, but we need more lessons initially to teach new concepts before moving on.
- The students should be taught using a curriculum that requires mastery while introducing new concepts.
- The vocabulary used in the textbook should be simple and to the point. Students should be able to read the directions, examples, and problems on their own and understand what they are expected to do. The lessons should focus on a specific area instead of throwing random lessons into a unit that have nothing to do with what the students have been learning so far.
- There would be a textbook, like Saxton
- They would benefit from more opportunities to practice the skills.
- This program is supposed to be a spiral. How can this be when a concept is "spiraled" but at the problem with the review also has a new concept tacked on. How do we expect a below average child to succeed with this type of spiral.
- Thoroughly going through concepts before moving onto the next concept and more fundamental lessons.

- To be more consistent with skills being teach, provide more practice for each skills
- To continue teaching the concepts longer.
- To have units with a more strategic focus.
- Unit 5 in EDM seems to do a nice job of incrementally adding components to the math concept being presented so that children can gain a strong understanding of decimals. It would be nice if more units had that same kind clear cohesiveness. Also, some units just present so many concepts or new algorithms that it becomes overwhelming and confusing for children.
- Using another curriculum.
- Using Saxxon Math
- Using something that repeats more
- We already have the ability to to use the EDM games and materials from other grade levels to supplement where needed.
- We don't use a textbook for kindergarten and the workbook is really only good for the lowest level students.

Saxon Open Responses:

What do you see as the strengths of the math textbook you are using with students?

- -Each concept clearly and simply explained. -Constant review of previous concepts taught. -Focus on math algorithms, not reading comprehension. -Mastery is expected. -A tight schedule of teach, assess, reteach, review, master.
- Addition, subtraction, "thought problems", algebra, measurement, time, etc. Saxon is excellent, as it builds on skills as the children learn them.
- Building of concepts
- builds upon the skills
- Common algorithms that students need for life are used. Students, parents, and teachers learn a base of mathematics that build a strong math foundation for life.
- Concepts are always being reviewed
- Concepts presented in daily work are cumulative.
- consistency, ability to level kids
- continual review manipulatives
- Covers a lot of concepts
- Explanations are easy to understand. Repeated activities build on new skills and examples are easy to follow for students.
- Frequent practice of skills. Skills that build upon one another is a logical sequential order. Mastery of skills is achieved by almost all students. Daily practice of word problems, money and time.
- Good scaffolding, lots of computation practice
- great repetitive practice for kids with spiraling with the skills
- It allows a teacher of any math ability to teach math well. There is constant practice of the math skills already covered with new skills added and then practiced as well.
- Loops, offers plenty of practice, covers many concepts, pencil and paper practice, built in homework
- Lots of practice of a new concept without being too much.
- Lots of repetition of concepts taught. Students receive lots of practice, and this allows me more time to reteach struggling students.
- manipulatives and repetition
- much easier than math sheets being thrown at kids each day..that is... if we had a text book in 3rd grade
- Repetition
- Repetition and consistency in instructional presentation.
- repetition and use of math manipulatives.
- Repetition of basic skills
- repetition, spiral model
- Sample problems, with answers explained. A lot of review of concepts for homework. Same format for every lesson so children are used to it.
- Spiraling- students learn new skills over time
- systematic instruction skill mastery model homework practice matches daily lesson
- The biggest strength with Saxon is its repetition of content. The students get frequent practice with each skill.

- There is not a textbook but the teachers manual is passed appropriately and on top of the assessing.
- This would be a great program for a Title school where students are coming in at a lower academic level. It moves along slowly.
- very well laid out, hands-on pieces, practical, brings in old lessons, well-referenced, works well with my special needs children.

What do you see as the weaknesses of the math textbook you are using with students?

- ...
- Adequate time is not spent on new concepts
- Boring!
- Close to the first half of the year is review of materials, then the second half of the year the material is rushed through to get it all presented.
- Cost of consumables.
- does not require mastery before moving on
- Doesn't spend enough time on any one concept before moving on.
- I wish the K-1 had more activities with manipulatives like Math Their Way used to. Children would understand algorithms better.
- It is not the current edition of SAXON math, the real math program that SHOULD be used in all of ASD.
- It moves from skill to skill very slowly. I often have to supplement work to keep the students interested and moving along.
- lack of inquiry and geometry
- Less varied instruction that other programs
- Lots of parts and pieces to coordinate. Modifications have to be made for demonstrations. i.e., cutting 10 apples in half. I used paper apples and drew the seeds.
- Most concepts are taught using only one algorithm, which does not necessarily reach all learning styles. However, because I have an engineering degree, I make up for that flaw by first teaching the concept as presented in the text, then adding other possible algorithms. P.S. Math should NOT have a pacing guide! It is ludicrous to forge on ahead if the majority of a class has not grasped (as in a basic understanding, not even mastery) a concept!
- none
- None
- None...second grade uses math sheets, one side classwork, one side homework. We do not use textbooks.
- not enough practice and no lines for writing numbers on (top, middle and bottom) so that the numbers are formed correctly
- Not enough repetition of new concepts. Not enough hands-on activities. Poor selection of manipulatives.
- Students who are weak readers have some trouble, but still can be successful.
- There are no weaknesses, in my opinion,when using text books.
- There is a lot of reading for the students.
- There is a lot to squeeze into 75 minutes.
- There is not enough challenge for some students.

What would make the math textbook stronger for your students?

- ...
- Additional resources, suggested games, more skills practice.
- After teaching Every Day Math for 4 years - the Saxon is a dream!
- Buy the latest version of SAXON MATH for all of ASD.
- fix the weaknesses
- i like it the way it is - and btw there is no textbook for 1st grade
- I like Saxon Math. It is fun, not boring, not much teacher prep, lots of good teaching, loops so if student don't get concept or missed lesson can keep getting practice until mastery. Others that already mastered won't get bored as won't have to do pages and pages of the skill.
- I would like to see quarters introduced sooner. I do this on my own. April is too late for sufficient practice. Other than that, the textbook or practice sheets are excellent!
- If each lesson in the teacher's manual had a section giving teachers instruction in other ways that the concept can be solved. It would be too unwieldy to do that in the student text.
- In 2nd grade we don't have text books, we use consumables, and I wouldn't make any changes.

- It would be stronger if it had more differentiation for students who are either above or below that grade level.
- Let's get rid of the thousands of worksheets and get a good textbook.
- Maybe more practice for the initial lesson.
- more calculation practice
- more challenging activities
- more interactive activities and/or math games
- More practice per concept
- no suggestion
- not sure
- Parent support
- See above. A student refrence book such as Everyday Math has would also be beneficial.
- See the above.
- unknown

Investigations Open Responses:

What do you see as the strengths of the math textbook you are using with students?

- 1. Each unit is in-depth 2. More than one way to solve solutions 3. They write about their thinking using pictures numbers and words 4. They work in different setting-whole class, small groups and in pairs 5. They have opportunity to complete activities that deepen their understanding of the content
- Conceptual activities to build understanding of abstract ideas
- The books are organized in a way that you work on skills for an extended period of time in different situations. Also the program encourages exploring the process and how to figure out a problem. Students become very adept at explaining their thinking and how they arrived at their solution.

What do you see as the weaknesses of the math textbook you are using with students?

- Lack of computation practice - but this is very easy to supplement - much easier to supplement this than the conceptual activities
- Not enough computation practice Reflecting on their own thinking and writing about that. Story problems
- The weakness of this program is that there is not a lot of basic computation practice. Students practice that in addition to the math program.

What would make the math textbook stronger for your students?

- computation integrating journal writing

Number World Open Responses:

What do you see as the strengths of the math textbook you are using with students?

- Number Worlds is great to build on what children are using in the general curriculum. It should not be used solely as their math curriculum.
- short interventions can use to strengthen weaker areas
- Skill work is great
- The Number Worlds program incorporates manipulatives that students can use in each lesson.
- The pre-assessment into specific units allows for more precise placement based on particular needs. The ongoing assessment during the instruction helps drive the instruction.

What do you see as the weaknesses of the math textbook you are using with students?

- 5 day program
- At the very early levels, it moves very slowly and is repetitious to a point that is usually unnecessary.
- Not able to meet all the needs of all learners and can't do more than one instructional program at a time.
- Not enough repetition.

- Sometimes lessons are too easy or too hard. I like to I do, We do, They do design.

What would make the math textbook stronger for your students?

- not sure
- One that assists children who have difficulties in reading. When there is a lot of reading in math, these kids struggle.
- Teacher/Student friendly textbooks and manuals.
- There is not textbook, only workbook.

Mathscape Open Responses:

What do you see as the strengths of the math textbook you are using with students?

- Activity based with lots of manipulatives for the kids
- At times, it can require students to think at a higher level - analysis and synthesis. Nonetheless, these students are inadequately prepared to do this.
- Compact book, it's not visually overwhelming
- concept based
- Creative approaches to teaching material, some good practice material in the homework and reproducible activities for class work.
- Exploratory lessons that apply mathematical concepts in a scenario students can relate to. Lessons within "phases" build conceptual awareness.
- For the students with a strong math foundation this textbook would be challenging to them. However, since math is so leveled in middle school those with a solid foundation are in the higher math courses, therefore leaving those with no to little foundation left to struggle through this word heavy book.
- Hands on activities
- Hands on activities.
- Hands on, working on concepts that build into higher math.
- Has some engaging and interesting lessons. Has cooperative learning lessons.
- I'll let you know if I find any.
- Inquiry Based, lots of projects and hands-on learning
- It has good activities to do with students.
- It is exploratory/constructive in nature. Goes decently deep in some math concepts, way beyond what students would need for Algebra readiness.
- It is small and easy for the students to carry
- it makes the kids read, discuss math topics
- It's pretty. Small textbook.
- Lots of projects and real world applications
- Many of the lessens are thought provoking and are related to our state standards
- Mathscape has numerous PROJECTS that can be used within the classroom.
- Mathscape is based on a hands-on conceptual approach to teaching mathematical concepts. Several of the units scaffold the concepts in a way that truly bridges the gap between student prior learning and future requirements for understanding. If the curriculum is taught faithfully and taught well, by the end of 8th grade students have a very solid understanding of basic algebraic concepts & statistics.
- Mathscape- is a good text for high achieving Math 7 students who are not quite ready for Pre Algebra and are able to conceptualize new ideas from investigations.
- Mathscapes has some great project ideas beyond just "number crunching".
- MathScapes: 1) requires students to explain in writing their process 2) students work in groups
- none
- None
- NONE
- Problem solving and investigation.

- Problem solving skills exercised.
- Project based learning Real world application
- promotes a true problem solving process
- Provides hands-on lessons that are tied to real-life problems. It allows for problem-based learning throughout the course.
- Provides some fun hands on methods.
- Requires kids to think beyond more than mathematical skills.
- Small text, easy to carry.
- Students learn how to think about math rather than simply doing skill practice.
- The homework assignments are ok. That's about it.
- The strength of mathscape is the use of inquiry learning to lead the students to math concepts.
- Very hands on and inquiry based.
- Well-defined homework for each lesson, variety of problems for teaching each lesson

What do you see as the weaknesses of the math textbook you are using with students?

- "Exploration" learning new to students - with no examples within the lesson Too much reading within the lessons - especially for those students with low reading and comprehension skills. Doesn't present lesson in a way that they will see throughout the rest of their years of education. Put together in a senseless way. Hard to connect with parents - they are totally lost when trying to help their students. Not enough practice problems to help students learn the concept.
- 1. The textbook is not very user friendly for parents. It would be very difficult for a parent to pick up the textbook and determine quickly how to help their child with math. There are no worked out examples for parents to follow. 2. The textbook would be difficult for a new teacher to teach from. There are not many additional resources/activities for teachers to draw on for extra examples and practice. The teacher really needs to understand not only the math that is being taught, but the pedagogy that the approach is based on 3. There is a tremendous amount of reading required for this textbook. This is a concern for a district with so many ESL learners. 4. In some sections, we spend a month working with concepts that could be thoroughly taught in a couple of weeks.
- Difficult for non-proficient readers
- Difficult for non-proficient readers. Students required to do a lot of reading.
- every aspect of the book I am a drill and practice teacher
- Hard to follow. Not enough opportunities to learn/practice concepts. Too word driven for ELL students (most students actually).
- It does not transition into Algebra at all. Students are not being taught Pre-Algebra to get them ready for Algebra 1. It assumed that students know way more than they do and it has no explanation or example problems for students or parents to look at while they are working homework. As a teacher it is very labor intensive to set up lessons, it has little or no drill and practice problems. The amount of supplementation needed in order to prepare students for the next math level is infinite.
- It has no lessons, only word problems that are to be attacked. Parents have no guidance outside of what I provide exclusive of the text. Some units are so long and confusing (FWTP)
- Lack of examples for students on "how to"
- Lacks examples, not student/parent friendly
- Lessons are lengthy, very little practice, difficult to navigate, no examples for student to review concepts with or help with learning, impossible for substitute teachers, involves lots of facilitating, no examples for homework. Assumes students have all the basic concepts needed to be successful. No review.
- Limited practice for students, no parental support materials, and students have difficulty with understanding what the homework pages want from them.
- Lots. Stuff that is difficult to get the kids to grasp, has 3-4 days of lessons, while I must take as much as 3-4 weeks until they get it. On the flip side, stuff that is very simple is stretched to take forever. Some tests are very inadequate in their presentation and others are double the quantity that can reasonably be completed in 45 minutes. The curriculum also assumes that once we cover something that they know it. There is no review of previous material once it has been covered once. They will not see the same material again until the following year, if I did not continuously add review to my lessons. The curriculum also does not include several 6th grade GLE's like measurement, and several geometry relations. These are just few of items that I am displeased with.
- Many abstract concepts in the activities that are difficult for the students to grasp. No formal examples for "how-to" in the book. Not very challenging homework problems.

- Mathscape- requires constant supplemental work and direct teaching. Requires restructuring tests, quizzes, and book activitiesin order for the average student to complete tasks in a reasonable amount of time. Most students do not have the "real world knowledge" that the book attempts to build from. Text homework problems do not give students enough basic examples or is markedly different from the chapter text,
- Mathscapes doesn't have examples of math problems in the book so students are unable to help themselves. It is also very wordy, so I must make major modifications to make it comprehensible to my ELL students.
- MathScapes: 1) no examples for students to refer to at home 2) parents can't help students with homework 3) not preparing students for high school algebra 4) course 3 has no fraction work 5) almost exclusively teacher directed curriculum because of lack of examples 6) some of the practice unit assessments online were incorrect (had questions from wrong unit) - so I don't even refer my students to it any more 7) MathScapes curriculum is not supported by Glencoe (not a priority for them-their focus and resources are directed towards a different middle school math curriculum)
- No clear examples, limited & missing definitions, limited practice, no guided practice, difficult for absent students to make up work on their own, difficult for parents to use to help students. Students tell me they find the "scenarios" contrived and "silly". Not enough homework that relates to the lesson. Poor selection of ready made tests/quizzes. Examview Pro is difficult to use and question bank questions often do not match what was taught in the phase. No ancillary materials to support struggling students or for enrichment or for extra practice. Teacher's edition is poorly set up, answers are not always with lesson, examples of student work sometimes show incorrect work without indicating it is incorrect. Difficult for new to math, new to grade level, and 1st year teachers to learn to implement. On-line textbook does not work with Macs Company has indicated it is not really supporting text series. Difficult for LEP students and Resource students. Requires teachers to find a lot of supplemental material.
- No Examples for students/parents to follow. To many holes with meeting the standards, and with prereq. skills
- No examples, all activities no regular straight forward math. Ambiguous directions. It is confusing to the teachers, students, & parents as to what information they are looking for in many of the activities. information is not readily accessible. A student asked for help & I had to search through the teacher's information to find the answer. No review of material. No supplemental material so if kids don't understand.
- no fraction practice, many 7th grade students are using it without having used the Mathscapes 6 text (becomes a major problem for some units such as teaching integer operations), includes some note 'boxes', but has very few examples of how to solve problems,
- No online support, parents and others cannot get help away from the classroom
- not enough computation practice
- Not enough directed practice especially for students who haven't mastered basic math skills.
- Not enough examples for students/parents. Topics are learned/presented through exploration and many students need more guidance.
- Not enough practice to master skills. Important topics are not explicitly printed in the textbook, so if a student misses the exploration in class, they cannot easily find what was covered. Their parents, also, cannot help them for the same reason It is not aligned to our grade level expectations It does not prepare our 8th grade students for Algebra both in content pre-requisites and rigor/work load. Topics seem to "bounce" around with very little cohesion from unit to unit and oftentimes lesson to lesson within a unit. It is language heavy, so our ELL or low level Language Arts students have a difficult time learning from the text
- Not enough practice with actual problems. Students are expected to "discover" formulas (1/2 a p = area of a regular polygon) and spend VERY little time actually doing math problems. Lots of copying teacher's work and not enough practice in working problems.
- Reading level too high. No direct resources for parent or student. No scope and sequence. Too hard for transient students to male up work. Too wordy. No direct instructions.
- Students do not have the depth in background knowledge of basic facts, fractions, and decimals to even begin to use the text effectively. There is no parent support, student support, and very little teacher support or explanation of concepts or expectations of students. Too many concepts on one page. No supplements to accommodate different learning styles. Hot Topics book does little to supplement understanding of concepts. Teachers must constantly seek out supplementary materials to teach prior concepts to students in order for them to further any of their math knowledge.
- Teachers have to scramble to supplement the curriculum. Most teachers hate the curriculum so they make up their own curriculum to teach. Administration doesn't enforce teachers to teach the approved curriculum so it's a free for all.

- The instruction is not deliberate, nonlinear and does not build among concepts - it's tangentially-linked, at best. It's almost an "exploratory model" of mathematics. It does not offer a direct explanation of concepts and does not provide adequate practice. It also assumes way too much prerequisite knowledge. Students and parents are highly frustrated with this textbook, and indirect approach to learning mathematics.
- The lessons do not contain examples and the homework is difficult for the students without the explanations in the text.
- The mathscape text is based so much on inquiry learning that the math concepts are difficult for the students to encounter, have enough time to work with, and then truly master them. It is possible for the students to discover the math concepts with a lot of teacher guidance, but almost hinders the original idea of the inquiry based learning. Aside from that, there is absolutely no skills building or review.
- There are few, if any, additional supports provided by the company. The book while written at grade level assumes mastery of standards covered in elementary school that many students have not mastered. There are no additional resources to support students who are not ready for the coursework. There is also limited resources for students who need additional intervention with concepts within the text. The textbook is not designed for struggling students and the majority of students in this class are struggling. Proficient and advanced students currently take Pre-algebra and Algebra so they are not in this class. The book has a considerable amount of reading required with no concrete examples to help tutors or parents assist their students. Finally, the textbook does not create a link between the conceptual applications of math and the abstract problem-solving and reasoning required in Algebra.
- There are no examples or concrete concepts laid out for students to see. It is so difficult for students to read as well as for parents.
- There is no guided practice or previous knowledge base to go through with my students. Students are expected to be a particular level with this book (which they aren't) and so I have to spend A LOT of time looking for and creating resources that allow them to understand the activities within the book. The book is also incredibly "wordy" My students who struggle in reading have a hard time with the directions. There are also numerous grade level requirements that are not included within this book.
- There is not a link connecting the units. There are very few problems to use for practice with students. The quizzes and tests are inadequate and most important there are many holes in the curriculum.
- they do not understand how to do simple math problems, the directions are poorly written. The book expects the kids to know more than they really do.
- This book does an extremely poor job preparing those students who are in need of math reinforcements, re-teaching, and confidence building. This is also such a word heavy book that ELL, SPED, and the struggling readers who could be good at math and its computation side never get the opportunity to show that off. This has caused a major phobia towards math and therefore making it that much more difficult to teach these students the concepts because we are having to break down barriers as well as re-teach misconceptions.
- This math book is not at the appropriate skill level for the majority of the Math 7 students I teach. It is a reading/project based book. The reading level is too high. The majority of my students cannot even pass a 5th grade computation assessment. Their skills are too low to work through the concepts as they are presented in Mathscape. We need skill building materials.
- Too much language, homework does not look like practice problems in the lesson
- Too vague for the lower literal students. Too much reading. Not enough practice.

What would make the math textbook stronger for your students?

- examples for students 2) more homework problems 3) textbook with answers in the back to some problems so students can check to see if they are doing their work correctly while at home 4) textbook that is set up more like a high school textbook so that students learn how to use a regular textbook 5) access to a website such as classzone.com that is kept uptodate
- a supplementary book with exercises and additional practice problems beyond that of the text and student handbook
- At this point, I do not know what could make the textbook stronger. When a textbook trainer from the company came to train us, they were very clear that there was no plan to make additional supports for the textbook because it is not a big money maker for the company. As a district we do not have the money or resources to create the supports necessary to make this program work with our students. Teachers would need to create pre-assessments and unit tests to assess what the students know and have learned. They would then need to create supplemental lessons that met the needs of struggling students. There would also need to be a considerable amount of time given to creating parent packets with concrete examples to help students. Finally, supplemental lessons would need to be created to link the conceptual applications of math taught in MathScape and the abstract problem-solving and reasoning required in Algebra.

- better examples, less words
- burning it
- Change text book to a pre algebra text and support with hands on activities.
- examples (especially for parents to use when helping their child), fraction practice, have 6th graders use the Mathscapes 6 book prior to entering 7th grade, more online resources
- Examples showing how to complete tasks. More guidance.
- Examples, examples, examples.
- Examples, extra practice, review of concepts needed
- Examples, Stright forward directions. Regular math skills mixed with the projects. Supplemental material.
- Flush this curriculum (textbook) and replace it with Saxon, McDougal Littel or a similar textbook that teaches mathematics in a conventional learning format: introduces the concept, provides several examples, offers proofs where necessary, offers an exercise set that aligns to the examples and spirals the concepts among each other as the textbook/learning progresses.
- Frankly, I was an advocate for this text, and after using it with fidelity, I no longer consider this a text suitable for my students. I believe it is time to look for a new text. I had thought the Handbook would be useful but, since we don't have enough for all students, and it requires middle schoolers to use 2 books, it has not proven to be useful. I no longer use it to assign work for students who take vacations. The only purpose I have for it is I will make copies of "explanation pages" (ie: steps for creating a circle graph) for students to glue into their math notebooks as a reference.
- Getting rid of it. The publisher discontinued it, that shows its value.
- I believe that the textbook is demeaning to students. It treats them like the only thing they will ever use math for in real life is as a consumer. I have seen the Saxon curriculum and one other one (I don't remember the name) and they were both far superior to Mathsacpe. Saxon, ion particular includes continual review of old topics. I also think it treats kids like smart people, not like dim-witted consumers.
- I have spent hours trying to make sense of the textbook and have been frustrated at every turn. The kids can't read it, don't have enough time on concepts, and are generally frustrated all the time. Basically, I really hate this textbook!
- I honestly do not feel this textbook can be fixed. It is a square peg trying to be pushed into a round hole. Would more resources help? Yes, but that still doesn't fix the major issues of the text. Would a guide that mirrors the text that highlights important concepts help? Yes, but wouldn't that in itself be a new text? Why even use Mathscape anymore?
- I think we need additional resources such as worksheets & activities for teachers to use. I think we also need some pre-made materials to give to parents so they can better understand what is being learned in class. I think we need to give our ESL learners additional support for the reading that is required.
- If we ditched it.
- Lessons with math examples INSIDE the same textbook. I know there is a math resource book, but then students are juggling two books. Plus the resource book is not laid out the same, so it is more confusing than necessary.
- More computation instruction and practice.
- More direct teaching strategies. Supplementary homework for both weaker and strong students.
- More examples for those who are not proficient note-takers so they have something to work from at home.
- More examples like the handbook, and a more direct approach for each lesson with a lesson and homework in the same section. Students should be able to access lesson notes for help with homework.
- More examples so those who are not proficient note takers have something to refer to at home.
- More practice problems. More complex word problems.
- More skills practice and parent support materials.
- Multiple problems to practice along with extra ws if needed.
- Not sure you could. A new text book would be ideal. Something that is more traditional.
- Not using certain units and replacing them with a mini-unit written by math teachers on discovery and than mastery of math concepts. (The new pre-algebra books are very strong and could be supplemented with inquiry based lessons along the way.)
- Redesign it to reflect the books that are being used in High School and College. Actually give examples within the lesson to help parents understand enough to help their child. A better overall layout of the lessons.
- Resources that can be accessed away from the classroom.
- Step by step procedure. Practice. Review.

- Switching to the McDougal Littell middle school series. It would meet the needs of my students as well as prepare them for the higher math level books used for pre-algebra, algebra, and geometry.
- Teachers have to follow it, and work to supplement it's weaknesses. We should move to teaching Pre-Algebra text through middle school, and supplement with basic skills along the way. Introducing the kids to the harder math, in a gentler way, with gobs of support with basic skills would be great.
- The book needs an introduction to each lesson, basic skill practice, and then a project/word problems to reinforce it. Students shouldn't be expected to just be able to jump into the lesson and understand everything without reviewing what they already know. Would love it if there were more practice problems for the homework as well.
- The book would need to be rewritten. There is too much lacking in this text to make it effective. Parents can't help their children because there are no examples. Students have no examples to examine for help. Teachers must often guess at what answers are expected from students because "answers will vary" is used almost exclusively. I would not even chose this book for a supplement for gifted students.
- There needs to be a whole lot more practice on the computations. The students who are in Math 7 classes are those who are in dire need of fractions, decimals, percents, integers, and whole number computation practice. If they had these concepts down they would be in a higher math class at this time.
- Using math connects or another resource as supplemental material.
- Xeroxing actual math problems to supplement text book.

Other Open Responses:

What do you see as the strengths of the math textbook you are using with students?

- Clear examples
- Clear instructions. Sequential development of ideas. Frequent cumulative reviews. Simple to plan scope and sequence with well written assessments. Error free text and student materials.
- clear, concise examples and variety of problem types with varying levels of thinking skills required
- Concepts are divided up into small chunks, workbooks and assessment booklets provided.
- Concepts are presented Pictures support the concepts there is practice there is review
- Conceptual and lots of projects.
- Connecting Math is a well thought out but I don't have a teachers edition.
- Consistency, ease of use for parents, students and teachers. The fact that skills are constantly repeated.
- Contains drill and practice for Sped. students
- Each lesson is hands-on and develops visual concepts before algorithms are introduced.
- EDM has some beneficial games, and the fact triangles help teach the connection of addition/subtraction, and multiplication/division.
- EDM works well for the average or above average student.
- Educational Insights Math Story Problems teaches the vocabulary for solving word problems. Fast Facts Workbook works on learning and repetition of facts, Touch Math gives students a method of computation besides using their fingers.
- Examples provided and structure
- Focus on using manipulation.
- Games, different algorithms for students to use
- Good student explanations and examples. Odd answers. Good pacing guide. More supplementary materials than I will ever use. Online version of the student book. Same series, same publisher as ASD High School adopted curriculum. Alligned with National Standards.
- Hands on, lots of manipulatives
- Has some good activities to use with the students.
- I like the length of the lessons and the practice that the students are given. I also like the homework and the skills that students are given for self correcting their work.
- I use alternate curriculum with my deaf students because of the need to provide the basics without a lot of fluff. They need more time to process and the availability to pracice as much as possible to just get the computation part. Application can be added later. The text involve so much language that the students are unable to decipher well enough to get to the information being

asked of them. Many times they can compute at the level being asked of them, but do not recognize that that is being asked of them.

- It has good problems introducing the lessons that kids and parents can understand. The online book is a wonderful tool. The online additional resources help students who need additional help and practice. It has numerous teacher resources that help such as the test maker and power point lessons.
- It's very literal, lots of ways to integrate manipulatives, not too wordy, stays on topic
- Lots of examples and resources for teachers and parents.
- lots of options plus good online components
- lots of practice, slow steps, word problems
- Lots of problems, Notetaking Guide, Good Teacher Recourses, Hands On Activities
- Lots of resources. User friendly.
- Lots of support materials and additional practice.
- N/A
- Organization of the book Review work for lessons/chapters online resources
- Pacing seems to fit the students
- Plenty of examples and resources within the book.
- Readable by students and parents. Reference worked out within the text to help parents and students understand skill/concept at home without a teacher. Supplementary online materials is also a plus.
- real world application problems for each concept. examples are clear on-line resources Assignment
- Resources, Examples, Notesheets
- rigorous math curriculum encourages multiple strategies and algorithms for problem solving
- Several examples and the selected answers in the back.
- short mini lessons that can be adapted from whole group to small group to partner activities. (teacher manual)
- Technology incorporated into curriculum
- The amount of content in each lesson is pretty reasonable, although it's designed for 50-60 minute periods, which we don't have in middle school. The extra 10 minutes would be
- The book consistently repeats concepts that have been taught through Activity 4 of the homework. Students must remember previous lessons which is very important in math.
- The computer component is excellent. The students enjoy doing assignments on line, it is also a great tool for students when they are absent.
- The curriculum provides challenging concepts for my students.
- The curriculum really teaches the "why" behind the concepts taught.
- The lessons provide examples and the practice reflects what is learned.
- The manual is easy for the teacher to use.
- The online component is very beneficial.
- The online textbook and supporting material
- The topics being taught, reviewed.
- There are examples and realife situation problems. They talk about Why, When and How we use these concepts.
- There is a lot of practice with new skills. There is review problems in several lessons after a new skill is taught. The skills are taught to mastery!!!!!!!!!!!!!!!!!!!!!!!!! Very important for kids with learning disabilities!!!
- Thorough
- Various activities that teach concepts
- Visuals, practice, and reteaching
- Vocabulary, examples of problems, sequential order of material.
- Website access and book online.

What do you see as the weaknesses of the math textbook you are using with students?

- connecting to the on-line text book students need to remember password and log-in name.
- Doesn't cover all the topics needed. Not concrete sequential.
- EDM offers no student practice pages, no student "reteach" practice pages, does not TEACH some concepts before presenting them to the students, vocabulary is TOTALLY different than any general math programs I have ever taught, no mastery of basic/primary math concepts (which are needed to move on to more difficult concepts), no logical progression of math concepts

to reach the end result, introduces math concepts before students are developmentally ready, few to zero brief directions, steps, or examples to teach/remind students of the math process they need to complete, does not allow enough room for students to show work on paper.

- ELL students might find it too difficult to read at times.
- Everyday math does not work with our special eduction students.
- Everyday Math does now work well with students who come into first grade with no or low number sense. There is a lot of work on the side that I need to do with these students go get their number sense proficient. I also do not feel that it spends enough time with practice of the fact families. It is also week with subtraction practice. The curriculum seems to rely a lot on the number grid even when moving into Journal 2. I feel students rely on the grid more because of not enough conceptual understanding with addition and subtraction.
- Homework does not provide enough space to encourage students to work answers out
- I
- I don't like the set up in regards to how the lesson starts with one topic but will end with something totally different and unrelated. For example unit one lesson one begins by teaching fractions (building number concepts) and ends with organizing data (problem solving). The print in the teacher edition is very small.
- I don't like the spiral concepts. So many activities are too hard in the beginning and too easy towards the end. Many concepts presented are too abstract for students to really grasp. Do not like the "introduce" and move on to another concept idea. No mastery of one subject or idea.
- I like it
- I must do supplementary computation work. The statistics strand could be stronger.
- I taught elementary for years and feel that Everyday Math is week as well as the MathScapes!!!!
- I would like to see this program in the lower grades.
- It is slightly too high a reading level for my 7th and 8th graders. Some concepts and sections in the book do not follow a logical order.
- It is well used the geometry section is not as good as it should be
- It moves too fast with not enough practice for the population of students that I am teaching. (Special Education)
- It's old and doesn't cover all the standards to a high degree
- little growth and can't really use with students at different math levels
- My students cannot follow a spiraling program. They need more time to develop the skills and recognize it for what it is. Repetition until proficiency is the need.
- My textbook (new edition this year) crams way to much into this book. It is moving at a quicker pace than last years book. (way to quick!)
- n/a
- N/A
- No
- no consistency
- No enough drill and kill. Many have been with EDM for 6 years and still don't know their facts.
- none
- None
- none so far
- none that I know of...
- Not enough Hands On Activities
- not enough time on some topics...skips ahead a little too fast sometimes
- Not really hitting on specific gle's for the grade level.
- Not systematic, no scientifically based research to back EDM, and lack of practice before moving through its spiral philosophy.
- Nothing.
- Pacing is very fast.
- Skips around some
- Some of the concepts are taught so they are hard to understand.
- Spiral curriculum, no mastery of concepts
- Textbooks and workbooks offer too many strategies and approached to a single concept
- The assessments are a little too difficult for 6th graders.

- The book spends to much time on some concepts and not enough on others. The pacing guide needs to be adjusted. Also, teachers should have the option of multiple choice test.
- The concepts are not taught to mastery.
- The order of teaching some of the concepts seems out of early.
- There aren't any pre-assessments.
- There is no meat in it. It only has a few work mat activities and has handwriting practice of the numbers 1-10. The school district is wasting money buying the workbooks, because writing the numbers 1-10 is covered in the Handwriting Without Tears workbooks.
- There is too much language for a product designed for students with learning disabilities. There are some typos and editorial issues here and there. There are some glaring content gaps. For example, in today's lesson, area of a circle is introduced without having ever looked at exponents. A student immediately asked what "squared" meant and, of course, didn't know how to interpret the formula for area of a circle.
- Too much information between sections of the book.
- too much text for 5th graders
- Too wordy for ELL students, directions not clear, very little examples, confusing for parents, assumes students have prior knowledge of concepts, lacks measurement, time, conversions, fractions and estimation.
- Very difficult and not teacher friendly. Often answers are in another section of the text. Complex problems that require more than is necessary at the level.

What would make the math textbook stronger for your students?

- ???
- A better focus on what students need to master at each grade level
- a vocabulary review
- Any math textbook which works with manipulatives first at the concept level, then moves into the connecting level and then symbolic and visualization levels would be perfect for all students.
- Assessments laid out in an easier format to have students work out problems on the test itself, providing work space.
- be more indepth, be consecutive lessons on one subject before jumping to another area of math (teacher manual)
- Books for all students
- Concrete sequential material moving slowly into abstraction More drill and practice
- Easier for the students to read on their own.
- EDM could address the weaknesses mentioned by elementary teachers.
- Get a new series that would benefit special education students. There is no help from the district to find a math series for special education students.
- Get rid of it.
- Having the opportunity to master the skills before moving on to a new skill.
- I like it
- I like these books.
- I would like a text that focuses on one skill at a time and students would stay with the skill until mastery.
- If it had skill practice pages for the students.
- if students would use the online support materials
- Less dense. More teacher friendly. Less complex.
- Less language, more examples.
- Less reading comp.
- Make concepts easier to understand
- More flexibility in the lessons and the ability to have multiple choice test.
- More Hands On Activities, More Math Stories to bring the concepts alive for different learning styles. The book generally only goes to one or two learning styles, and leaves others behind. Need more ESL examples.
- More homework etc.
- more interesting format to text
- More manipulatives
- More related to standards

- More than one lesson on a particular concept before moving on. At least a week spent on a concept to help with securing skills.
- n/a
- N/A
- none
- Not a spiral curriculum Practice with concepts
- Nothing at this time
- nothing, have lots of resources
- Nothing, we need to make our students stronger for the textbook. It's the fact that I have students placed into Algebra 1 based solely on their SBA math test scores who have not even passed or taken Pre-Algebra. Can you imagine taking a student from Math 7 and placing them into Algebra 1 and having them remotely survive? Students who achieved straight D's in Pre-Algebra also got moved up into Algebra 1.
- Nothing.
- nothing...IT'S A GREAT BOOK!
- Pre-made tests that have space to show your work
- Seperate reference book
- Slower pace with more in depth of the topic and more practice.
- The textbook needs supplemental materials to reinforce the concepts being taught. Last years edition had a supplemental book but this years does not.
- This is the first year I have used TransMath and at this point, I am happy with the program. I would like to see the primary grades have a similar program.
- This works with a little tweeking of things mentioned above.

SUPPORT MATERIALS

Table 8: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? AM Reviews

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		20	9.17%	13	5.96%	110	50.46%	73	33.49%	2	0.92%
Elementary School Grades	Kindergarten	0	0.00%	0	0.00%	15	68.18%	7	31.82%	0	0.00%
	Grade 1	3	8.11%	1	2.70%	21	56.76%	12	32.43%	0	0.00%
	Grade 2	1	3.03%	2	6.06%	17	51.52%	12	36.36%	1	3.03%
	Grade 3	3	11.11%	3	11.11%	10	37.04%	11	40.74%	0	0.00%
	Grade 4	4	21.05%	0	0.00%	10	52.63%	5	26.32%	0	0.00%
	Grade 5	4	12.50%	1	3.13%	19	59.38%	8	25.00%	0	0.00%
	Grade 6	4	15.38%	5	19.23%	11	42.31%	6	23.08%	0	0.00%
	Combo	1	4.55%	1	4.55%	7	31.82%	12	54.55%	1	4.55%

Table 9: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? ASD/STEM Website

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		9	2.99%	12	3.99%	123	40.86%	149	49.50%	8	2.66%
Elementary School Grades	Kindergarten	0	0.00%	1	2.63%	15	39.47%	21	55.26%	1	2.63%
	Grade 1	2	3.64%	2	3.64%	24	43.64%	26	47.27%	1	1.82%
	Grade 2	0	0.00%	2	4.76%	14	33.33%	24	57.14%	2	4.76%
	Grade 3	1	2.56%	1	2.56%	14	35.90%	21	53.85%	2	5.13%
	Grade 4	1	2.86%	3	8.57%	13	37.14%	18	51.43%	0	0.00%
	Grade 5	5	13.16%	1	2.63%	17	44.74%	15	39.47%	0	0.00%
	Grade 6	0	0.00%	2	6.67%	16	53.33%	12	40.00%	0	0.00%
	Combo	0	0.00%	0	0.00%	10	41.67%	12	50.00%	2	8.33%

Table 10: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? Assessment Assistant

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		21	6.80%	26	8.41%	118	38.19%	128	41.42%	16	5.18%
Elementary School Grades	Kindergarten	0	0.00%	2	6.67%	17	56.67%	10	33.33%	1	3.33%
	Grade 1	4	6.90%	4	6.90%	22	37.93%	24	41.38%	4	6.90%
	Grade 2	2	4.65%	3	6.98%	15	34.88%	22	51.16%	1	2.33%
	Grade 3	3	7.50%	3	7.50%	17	42.50%	16	40.00%	1	2.50%
	Grade 4	6	18.18%	4	12.12%	12	36.36%	11	33.33%	0	0.00%
	Grade 5	3	6.52%	2	4.35%	15	32.61%	19	41.30%	7	15.22%
	Grade 6	2	5.88%	6	17.65%	13	38.24%	12	35.29%	1	2.94%
	Combo	1	4.00%	2	8.00%	7	28.00%	14	56.00%	1	4.00%

Table 11: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? Assessment Handbook

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		13	3.77%	27	7.83%	139	40.29%	157	45.51%	9	2.61%
Elementary School Grades	Kindergarten	0	0.00%	4	10.26%	22	56.41%	12	30.77%	1	2.56%
	Grade 1	4	6.15%	2	3.08%	28	43.08%	28	43.08%	3	4.62%
	Grade 2	0	0.00%	2	4.00%	17	34.00%	31	62.00%	0	0.00%
	Grade 3	1	2.17%	2	4.35%	20	43.48%	23	50.00%	0	0.00%
	Grade 4	4	10.53%	3	7.89%	15	39.47%	15	39.47%	1	2.63%
	Grade 5	2	4.35%	5	10.87%	15	32.61%	22	47.83%	2	4.35%
	Grade 6	2	5.41%	8	21.62%	11	29.73%	15	40.54%	1	2.70%
	Combo	0	0.00%	1	4.17%	11	45.83%	11	45.83%	1	4.17%

Table 12: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? Complete Alignment of Lessons to GLEs

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		14	4.09%	25	7.31%	112	32.75%	166	48.54%	25	7.31%
Elementary School Grades	Kindergarten	0	0.00%	3	6.67%	20	44.44%	21	46.67%	1	2.22%
	Grade 1	2	3.28%	3	4.92%	17	27.87%	35	57.38%	4	6.56%
	Grade 2	0	0.00%	6	12.24%	12	24.49%	27	55.10%	4	8.16%
	Grade 3	2	4.55%	5	11.36%	16	36.36%	17	38.64%	4	9.09%
	Grade 4	6	15.00%	0	0.00%	14	35.00%	18	45.00%	2	5.00%
	Grade 5	1	2.33%	3	6.98%	12	27.91%	21	48.84%	6	13.95%
	Grade 6	3	8.82%	4	11.76%	14	41.18%	10	29.41%	3	8.82%
	Combo	0	0.00%	1	3.85%	7	26.92%	17	65.38%	1	3.85%

Table 13: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? Differentiation Handbook

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		12	3.76%	28	8.78%	153	47.96%	120	37.62%	6	1.88%
Elementary School Grades	Kindergarten	0	0.00%	4	10.53%	20	52.63%	14	36.84%	0	0.00%
	Grade 1	3	4.92%	3	4.92%	27	44.26%	26	42.62%	2	3.28%
	Grade 2	0	0.00%	3	7.50%	19	47.50%	18	45.00%	0	0.00%
Elementary School Grades	Grade 3	2	4.65%	3	6.98%	24	55.81%	13	30.23%	1	2.33%
	Grade 4	4	10.81%	3	8.11%	16	43.24%	13	35.14%	1	2.70%
	Grade 5	2	4.44%	4	8.89%	22	48.89%	17	37.78%	0	0.00%
	Grade 6	1	3.33%	7	23.33%	15	50.00%	7	23.33%	0	0.00%
	Combo	0	0.00%	1	4.00%	10	40.00%	12	48.00%	2	8.00%

Table 14: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? Everyday Math Online

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		16	4.73%	17	5.03%	87	25.74%	178	52.66%	40	11.83%
Elementary School Grades	Kindergarten	0	0.00%	3	6.25%	17	35.42%	24	50.00%	4	8.33%
	Grade 1	6	9.38%	4	6.25%	13	20.31%	36	56.25%	5	7.81%
	Grade 2	0	0.00%	1	2.00%	10	20.00%	33	66.00%	6	12.00%
	Grade 3	3	6.67%	1	2.22%	14	31.11%	20	44.44%	7	15.56%
	Grade 4	4	12.12%	1	3.03%	9	27.27%	16	48.48%	3	9.09%
	Grade 5	2	4.76%	2	4.76%	6	14.29%	24	57.14%	8	19.05%
	Grade 6	1	3.13%	4	12.50%	12	37.50%	10	31.25%	5	15.63%
	Combo	0	0.00%	1	4.17%	6	25.00%	15	62.50%	2	8.33%

Table 15: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? Focus Lessons in EDM Supporting GLEs

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		14	4.28%	29	8.87%	115	35.17%	152	46.48%	17	5.20%
Elementary School Grades	Kindergarten	0	0.00%	3	8.33%	17	47.22%	14	38.89%	2	5.56%
	Grade 1	4	6.45%	5	8.06%	20	32.26%	31	50.00%	2	3.23%
	Grade 2	0	0.00%	2	4.44%	14	31.11%	26	57.78%	3	6.67%
	Grade 3	2	4.76%	6	14.29%	13	30.95%	19	45.24%	2	4.76%
	Grade 4	3	7.69%	2	5.13%	16	41.03%	17	43.59%	1	2.56%
	Grade 5	3	6.67%	2	4.44%	18	40.00%	18	40.00%	4	8.89%
	Grade 6	2	5.71%	7	20.00%	11	31.43%	13	37.14%	2	5.71%
	Combo	0	0.00%	2	8.70%	6	26.09%	14	60.87%	1	4.35%

Table 16: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? GLE Checklist Shaded for First Semester EDM

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		14	4.58%	20	6.54%	105	34.31%	150	49.02%	17	5.56%
Elementary School Grades	Kindergarten	1	2.86%	2	5.71%	14	40.00%	16	45.71%	2	5.71%
	Grade 1	4	6.90%	4	6.90%	14	24.14%	34	58.62%	2	3.45%
	Grade 2	0	0.00%	1	2.44%	13	31.71%	26	63.41%	1	2.44%
	Grade 3	1	2.50%	3	7.50%	14	35.00%	19	47.50%	3	7.50%
	Grade 4	4	12.12%	2	6.06%	13	39.39%	12	36.36%	2	6.06%
	Grade 5	2	4.76%	3	7.14%	12	28.57%	20	47.62%	5	11.90%
	Grade 6	2	6.06%	4	12.12%	15	45.45%	12	36.36%	0	0.00%
	Combo	0	0.00%	1	4.17%	10	41.67%	11	45.83%	2	8.33%

Table 17: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? GLEs to EDM Games by Strand

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		11	3.34%	24	7.29%	99	30.09%	173	52.58%	22	6.69%
Elementary School Grades	Kindergarten	0	0.00%	2	5.26%	15	39.47%	18	47.37%	3	7.89%
	Grade 1	4	6.90%	2	3.45%	16	27.59%	33	56.90%	3	5.17%
	Grade 2	0	0.00%	2	4.35%	11	23.91%	33	71.74%	0	0.00%
	Grade 3	0	0.00%	3	6.67%	16	35.56%	22	48.89%	4	8.89%
	Grade 4	3	8.11%	5	13.51%	7	18.92%	17	45.95%	5	13.51%
	Grade 5	2	4.26%	5	10.64%	14	29.79%	22	46.81%	4	8.51%
	Grade 6	2	5.71%	4	11.43%	14	40.00%	14	40.00%	1	2.86%
	Combo	0	0.00%	1	4.35%	6	26.09%	14	60.87%	2	8.70%

Table 18: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? GLEs to Questions of the Assessment Assistant

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		17	5.74%	22	7.43%	113	38.18%	126	42.57%	18	6.08%
Elementary School Grades	Kindergarten	1	3.57%	3	10.71%	15	53.57%	8	28.57%	1	3.57%
	Grade 1	4	7.02%	3	5.26%	17	29.82%	30	52.63%	3	5.26%
	Grade 2	0	0.00%	1	2.50%	15	37.50%	22	55.00%	2	5.00%
	Grade 3	1	2.27%	2	4.55%	18	40.91%	19	43.18%	4	9.09%
	Grade 4	5	15.63%	2	6.25%	14	43.75%	11	34.38%	0	0.00%
	Grade 5	3	7.50%	4	10.00%	12	30.00%	16	40.00%	5	12.50%
	Grade 6	3	9.68%	6	19.35%	13	41.94%	7	22.58%	2	6.45%
	Combo	0	0.00%	1	4.17%	9	37.50%	13	54.17%	1	4.17%

Table 19: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? Interactive Teacher Lesson Guides

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		19	6.51%	21	7.19%	106	36.30%	120	41.10%	26	8.90%
Elementary School Grades	Kindergarten	1	3.13%	4	12.50%	11	34.38%	14	43.75%	2	6.25%
	Grade 1	4	7.14%	3	5.36%	19	33.93%	29	51.79%	1	1.79%
	Grade 2	0	0.00%	3	6.67%	15	33.33%	21	46.67%	6	13.33%
	Grade 3	2	5.41%	3	8.11%	18	48.65%	11	29.73%	3	8.11%
	Grade 4	5	16.13%	0	0.00%	11	35.48%	10	32.26%	5	16.13%
	Grade 5	3	7.89%	3	7.89%	12	31.58%	13	34.21%	7	18.42%
	Grade 6	4	12.12%	5	15.15%	13	39.39%	10	30.30%	1	3.03%
	Combo	0	0.00%	0	0.00%	7	35.00%	12	60.00%	1	5.00%

Table 20: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? Mid-year Benchmark Assessment (GLEs Assessed by Pacing Chart)

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		24	6.96%	33	9.57%	115	33.33%	154	44.64%	19	5.51%
Elementary School Grades	Kindergarten	0	0.00%	5	18.52%	12	44.44%	9	33.33%	1	3.70%
	Grade 1	2	3.03%	5	7.58%	17	25.76%	39	59.09%	3	4.55%
	Grade 2	1	2.00%	2	4.00%	18	36.00%	29	58.00%	0	0.00%
	Grade 3	2	4.08%	5	10.20%	17	34.69%	22	44.90%	3	6.12%
	Grade 4	5	12.50%	3	7.50%	13	32.50%	17	42.50%	2	5.00%
	Grade 5	5	10.64%	5	10.64%	16	34.04%	16	34.04%	5	10.64%
	Grade 6	7	18.92%	5	13.51%	10	27.03%	11	29.73%	4	10.81%
	Combo	2	6.90%	3	10.34%	12	41.38%	11	37.93%	1	3.45%

Table 21: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? Minute Math

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		14	4.29%	21	6.44%	133	40.80%	142	43.56%	16	4.91%
Elementary School Grades	Kindergarten	0	0.00%	0	0.00%	18	43.90%	20	48.78%	3	7.32%
	Grade 1	1	1.67%	4	6.67%	26	43.33%	27	45.00%	2	3.33%
	Grade 2	3	6.82%	3	6.82%	15	34.09%	21	47.73%	2	4.55%
	Grade 3	1	2.27%	3	6.82%	20	45.45%	19	43.18%	1	2.27%
	Grade 4	4	10.53%	4	10.53%	17	44.74%	13	34.21%	0	0.00%
	Grade 5	3	7.14%	2	4.76%	16	38.10%	17	40.48%	4	9.52%
	Grade 6	2	6.25%	4	12.50%	11	34.38%	11	34.38%	4	12.50%
	Combo	0	0.00%	1	4.00%	10	40.00%	14	56.00%	0	0.00%

Table 22: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? Pacing Chart

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		31	8.71%	41	11.52%	108	30.34%	144	40.45%	32	8.99%
Elementary School Grades	Kindergarten	0	0.00%	0	0.00%	16	34.78%	24	52.17%	6	13.04%
	Grade 1	3	4.69%	5	7.81%	19	29.69%	31	48.44%	6	9.38%
	Grade 2	2	3.92%	3	5.88%	17	33.33%	23	45.10%	6	11.76%
	Grade 3	2	4.26%	7	14.89%	14	29.79%	19	40.43%	5	10.64%
	Grade 4	5	12.20%	6	14.63%	13	31.71%	16	39.02%	1	2.44%
	Grade 5	7	15.56%	10	22.22%	10	22.22%	13	28.89%	5	11.11%
	Grade 6	9	24.32%	7	18.92%	9	24.32%	10	27.03%	2	5.41%
	Combo	3	12.00%	3	12.00%	10	40.00%	8	32.00%	1	4.00%

Table 23: ELEMENTARY STAFF ONLY- How would you rate the elementary support materials? Sample Questions for GLEs on ARS

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		10	3.52%	21	7.39%	112	39.44%	123	43.31%	18	6.34%
Elementary School Grades	Kindergarten	0	0.00%	2	8.33%	15	62.50%	5	20.83%	2	8.33%
	Grade 1	3	6.52%	2	4.35%	19	41.30%	20	43.48%	2	4.35%
	Grade 2	1	2.70%	1	2.70%	18	48.65%	16	43.24%	1	2.70%
	Grade 3	1	2.38%	4	9.52%	14	33.33%	20	47.62%	3	7.14%
	Grade 4	3	9.09%	1	3.03%	16	48.48%	12	36.36%	1	3.03%
	Grade 5	2	4.55%	4	9.09%	13	29.55%	20	45.45%	5	11.36%
	Grade 6	0	0.00%	6	17.65%	12	35.29%	13	38.24%	3	8.82%
	Combo	0	0.00%	1	4.17%	5	20.83%	17	70.83%	1	4.17%

Table 24: MIDDLE SCHOOL STAFF ONLY- How would you rate the middle school support materials? Hot Words/Hot Topics

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Middle		3	5.56%	13	24.07%	23	42.59%	15	27.78%	0	0.00%
Middle School Grades	Grade 6	0	0.00%	1	12.50%	3	37.50%	4	50.00%	0	0.00%
	Grade 7	1	4.35%	8	34.78%	7	30.43%	7	30.43%	0	0.00%
	Grade 8	2	9.52%	4	19.05%	11	52.38%	4	19.05%	0	0.00%
	Combo	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

Table 25: MIDDLE SCHOOL STAFF ONLY- How would you rate the middle school support materials? Interactive Teacher Lesson Guide

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Middle		6	11.54%	15	28.85%	16	30.77%	15	28.85%	0	0.00%
Middle School Grades	Grade 6	2	28.57%	2	28.57%	1	14.29%	2	28.57%	0	0.00%
	Grade 7	3	15.00%	6	30.00%	9	45.00%	2	10.00%	0	0.00%
	Grade 8	1	4.55%	7	31.82%	4	18.18%	10	45.45%	0	0.00%
	Combo	0	0.00%	0	0.00%	2	66.67%	1	33.33%	0	0.00%

Table 26: MIDDLE SCHOOL STAFF ONLY- How would you rate the middle school support materials? Materials and Resources on the Middle School Math Wiki

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Middle		3	5.36%	13	23.21%	18	32.14%	17	30.36%	5	8.93%
Middle School Grades	Grade 6	1	12.50%	1	12.50%	4	50.00%	2	25.00%	0	0.00%
	Grade 7	1	4.17%	8	33.33%	9	37.50%	6	25.00%	0	0.00%
	Grade 8	1	4.55%	4	18.18%	3	13.64%	9	40.91%	5	22.73%
	Combo	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

Table 27: MIDDLE SCHOOL STAFF ONLY- How would you rate the middle school support materials? Melded GLE Guide (ASD and Alaska Standards)

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Middle		3	5.17%	4	6.90%	18	31.03%	26	44.83%	7	12.07%
Middle School Grades	Grade 6	0	0.00%	1	11.11%	2	22.22%	4	44.44%	2	22.22%
	Grade 7	0	0.00%	3	12.50%	10	41.67%	11	45.83%	0	0.00%
	Grade 8	3	13.04%	0	0.00%	4	17.39%	11	47.83%	5	21.74%
	Combo	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

Table 28: MIDDLE SCHOOL STAFF ONLY- How would you rate the middle school support materials? Pacing Guide

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Middle		7	11.86%	7	11.86%	22	37.29%	18	30.51%	5	8.47%
Middle School Grades	Grade 6	0	0.00%	1	12.50%	4	50.00%	3	37.50%	0	0.00%
	Grade 7	4	16.00%	5	20.00%	13	52.00%	2	8.00%	1	4.00%
	Grade 8	3	12.50%	1	4.17%	3	12.50%	13	54.17%	4	16.67%
	Combo	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

Table 29: MIDDLE SCHOOL STAFF ONLY- How would you rate the middle school support materials? Teacher Works Resource Disk

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Middle		10	17.54%	12	21.05%	20	35.09%	11	19.30%	4	7.02%
Middle School Grades	Grade 6	2	25.00%	1	12.50%	2	25.00%	3	37.50%	0	0.00%
	Grade 7	3	13.04%	7	30.43%	10	43.48%	2	8.70%	1	4.35%
	Grade 8	5	20.83%	4	16.67%	6	25.00%	6	25.00%	3	12.50%
	Combo	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

Table 30: MIDDLE SCHOOL STAFF ONLY- How would you rate the middle school support materials? Test Generator

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Middle		7	12.50%	10	17.86%	23	41.07%	15	26.79%	1	1.79%
Middle School Grades	Grade 6	2	25.00%	1	12.50%	3	37.50%	2	25.00%	0	0.00%
	Grade 7	2	9.09%	5	22.73%	10	45.45%	5	22.73%	0	0.00%
	Grade 8	3	12.50%	4	16.67%	8	33.33%	8	33.33%	1	4.17%
	Combo	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%

PROFESSIONAL DEVELOPMENT

Table 31: ELEMENTARY ONLY-Have you attended professional development on Everyday Mathematics?

		Yes		No	
		N	Row %	N	Row %
All Elementary		369	87.86%	51	12.14%
Elementary School Grades	Kindergarten	51	87.93%	7	12.07%
	Grade 1	67	89.33%	8	10.67%
	Grade 2	49	83.05%	10	16.95%
	Grade 3	48	92.31%	4	7.69%
	Grade 4	40	88.89%	5	11.11%
	Grade 5	49	89.09%	6	10.91%
	Grade 6	38	92.68%	3	7.32%
	Combo	27	77.14%	8	22.86%

Table 32: ELEMENTARY ONLY-When was the last session of professional development that you attended on Everyday Mathematics?

		2010-2011		2009		2008		2007		2006		Prior to 2006	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		104	33.44%	64	20.58%	49	15.76%	22	7.07%	18	5.79%	54	17.36%
Elementary School Grades	Kindergarten	12	27.91%	2	4.65%	13	30.23%	4	9.30%	4	9.30%	8	18.60%
	Grade 1	14	24.56%	9	15.79%	12	21.05%	7	12.28%	3	5.26%	12	21.05%
	Grade 2	15	37.50%	13	32.50%	3	7.50%	1	2.50%	2	5.00%	6	15.00%
	Grade 3	20	47.62%	11	26.19%	2	4.76%	2	4.76%	0	0.00%	7	16.67%
	Grade 4	13	37.14%	8	22.86%	2	5.71%	4	11.43%	2	5.71%	6	17.14%
	Grade 5	12	30.00%	6	15.00%	11	27.50%	1	2.50%	4	10.00%	6	15.00%
	Grade 6	9	30.00%	10	33.33%	4	13.33%	1	3.33%	2	6.67%	4	13.33%
	Combo	9	37.50%	5	20.83%	2	8.33%	2	8.33%	1	4.17%	5	20.83%

Table 33: ELEMENTARY ONLY-How would you rate the quality of professional development that you attended on Everyday Mathematics?

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Elementary		11	3.13%	45	12.78%	112	31.82%	141	40.06%	43	12.22%
Elementary School Grades	Kindergarten	1	2.08%	8	16.67%	13	27.08%	19	39.58%	7	14.58%
	Grade 1	1	1.52%	5	7.58%	25	37.88%	31	46.97%	4	6.06%
	Grade 2	0	0.00%	3	6.52%	17	36.96%	17	36.96%	9	19.57%
	Grade 3	0	0.00%	8	17.78%	8	17.78%	20	44.44%	9	20.00%
	Grade 4	2	5.26%	6	15.79%	14	36.84%	13	34.21%	3	7.89%
	Grade 5	3	6.25%	5	10.42%	21	43.75%	14	29.17%	5	10.42%
	Grade 6	4	11.11%	9	25.00%	10	27.78%	12	33.33%	1	2.78%
	Combo	0	0.00%	1	4.00%	4	16.00%	15	60.00%	5	20.00%

Table 34: ELEMENTARY ONLY-Was the information you received in your Everyday Mathematics professional development useful to you in classroom instruction?

		Yes		No	
		N	Row %	N	Row %
All Elementary		271	75.28%	89	24.72%
Elementary School Grades	Kindergarten	36	72.00%	14	28.00%
	Grade 1	51	77.27%	15	22.73%
	Grade 2	43	93.48%	3	6.52%
	Grade 3	36	76.60%	11	23.40%
	Grade 4	27	69.23%	12	30.77%
	Grade 5	30	62.50%	18	37.50%
	Grade 6	25	65.79%	13	34.21%
	Combo	23	88.46%	3	11.54%

Table 35: MIDDLE SCHOOL ONLY-Have you attended professional development on Mathscape?

		Yes		No	
		N	Row %	N	Row %
All Middle		34	72.34%	13	27.66%
Middle School Grades	Grade 6	5	50.00%	5	50.00%
	Grade 7	18	94.74%	1	5.26%
	Grade 8	11	73.33%	4	26.67%
	Combo	0	0.00%	3	100.00%

Table 36: MIDDLE SCHOOL ONLY-When was the last session of professional development that you attended on Mathscape?

		2010-2011		2009		2008		2007		2006		Prior to 2006	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Middle		26	81.25%	5	15.63%	0	0.00%	1	3.13%	0	0.00%	0	0.00%
Middle School Grades	Grade 6	5	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Grade 7	16	88.89%	2	11.11%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	Grade 8	5	55.56%	3	33.33%	0	0.00%	1	11.11%	0	0.00%	0	0.00%
	Combo	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Table 37: MIDDLE SCHOOL ONLY-How would you rate the quality of professional development that you attended on Mathscape?

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
All Middle		4	11.76%	5	14.71%	16	47.06%	7	20.59%	2	5.88%
Middle School Grades	Grade 6	0	0.00%	1	20.00%	1	20.00%	3	60.00%	0	0.00%
	Grade 7	2	11.11%	3	16.67%	8	44.44%	4	22.22%	1	5.56%
	Grade 8	2	18.18%	1	9.09%	7	63.64%	0	0.00%	1	9.09%
	Combo	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Table 38: MIDDLE SCHOOL ONLY-Was the information you received in your Mathscape professional development useful to you in classroom instruction?

		Yes		No	
		N	Row %	N	Row %
All Middle		19	55.88%	15	44.12%
Middle School Grades	Grade 6	3	60.00%	2	40.00%
	Grade 7	10	55.56%	8	44.44%
	Grade 8	6	54.55%	5	45.45%
	Combo	0	0.00%	0	0.00%

Table 39: How would you rate the quality of the professional development you have received in mathematics?

		Poor		Inadequate		Fair		Good		Excellent	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		12	2.75%	63	14.42%	172	39.36%	148	33.87%	42	9.61%
All Elementary		10	2.77%	51	14.13%	141	39.06%	126	34.90%	33	9.14%
All Middle		1	2.17%	7	15.22%	17	36.96%	15	32.61%	6	13.04%
Elementary School Grades	Kindergarten	1	1.89%	11	20.75%	19	35.85%	18	33.96%	4	7.55%
	Grade 1	1	1.56%	5	7.81%	34	53.13%	18	28.13%	6	9.38%
	Grade 2	0	0.00%	7	14.58%	19	39.58%	18	37.50%	4	8.33%
	Grade 3	0	0.00%	8	18.60%	11	25.58%	20	46.51%	4	9.30%
	Grade 4	2	5.26%	3	7.89%	17	44.74%	13	34.21%	3	7.89%
	Grade 5	3	6.25%	5	10.42%	18	37.50%	17	35.42%	5	10.42%
	Grade 6	2	5.41%	10	27.03%	15	40.54%	8	21.62%	2	5.41%
	Combo	1	3.33%	2	6.67%	8	26.67%	14	46.67%	5	16.67%
Middle School Grades	Grade 6	0	0.00%	1	10.00%	5	50.00%	3	30.00%	1	10.00%
	Grade 7	1	5.26%	3	15.79%	8	42.11%	6	31.58%	1	5.26%
	Grade 8	0	0.00%	3	20.00%	3	20.00%	6	40.00%	3	20.00%
	Combo	0	0.00%	0	0.00%	1	50.00%	0	0.00%	1	50.00%
No Designation		1	3.33%	5	16.67%	14	46.67%	7	23.33%	3	10.00%

OPEN RESPONSES REGARDING PROFESSIONAL DEVELOPMENT
(Open responses are unedited to keep authenticity)

Open Responses:

What supports for professional development have you received?

Kindergarten:

- Additional professional math courses on ways to infuse and implement EDM in Kindergarten
- Carolyn Crosby and Ann Ibele are magnificent.
- EDM Training (New Employee)
- Everyday Math Training Title 1
- I got support when I taught 2nd grade. We were given many ideas on different ways to approach math boxes. Posters that were made to supplement the curriculum.
- I have taken math classes and I am currently taking the math consortium.
- I still need to receive prof. development that is curriculum specific. Being new to the grade level, ASD traditionla schools, and EDM, I am still familiarizing myself with it all. I missed the offered trainings in the fall at the start of the year due to a tragedy in my personal life.
- In district, 2 half day sessions that were fine. I have got more out of classes I paid for.
- In-service training when the district implements a new program.
- making games
- Many hours of trainings on the lessons in EDM. Supplemental lessons Literature that corresponds to EDM lessons.
- Materials and training
- Math specialist comes in every now and again. Shortly after I was introduced to her she asked if I was a sub...not good.
- Math support staff offered to come to our class to help teach a lesson, offer advice on how we could better meet the students needs.
- Multiple EDM program trainings
- None
- None really.
- None. In fact, our principal did not even order new EDM kits for Kindergarten several years ago. We finally got them, but the principal maybe thought we didn't use EDM in kindergarten. So we attended professional development, but did not have the materials. So it was vague.
- Once this year our math support person spent an hour with my grade level (January). This is the first time I learned that GLE's were available on the STEM site. This was the first that I learned that the EDM curriculum and supports were on our school server. I am glad to know of this.
- One day with the Math resourse teacher. We did not have enough time to complete games being made.
- One on one with math support person.
- Online help has been very helpful. Math expert teachers have been awesome. They have devised yearly schedules for pacing the program and have offered additional activities upon request.
- Our math specialist is helpful.
- Penny Williams did an excellent training a few years ago. However, many of the wonderful activities she presented could not be found in the EDM teacher's guide.
- Penny Williams has come and given trainings.
- talking to our math specialist at the school
- teacher expert provides opportunity to assistance regularly
- Teacher support Materials
- There was a EDM training for 1/2 a day at the beginning of the year a couple of years ago. When we got our new EDM math kits.

- Took an Everyday Math class
- Workshops Credit classes

Grade 1:

- 1 on 1 training when I was hired, combination class training, observation of math expert teaching the lesson, presentations by the math expert, grade level collaboration and meetings
- 1/2 inservice on Saxon math
- 6-8 UAA classes each focusing on a different math strand various workshops Standards based report card committee
- a few inservice/staff meetings- where a specialist stopped in. SBAR- math. New to GRade level trainings.
- a few workshop on EDM games
- an overview of how the first grade manuals work and some modeled lessons & a couple hours of worktime to make the games.
- Classes and teacher leaders offering to model lessons, putting stickers of GLE's in the teacher manual.
- EDM only
- ELL and differentiation support with EDM, initial and revised edition introduction support, data analysis of midyear test, power lessons, assessment assistant, ITLG,
- How much time do you think ;we have to answer surveyks that are never used to help teachers. This survey is long and extremely annoying
- how to reach those bilingual and disabled learners through every day math
- I attended the Assessment Assistant class offered during ASDSA.
- I have attended trainings from the math department and had Mary Murphy model lessons in my classroom. Both were highly beneficial because Mary Murphy and Carolyn Crosby were such good teachers about math.
- I have received how to use the math assessment online. I have had professional dev. for teaching a 1/2 combination class and how to tie the lessons together.
- I took the class Alaska Math Consortium. I have participated in several collaborative EDM grade level meetings & an EDM In-service.
- Ideas for introducing concepts and games to use as review with students
- in school guidance in using Saxon math.
- In-school training
- In-service trainings
- Math Support Specialist is outstandingly helpful!
- New to EDM
- New to grade-level EDM
- none
- Not much other then help from our Title I math person. She is very helpful in working with children. However, this usually has nothing to do with EDM
- not much, not frequently...our building rep is amazing at communicating things to us, though!
- occasional pullout from classroom--45 min 2x a year
- our title 1 support staff works with you when needed.
- Pals training, staff meeting support, grade level meetings
- Participated in the Math Consortium Attended Mikkelsen-Exxon Mobile Science and Math Course
- Penny Williams has come to my room.
- STEM and ASD training
- Support teacher available, inservice trainings
- Training at the ad building before the school year started and a follow up for a day of making games
- Trainings and Make it Take it for EDM math games
- trainings, email communication, and progress monitoring meetings to discuss current levels and needs.
- Using the EDM assistant
- using the mid-term assessment to games that they kids should play to boost proficiency
- We have had many opportunities to enhance our EDM knowledge and understanding. The math department is very supportive. I am an Alaska Math Consortium Fellow. Patty Kennedy and Sandy Schoff have been great resources.

- We meet with our math support person once or twice a year, with usually one staff meeting devoted to it.
- When we had math support people in the building...

Grade 2:

- A 1/2 day training when I started in 4th grade which was not useful and two 1/2 day trainings when I started in 2nd which were a bit better.
- all day training
- Besides my college degree, the only time I've had was a voluntary training for teaching a grade combo class when I was teaching a 4/5 class two years ago.
- demonstrations and examples to enhance EDM
- District provided math support teachers to train new to everyday math teachers. Groups were very small and directed to our grade level.
- Everyday Math - professional dev. - yearly
- Everyday math technical support recently and combo class games support 5 years ago
- Good manipulatives. I have been to many professional developments
- Grade level training for a combo class and new curriculum training
- How to use the components of the teacher guide and learning about beginning, developing, and secure goals. How to play games, time to create games, suggestions on how to use math boxes in the classroom.
- I had the basic class my first sememster of teaching EDM. I would appreciate more training as it was so fast paced, I couldn't keep up or understand a lot of it. I was not familiar with the curriculum at all and I was experiencing HM reading and Ashlock for the first time. These things were happening concurrently and very overwhelming! Training should be at least 3 days long. There is so much to cover!
- I have attended classes offered by ASD and I also have had the math specialist into my classroom numerous times to demonstrate lessons.
- I've been to other grade level trainings that have been helpful, but when I switched grades this past year I inquired about trainings but never received a response.
- In-services, EDM math games, Standards based assessment for math
- Inservice trainings for EDM.
- Just academy classes. The one called Math Conversations with Chris Opitz was excellent.
- lessons modeled, questions answered
- link to online, time to review data with colleagues, over the years there have been opportunities to explore the math games, review the pacing chart, GLE's, etc.
- Math specialist visiting school and giving direct feedback on students scores as well as introducing new tools and how to use them such as EDM online and the assessment assistant
- none
- Not much.
- Nothing since being hired. I went to a EDM inservice while as a student teacher however.
- out of building training, model lesson in classroom
- quick inservice-one hour
- Saxon specialist came to our school, grade level groups met with her.
- some EDM math trainings SBAR pilot program for math
- stem support, EDM training
- STEM support., and staff teaching skills to the whole staff.
- Taking classes
- Teacher expert visit to my classroom to teach a lesson on a skill my students were struggling with.
- Time out of the classroom.
- Use of materials Focus lessons for test support Online tools
- Various inservice trainings.
- We are a STEM school, so Penny Williams teaches model lessons, helps with planning, and leads mini-workshops during staff meetings.

- With our Math liason in the building we have discussed using the iTLGs, and the mid year benchmark. I have not attended any classes outside of this school year 2010-2011.

Grade 3:

- Collaborative Meetings, Basic Information about the curriculum, additional classes using EDM, additional math courses
- Communication from the STEM teachers
- District math coach; Alaska Math Consortium
- EDM Inservice Grade Level math instruction EDM math games
- EDM training
- Everyday math
- Everyday Math support, and a class on using literature in mathematics.
- Everyday Math training.
- Follow up with instructional teachers
- Grade Level classes Focus opportunities with grade level and ASD rep. Summer class
- I attended the math consortium many years ago.
- I don't know.
- I feel that all the professional development received in math has been presented in a way to persuade/force staff to use EDM and since its so foreign, we have to be taught how to teach it.
- in classroom modeling, inservice training, help on line, lots of materials provided, parent in services
- Inservices
- Inservices, credit classes.
- Math Consortium New to Grade Level EDM Online Training RTI and Math Instruction
- math meetings, inservice opportunities
- Math support teachers have come into to teach a couple of lessons when I invited them in the past. Our Title 1 math teacher is helpful.
- once year, short presentation on a staff meeting; 2 (?) years ago, a brief visit from an out of state trainer
- Personal introduction when I was hired. ASD trainings.
- Support for the materials, as well as a wonderful math support person in the school.
- The meetings we have never get beyond a certain point, so they feel worthless. Additionally, the meetings we have seem to add more and more. For example, the district wants children to be able to apply learning to new types of math problems. What, then, is the point of EDM's spiral if teachers at lower grades are being asked to work ahead so that children can do this? Now, it's being asked that children gain additional instruction in algebra to prepare them for middle/high school math. Requests keep being made, but not assistance as to where the time is to come from or the offering of strategies as to how to make this possible. If children are having difficulty doing basic addition and subtraction problems, what's the benefit of adding all these layers?
- Too numerous to name, however, here's a few things I've done: Extensive reading on my own. Took two one credit EDM courses over 10 years ago. One for EDM--Kindergarten--Penny Williams taught it. One for EDM -Third Grade--Ruth Dene taught it. Lots of one day professional development seminars in EDM per grade levels I was teaching. Many EDM briefings at inservices. Worked on developing the ASD math SBAR Worked with a cross-district team to design assessment maps for entire third grade EDM curriculum. Worked with a cross-district team to design performance tasks to assess third grade EDM oncepts Former Math Contact
- Trainings on EDM that's it.
- Ways to integrate the curriculum for students with disabilities, how to differentiate
- We only received EDM support recently, I believe in preparation for this survey.
- We used to have support people come and teach or give us additional support. We don't have that any more.

Grade 4:

- A few trainings A new manipulative kit
- Building Support visits Grade level focus groups
- Class for credit such as Opening Eyes and Math In The Mind's Eye far superior to ASD professional development during in-service training or mandatory EDM training by ASD

- Classes and building support from specialists.
- EDm training and ASD Mentor program
- Everyday Math professional development training.
- I have attended professional development from EDM and I am trained as a consultant for the company. I have also traveled to national math and science trainings. Within our district, I have attended EDM trainings.
- I have attended two 1/2 day training sessions on E.D.M. and we have had Penny Williams come to our school to meet with us.
- I have taken the 3 year JIMS class, math consortium, various other classes
- I took the Math Consortium class which was great. I learned a lot that I could take back to the classroom. I haven't had much math training within the district.
- I was able to take the Math Consortium Class. Was awesome. Great in helping me to understand what I am teaching
- Math consortium.
- Most district provided professional development sessions have been on how to use your teachers manuals. Okay, great, but that does nothing to help me manage what has to be delivered during each lesson. How do I manage it all within a 45 minute time block. That is what my school blocks off for math. 45 minutes.
- Our Title I math teacher has helped me incorporate SBAR rubrics and method into my assessment of student work. I love this. It has been one on one support as needed. Otherwise, I have received sporadic training in online resources, SBA practice materials for GLEs where my students have traditionally been weak, the layout of the latest EDM edition
- Penny Williams did a support lesson in my class once. She is a great resource, but super busy like all of us.
- Penny Williams has come to my school.
- Stipend, low cost credits.
- Support and materials (strands, etc.) from math department (in the past), training that I have paid for at ASDSA, training on the new materials during an inservice.
- Support with EDM, supplemental materials to EDM
- The only math development I have been to was to introduce the new EDM curriculum edition.
- Title I math support, and team teaching
- Training on EDM was offered last year when I first came to the district.
- When I taught EDM I received training on how to implement it.
- When I was at a title 1 school we had many professional development activities- trainings, Mary Murphy would visit often with new ideas, she was willing to model math lessons, she was readily available to answer questions, provide resources.

<u>Grade 5:</u>

- Alaska Math Consortium's Institute was the best. I paid part of the tuition and ASD paid the rest.
- EDM in-services, and two days of a math specialist meeting with my fellow grade level teachers.
- EDM Math training, Math Consortium.
- EDM training Excellent Math Specialist (Penny Williams) help and training whenever needed.
- help with classroom presentations and lessons. assessment assistance, and lots of manipulatives
- How to teach 4/5 combo everyday math
- I am tired of EVERYDAY MATH being shoved down our throats, being told that WE, the teachers, LOVE IT, because WE DON'T, and that it is THE MOST EFFECTIVE program available to us. I am not sure which buildings the math department is gathering its information from, but the consensus in our building and from those I have spoken to from other buildings around the district is that WE WANT MASTERY; spiral is not working no matter how much the math department wants it to work, no matter what your data SAYS, it's NOT the best, nor the most effective program available to us. I am tired of being fed this misinformation by people that don't even LIVE in a classroom on a DAILY BASIS.
- I have attended professional development for Everday Math when I entered the district 8 years ago. Penny Williams came into my room numerous times to teach anchor lessons. Years ago I attended a week long session covering Marilyn Burn's math program.
- I took the Math Consortium and loved it.

- I was part of the original pilot for EDM in the early 1990s. I have been to all of the training required. I am an excellent EDM teacher, but see many collegues that need help teaching it.
- I've received a lot of support for math when I taught in a different district using 3 different(and well written) curriculums. It is due to these trainings that I am a good math teacher and my students are able to learn. If I had only taught EDM in Anchorage I'm certain my students would fail.
- In-house resource people, additional materials,
- inservices
- Lessons have been demonstrated.
- Math classes
- Math support is available to come into our building if asked.
- none
- not a lot in math
- Our school site Math coordinator has helped establish "small groups," in class support, and tutoring.
- Penny Williams came to our school to in-service us on the use of the EDM assessment disk and the other EDM materials
- Penny Williams! She is amazing! She gives information, suggests things to do in your classroom, helps use your assessment to guide instruction, and even comes in to teach a lesson if you feel your students are lacking in a certain area.
- Resource persons and materials Models for teaching
- resources
- Stem personnel looking at data and going over focus strand. TIps and hnts for success
- Supportive admiinistration
- The math support person comes to our building every month or every semester to check in and see how we are doing.
- The very best was the B.P. sponsored Math Consortium. It was FABULOUS.
- Training when the district readopted EDM plus district personnel coming to our school to show us EDM online and what supports are available through staff meetings.

Grade 6 Elementary:

- A couple os classes on EDM
- A weak attempt at trying to align mixed grade curriculum delivery in a single classroom.
- An introductory class on EverydayMath for sixth graders.
- District sanctioned inservices
- District Training in EDM, District Math Specialist 1-to-1 training, Grade level peer group discussions and training with and without district math specialist support, and additional non EDM Math Training (UAF Math consortium and Math workshops and Math conferences).
- EDM Grade Level
- EDM support
- EDM training, grades 4 and 6
- Every now and then I've received an email related to training on MLP
- extra trainings. sit down meetings to discuss mid-year benchmark
- Inservice training, math specialist contact
- inservice, class offerings, support from a math rep visiting the classroom and presenting a lesson
- Just the support teachers who "used" to come by and either give lessons or offer support to classroom instructors...
- Lesson examples
- Math support teacher for focused lessons
- New to district training, bi-annual math support meetings, one-on-one support
- once per year visit by math specialist
- Summer Academy- Math Mulipative - Chris Optiz
- The "Opening Eyes to Mathematics" class, the professional development out of the Teachers Development Group from Portland, and the ASD Math Consortium classes were excellent. They definitely helped me become a more proficient math teacher!

- There used to be a one day a school year math training that we would go to but that hasn't been offered for several years now. They were ok but didn't really help.
- Very little if any. I seek my own professional development through university classes.
- Workshops on integrating math and science, visits from the specialists at ASD.

Elementary Combo:

- Anything with Penny Williams has been enlightening!
- EDM classes, grade level training, combo class training, game support classes
- Everyday Math Game implementation
- I am new to the district this year, however in my previous district I received math curriculum training, math strategies and problem solving and using picture books to teach and introduce math concepts. The last two were by far the BEST for elementary teachers.
- I don't remember.
- I have just attended some professional development for Everyday math, and other math support
- I have received EDM math trainings when I was a general education teacher. As a special education teacher I haven't felt that the trainings offered were relevant to the students in my case load.
- I have taken math courses in all strands at the graduate level. I could apply for a K-8 math endorsement, I have the credits. I did not apply due to cost to put program on my certificate (additional cost of 275 dollars).
- Literature and math connections, multiage training for teaching EDM to two grade levels, new to grade level training., Alaska Math Consortium
- Math Consortium NCTM Conference Math Building Contact Training
- Math Worlds Touch Math Saxon Differentiated instruction in Math
- New to Grade Level Everyday Math Trainings and meetings with the Math District Support Staff
- New to grade level training Multiage training for EDM in the fall Lesson plans for multiage or combo classrooms
- Only classes/trainings that I have paid for or sought out on my own.
- Some encouraging words
- Special Education training on: Saxon, Number Worlds, Touchmath Differentiated instruction
- Supplemental programs
- The EDM new to grade level/Combo trainings - Inadequate EDM new curriculum/adoption trainings - Inadequate Math Consortium - Excellent
- Title I math support teacher supports struggling students
- Trainings from the Math department
- two before school trainings by math support teacher

Grade 6 Middle School:

- Book support
- Everyday Math Curriculum Overview in all areas both teacher's edition and online
- Personal help when needed. Alignment of curriculum with the standards (GLEs). Ideas on use of manipulatives.
- Supplemental materials.
- trainings

Grade 7:

- aligning standards to curriculum to see the holes, manipulative training, collaboration.
- Cohort groups and professional development led by textbook reps.
- I believe they are doing all they can to help us use the MathScapes book. Ideas for lessons, located support material From Other Texts to help us teach. Ideas on lessons & pacing guides.
- Lots
- Masters in C&I with math focus New to MathScape
- Mathscape professional development offerings
- McDougell Littell
- openers and example lesson plans
- Pacing guide and web site resources.
- Some training on the GLE's.

- Support in my building from the Dept Chair (Excellent!), and Mathscape training
- technology components
- Training to continue to use materials that do not meet the needs of the students.
- Unit overviews with lesson focus on how to use and teach the lesson.
- With the district moving towards a STEM model I would think that it would be imperative that math and science teachers are given/shown lessons that could be done at the same time to support one another. Rather, it seems that we are more separated now than we were before STEM came into effect.

Grade 8:

- I have attended many trainings on new materials.
- I receive some information and materials from my department chair. I am a ELL teacher and I only teach one section of math. My instruction is heavily modified from the Math 8 curriculum and changes from year to year. So I ask for the help I need when I need it.
- I've observed other classrooms. I've gone to many trainings on many programs.
- interactive white board lessons math scape lessons
- Introductions to new text books.
- Money for professional development days for in school and cross district alignment.
- New materials and peer support in implementation.
- Quarterly trainings by ASD staff or Glencoe staff.
- textbook support online support
- Throughout my student teaching I attended PD days on Everydaymath and Connected Math P. I have taught with the CMP books and CORE books for several years in another district. This year, my first in ASD, I was able to have a Prof. Dev. day on using the software to compliment the new Algebra 1 book and the new Pre-Algebra book. I love all of the support that these texts come with and think that they are academically rigorous textbooks.
- Training days to talk to the mid-level math folks is always extremely helpful.
- Training on the resources available through the publisher's website, Training on best resources for teaching certain units of the curriculum, Training on using the ExamView test generator, Training on pacing & implementation of the Mathscape curriculum
- Transmath training.
- We have quarterly trainings for the Trans Math.

Middle Combo:

- Graduate credit classes that were targeted for the elementary teacher. Member of a district-wide math team.
- None other than the original EDM training when it was first adopted and then refresher mini lessons provided by Title 1 specialist within the elementary building where I worked for 15 years.

No Designation:

- BA in education, Teaching Math to Special Learners (Grad course)
- Course offerings in MLP
- from penny williams approx. 6 times during the past school year
- going over mid-year assessments
- I have taken the EDM training Math Consortium Math and Manipulatives
- I so far have only had Penny Williams for training, but again, the time give is rushed so there isn't a lot of practice for the student. Just the not enough time for the students. Rush rush rush
- Ideas to teach math in my combo class
- instruction on how to use assessment assistant, everyday math online, using open response questions, analyzing midyear benchmarks.
- None
- none for Sped. I know everyday math for Sped was offered but I don't use it - too hard for my students
- Penny Williams has been very helpful in working with the teachers at our school. She has a lot of knowledge with the EDM program.
- STEM person coming to our school
- The math curricular experts have offered to teach EDM lessons within the class.

- Training for the new edition of EDM in 2008.
- two trainings in TransMath that took way more time than necessary
- Various math courses offered in the district
- We had collaborative meetings and trainings by our district math specialist. We had training in accessing SBA math scores by strands and students to better focus on areas of need.

What additional professional development or information do you feel you need in mathematics?

Kindergarten:

- A better curriculum.
- Any and all for kindergarten
- Anything at all would be helpful. I feel like EDM is inadequate. Sometimes the lessons take 10 minutes or less for K. I do a lot of supplemental activities on my own.
- EDM training/collaboration time with other teachers of the same grade level-- to brainstorm ideas, share materials, etc. Training/ development that entails time to make the games and supplemental materials, etc.
- Everyday Math instruction. When I attended (at my cost, for credit) EDM training, the entire time was spent teaching games and activities to supplement EDM, but most activities were NOT part of the EDM curriculum. This was most confusing.
- Have a math expert from the department come and show the assessment disks and other things available from Everyday Math.
- How to best supplement the EDM program.
- I did not know what many of those items were that were listed previously.
- I worry that newer Kindergarten teachers would teach exclusively EDM and not realize that it is inadequate. The program is designed to be used for 1/2 day or full day, and because ASD is almost exclusively full day Kindergarten, we need a more comprehensive program.
- I would like to have more trainings available for kindergarten teachers on using Everyday Math and supplements and different lessons other teachers are using in their classrooms.
- I would like to see professional articles on current research maybe scanned into a website.
- I would love to have a refresher courses on additional activities that are aligned with the Gle's
- More courses available
- more hands on ideas for teaching
- N/A
- None
- None at kindergarten level.
- None at my grade level
- None. I develop a lot of my own activities that have proved to be highly effective to student learning.
- Updates
- When I switched grade levels I was not given any extra support. Kindergarten is set up completely different.

Grade 1:

- -how to better use the EDM assessments at the primary level
- ?
- a 1/2 day or full day prep workshop to be used to prep EDM games at the beginning of the year with supplies provided by the ASD
- A new math curriculum. No development will help the current math curriculum.
- A new math program
- assessment assistant
- Biannual inservice on Saxon math
- How to incorporate the RTI Model to math
- How to reach low students with computation , facts mastery given the short time in our schedule for math

- how to take an abstract concept and make it more tangible for bilingual students or below grade level learners
- How to use EDM materials with the struggling students
- I am now at a school where half of my students are weak in math, yet I'm suppose to teach things like in-and-out boxes...I would like some direction on what is less important and what is most important to make sure I can focus my instruction so my students are the best prepared (as I am able to make them) for the next grade.
- I have a minor in math so feel comfortable with teaching the curriculum. That said, collegial collaboration with teachers outside my building would be beneficial is sharing adaptations to lessons that benefit students.
- I personally don't need any, but again I still feel that EDM lacks in working with more of a conceptual understanding of math concepts.
- I'd like time to watch and demo lessons with colleagues. I find that most of my elementary colleagues are very poor at math and math instruction.
- I'd love to be trained in a more teachable program.
- I'm always looking for more opportunities - I'll know them when I see them.
- It would be nice to have someone tell us about the games and give us the materials and time to make the games.
- more differentiation for those who are at the K level or lower.
- More summer classes on math games, focus on GLE's- alignment to EDM
- more time to prep math games; ideas to venture out of the set curriculum that would coordinate with the curriculum in the text book
- New program. EDM is poor teaching practices
- No additional professional development needed.
- none
- none - I just feel EDM is not an appropriate program for 1st graders
- None at this time.
- None for the grade level I am teaching.
- Portland State College-Math class taught up here over several weekends. It taught us to get kids to talk about their mathematical understanding of Base Ten and the patterns they perceived.
- Standards alignment with pacing chart.
- strategic lesson planning at grade level
- studying the GLEs and EDM math goals
- Ways to make EDM more concise.

<u>Grade 2:</u>

- Additional time for classes.
- Additional time learning about games and creating more efficient game mats, along with forms to show their understanding of the game.
- Additional training on teaching and assessing students in mastery of math facts.
- An answer to my question of spiraling. An answer to why a concept(lesson) is taught once or twice in a one grade level and then not even touched on until the next year.
- Basic methods for teaching how to work through addition and subtraction. General facts building practice as lack of basic facts prevents many of my students from accessing the other curriculum.
- best practices, math chair at our school and professional development during staff meetings on best practices such as manipulative use, kagan strategies. I would like to attend a Kagan training.
- better ways to teach certain skills, more professional discussion and sharing, less data discussion
- Continued exposure to the curriculum. This is my first year teaching, and I feel I have to spend more time than needed prepping for my lessons.
- General review, observation of a good math teacher at my grade level.
- Grade level meetings.
- Help using the EDM material to its fullest potential (being effective and efficient in delivering and helping my students find success with the program)
- How to make the spiral work better for lower kids so that they do do not feel frustrated!

- I do not feel I lack math information or talent in teaching math. I am absolutely forced to use a program (EDM) which rushes students through concepts and the very next day presents new concepts.
- I feel I need a second round of teaching now that I am more familiar with the curriculum. Ideas for time management and looking at additional resources available would be very helpful. I love teaching Math and always felt more than competent before EDM. EDM has been a real struggle for me as a teacher because it is so verbal and moves much too quickly for my students. I teach math every day and extend the time to teach it thoroughly.
- I would like an inservice or credit class on the curriculum.
- I would like some help with Everyday Math Online, and have contacted Mary Hoppas, but she has not gotten back to me.
- I'd like to see how other teachers use a rotational schedule (high, med, low) to better differentiate instruction.
- Knowing how to use the games (besides the explanations given in the student reference books) and how to use some of the manipulatives would be helpful.
- Lesson taught was too complex for my students and they got little out of the lesson. More appropriate target lessons would be helpful.
- Maybe other game options to use with math concepts.
- Maybe review of all the components of the Saxon program.
- More computer training for skills used so students can access that
- More grade level game and lesson support. Not multi-grade level support as it moves too fast to keep up with when one instructor has to run between grade levels.
- More online sessions....just to use as we learn. It is difficult to remember all the things we come away with from these sessions. I liked the step by step handouts we got in January.
- None, I'm retiring! :)
- review of lessons after you have gotten used to teaching the curriculum
- RTI - How do I find time for students to gain mastery of ASD standards when there is so much spiraling? We don't have time for low average students to learn the skills.
- Taking classes
- Teachers need on-going professional development in math. I enjoy teaching math and having the opportunity to have collegial sharing opportunities within trainings that strengthen my teaching methods. Training with other grade level teachers is very important.
- technology based
- The pacing chart is not always applicable to our Title schools, so I would like to there to be more teacher discretion regarding the pacing.

<u>Grade 3:</u>

- a lot more support
- additional materials.
- Additional training until I can be successful using the on line material to develop additional lessons/assessments as needed.
- continuing Saxon support; mid-year assessments that align w/our curriculum
- I could always use more. I am new at this grade level, so any additional help would be beneficial.
- I do not need any, if the district would provide a logical, foundation-based mastery, student/ parent/ teacher friendly basic elementary math program with proper texts to teach our elementary students.
- I don't know.
- I feel like it would be a good idea to become familiar with supplemental material.
- I feel my teaching skills are pretty solid in math but I would like a curriculum that teaches to mastery.
- If children are expected to gain a certain depth of knowledge, it would be helpful to have time to determine what can be left out. "It works" meetings would be nice to have amongst colleagues to share math teaching strategies, etc.
- Just more suggestions on how to help fill holes in students understanding.
- More differentiation information, how to handle the EDM pacing chart with kids with disabilities...it goes too fast!
- more realistic pacing chart, more time to teach math, smaller classes, in school math tutoring/small group help
- more training on the different elements of EDM

- None at this time.
- None. I've been teaching EDM since ASD first adopted it and feel like have a good handle on it. I'm enjoying the teacher online tools.
- We don't need MORE, we need a better curriculum we can manage ourselves.
- We lost our Math contact!

Grade 4:

- A new program.
- Better resources, more information on how to use the resources we already have,
- Differentiation instruction
- Freedom to teach GLE's. Hold us accountable for what is taught in the room without such scripted lessons. I feel we would be more effective and you(the man) would know who is teaching math well, then look into those practices.
- Frequency of training.
- how does RTI? how do I teach the whole lesson in 75 minutes? yet do it in a way that continues to be fun for my studednts
- How to stay on track with pacing - I think I need assistance planning a lesson and perhaps seeing an exemplary model of what a lesson might look like vs. what the manual contains. Then how to keep the pacing of the actual instruction moving - when to slow down and when to move along, how to ditch stuff when you are running out of time - prioritizing. Film me teaching and debrief with someone. Watch someone else teach and debrief.
- How to use the online EDM with students More classroom assistance from the Math Department Videos or DVDs showing math to students More trade books
- I am not sure- I would love to see Larson's Math provided in our lab
- I would like to have better access to differentiation materials for mathematics in my classroom.
- I would like to have time and resources available to be able to teach small groups in my classroom while students are working on their journal pages for the day. There isn't enough help available.
- I would like to see the math specialists come into the classroom once a month and do a lesson with the class. Maybe play an EDM game or a supplemental lesson. Asking me as a teacher to contact them and tell them what I need is not very helpful, but having something the they have found helpful and actually having a schedule in place would be extremely helpful to me as a classroom teacher. I think students would look forward to having a guest come in to support the math lessons.
- I would like to take an extended math training session after school (a multi-day event).
- More information about how students learn math Different ways to teach a challenging concept Different games to play cooperative activities
- More time working with development of technology integration in the math content.
- none
- See above
- When I went for the training, the person who had emailed me had sent we the wrong dates. I would have loved to have attended the training, but when I arrived at the emailed time for the training, it was not the correct day for my grade level.

Grade 5:

- A LOT. I don't understand the EDM "curriculum" at all and don't feel it benefits children in any way. The books are written a good year behind what is being taught in other states, and the kids are still not able to master any of it as it is presented in such a poor manner.
- At the math trainings, there is always a ton of information papers given to us, but when I get back into the classroom, I don't have time to implement it. Sometimes the information is too much.
- Because we are a Level 5 Title I school, I feel that we need to be using a whole other math curriculum to really be able to meet the needs of our students.
- explain the research
- How to enrich students who are too far advanced to the concepts of their grade level, how to help students who cannot keep up, no matter how slowly we move (despite the pacing guide).
- How to use the curriculum we have prescribed in the amount of time we have allotted to teach math daily. What to use and what to leave out wihtout short changing students.

- I do not need any. However, many teachers are not assessing progress properly. They grade the journals without considering beginning/ developing and secures skills. They give part B of the test and count all of the problems as part of the grade. Nobody has done anything about this kind of abuse. Students and parents then feel like their child is failing. This is an area that must be fixed and teachers should be required to show understanding of the nature of the program and assessment.
- I have 5th graders who still don't know their basic skills-anything along these lines to help them master them.
- I would like to know how to best meet the needs of my struggling students by intervening with Tier 2 and Tier 3 interventions in Math. Is it possible with Everyday Math? If so, who's doing it in the district and would they be willing to have teachers visit to see how it's being done? Just following the lesson is not meeting the needs of all my students, but doing the lesson takes my entire math time. Is there a way to restructure the lesson to meet the needs of everyone?
- I would like to see a new Math program for our school.
- I would like to see how schools with a lower income population teach EDM, so that I can better understand how to best help my students learn the concepts that they need to learn and learn them well.
- I'm not sure. I would like to take Calculus but I don't have a lot of time to do so. I have an AA in gen studies. I am a TA. I have taken Math up to 105, College algebra. I retook it recently and got an A. I enjoy doing math and teaching it.
- I've been teaching math for 26 years. The old methods, i.e. stressing basics, were so much more effective and easier to teach!!!!!!!!!!!!(And better for parents too.)
- It would be helpful to have seminars, or classes offered at our site, just like we do overwhelmingly for reading.
- more
- More hands-on, concept based classes that help elementary teachers understand the concepts we are preparing our students for as they take more challenging math classes.
- More in-depth EDM training.
- none
- none at this time
- The Math Consortium.
- Upper level math courses that would qualify me to teach Algebra or other subjects through grade 8 as "highly qualified."
- We need a different program that offers mastery and concrete sequential learning.

Grade 6 Elementary:

- -Overall teaching math concepts course -Incorporation of visual/hands on activities in teaching math
- A class to help with pacing, incorporating games and using the assessment disk
- A different curriculum
- I really feel that leveling math groups within a grade and team teaching would be most beneficial. Having students with advanced math skills sitting in a classroom with students lacking basic skill mastery dilutes the experience and learning for everyone.
- I was in a training recently where the comment was made that many of the lessons are not secure skills for your grade level, will go over a majority of the students heads, but they should still be taught. I was a bit frustrated to say the least. Especially as a 6th grade teacher, I feel that these lessons that should be taught are not beneficial for the majority of my students and do not prepare them for middle school. It is hard to teach to an entire class when lessons are above their heads, and to try to explain to parents why you are doing so. It also wastes time for the high-needs students who need more work on other skills. I have taught this curriculum for 5 years and do not feel like I need additional professional development, and am confident that I am doing what is best to serve the individual needs of all students. I do feel that a different curriculum that meets the needs of all students not just the highest achievers would be wonderful!
- More updates
- New program. Come talk to teachers, don't rely on math specialists.
- none
- None
- None if it is going to be the same information that was given in 2004. I feel we need to look at another curriculum that would better suit or socioeconomic clientel.

- Not much. I need a new, kid friendly math curriculum that DOESN'T use the same format as Everyday Mathematics.
- On going professional development that emphasizes mathematical concepts and ideas, not a curriculum page / layout / pacing type of P.D. Engage us with math at a high level and mesh that with real pedagogy. That is what will help. Please do not show us how to navigate a teacher's manual. That may be helpful for new teachers or teachers new to a particular curriculum, but it does not develop more competent math teachers.
- Refresher course- Training on the Middle School level, to be able to go and sit in the next grade to see what is happening.
- supplemental materials to drill and practice with kids on basic concepts
- The support staff along with smaller class focuses other than the 4 credit program which is presently offered.
- The thing I most need is a good curriculum that matches the needs of my students.
- using the pacing guide more effectively, and the interactive teaching guide.

Elementary Combo:

- Balancing of time and fitting the whole lesson in, while meeting the pacing chart guide
- Continued math strategies for different types of learning and ways to use math manipulatives that kids can make and understand how to use.
- Differentiating math instruction for students who are 2+ years behind in math.
- EDM trainers that will teach us how to implement the program more effectively.
- fewer lessons but more practice for kids that need reteaching. Maybe a strand for kids that need enrichment.
- I think that they should have some way for me to find out what my students are missing and give me some book with lessons for me to give those specific students the concepts they need.
- I would like to be trained on how hands on algebra and pre-algebra meet and how to best use those materials to differentiate with my more able math students. I am looking forward to finding the time to fully understand the algebra backtracking report that was recently completed.
- I'm good.
- More at upper grades as I have changed grade levels since district-wide training took place.
- more game classes!
- More time to make all the games.
- more training on the other intervention programs for the RTI model
- none
- None at this time.
- Nothing at this time.
- online resources for Saxon, longer hands-on training
- Yearly trainings or classes for how to improve in teaching Everyday Math

Grade 6 Middle School:

- A new more instructive (not constructive) textbook and system. We so need to get back to basic instruction, forget the EXPENSIVE fluff. The people are watching.
- Cooperative Learning and the Use of Manipulatives with Intermediate Grades
- grade level mastery information (focus- what part of GLE's etc. must be mastered at grade level) Assessments - to test for mastery
- None, except ideas for supplementing to better meet our standards with such a language heavy text
- Websites to support current curriculum and online learning needs.

Grade 7:

- a more parent friendly curriculum
- A quality textbook to use. Then we could focus on teaching kids instead of speanding tons of quality time trying to locate material and what to include Verses not include from mathScape in our lessons. Professional Development is spending tons of time trying to enable us to teach the text we have, where if we had a quality text they could focus on just helping us become better teachers. I think they are wasting valuable time & money.
- Help with the additional resources the McDougal Littell book has to offer. There is so many it would be nice to have another training once we have used it for a year.

- I would really like to see what the feedback for the MathScape textbook was when the committee went through 4 days of evaluation. I know that the people that were involved in that process, to a person, did not pick this text in their top three. Now, come to find out, it was bought out by another publishing company and they are refusing to do any improvements to it because it is such a terrible text.
- More info and the follow up to PreAlg professional development questions
- More manipulative trainings, more collaboration, how data can drive instruction, differentiation how to and assessment of.
- more openers, ideas for cooperative learning
- Projects that incorporate the standards.
- Several years ago the district offered more classes that stretched our thinking mathmatically up and down the spectrum of student learning. From K - 12 and it gave a clearer understanding of where my students were along the spectrum. Recently the training has been more text book related and does not make one a better teacher, but just at better at using the book.
- teachers need to see modeling and have access to materials before they are required to teach it
- Time to work with peers on digging deep into the lessons we teach and assessing student work and learning from each other.
- We need a different book! We need a screening device (assessment) to use when kids enter middle school (given at the end of 5th) to help us better place them in pre-algebra, math 6, lower level math 6, and math support. We need a better psyc test/eval than Woodcock Johnson to determine if students should be eligible for resource. (For example, we have kids in 7th grade who have skills as low as 4th, for whom we cannot get assistance, so they are still expected to read and work math at the 7th grade level).

Grade 8:

- anything that will motivate students to complete their assignments
- Help find what is missing from mid-level instruction that is causing kids to fail and flounder in higher math classes in high school. Find what is happening with kids coming in to middle school with little to no understanding of basic math.
- I feel the district has offered plenty of training & information on the math curriculum.
- I need help staying ahead of the technology curve.
- I teach geometry and I receive no support on this subject. We need more support for our Algebra I classes. We need to support as our math 8 classes transition to the pre algebra text which we have begun using.
- If we are continuing with the mathscape books, I would like to collaborate with other math teachers in the district on the areas they emphasize in the books and what kind of supplemental work they give to support the curriculum.
- None
- None at this time.
- Time to develop tests and quizzes and supplemental lessons with other teachers at the same grade level.
- We need a different curriculum for 8th grade math that better prepares our general math8 students for high school algebra (either algebra A or algebra 1). The curriculum should not be the same as that taught in the 7th grade prealgebra classes. It needs to be more developmentally appropriate for students who tend to not be comfortable with math and/or struggle with math.
- We need support getting the on-line material up and running in our classroom. The overview training on the MBook was unorganized and chaotic. We did not even have our on-line passwords to get in until the training was practically over.

Middle Combo:

- Ongoing development that focuses on what is current in math education. Opportunity to attend NCTM conferences.
- Teaching Mathematics to deaf students

No Designation:

- -I have lots of training and know how to use the materials, but all the recent trainings are technology oriented and it really doesn't help a lot of teachers since there isn't time to even use all the technology. We need to focus more on the basics. If the math folks love technology so much they should move to the technology department. Kids have learned math for hundreds of years without computers and I think somehow we have forgotten this.
- Coordination with outside professional development organizations such as NCTM, Teachers Development Group etc...
- Fun "tricks", memory devices, and games for teaching various concepts and skills

- I need a text that is relevant to the population- easy to navigate for sped and ell
- I really am looking for more Hands on Activities, and ESL support.
- I would like Trans Math training
- I'd like to explore the possibility of looking at other math curriculums besides EDM.
- It would be helpful to have more time to meet collaboratively with grade level teachers to plan and to share information. We are meeting more regularly to discuss math, but most of our time and efforts are focused on reading.
- keep offering those classes
- Keep the math support teachers working in the schools and supporting the classroom teachers
- Many of the styles used in EDM were not taught to teachers, yet they are expected to teach it.
- Maybe grade level training, sort of along the lines of the HM grade level training that we get. Certainly something for those of us teaching combos.
- More computation
- More support/materials based on my students' needs
- Not much. I have been using EDM for as long as it has been in the district. I feel very proficient at teaching math and enjoy using EDM with my students.
- Professional development in math needs to be tailored to our Immersion model
- Supplemental

MATH IN THE SCHOOL/CLASSROOM

Table 40: In your math lessons, how often do you usually ask students to do the following? Explain the reasoning behind an idea.

		Never or almost never		Some lessons		Most lessons		Every lesson	
		N	Row %	N	Row %	N	Row %	N	Row %
Overall		9	1.82%	156	31.52%	235	47.47%	95	19.19%
All Elementary		9	2.32%	127	32.73%	181	46.65%	71	18.30%
All Middle		0	0.00%	18	26.09%	33	47.83%	18	26.09%
Elementary School Grades	Kindergarten	2	4.08%	20	40.82%	23	46.94%	4	8.16%
	Grade 1	2	2.94%	25	36.76%	31	45.59%	10	14.71%
	Grade 2	2	3.57%	23	41.07%	24	42.86%	7	12.50%
	Grade 3	1	2.08%	18	37.50%	19	39.58%	10	20.83%
	Grade 4	0	0.00%	12	27.27%	25	56.82%	7	15.91%
	Grade 5	0	0.00%	14	27.45%	24	47.06%	13	25.49%
	Grade 6	1	2.56%	6	15.38%	17	43.59%	15	38.46%
	Combo	1	3.03%	9	27.27%	18	54.55%	5	15.15%
Middle School Grades	Grade 6	0	0.00%	1	8.33%	8	66.67%	3	25.00%
	Grade 7	0	0.00%	5	17.86%	13	46.43%	10	35.71%
	Grade 8	0	0.00%	9	36.00%	11	44.00%	5	20.00%
	Combo	0	0.00%	3	75.00%	1	25.00%	0	0.00%
No Designation		0	0.00%	11	28.95%	21	55.26%	6	15.79%

Table 41: In your math lessons, how often do you usually ask students to do the following? Represent and analyze relationships using tables, charts, and graphs

		Never or almost never		Some lessons		Most lessons		Every lesson	
		N	Row %	N	Row %	N	Row %	N	Row %
Overall		15	3.04%	327	66.33%	136	27.59%	15	3.04%
All Elementary		13	3.37%	258	66.84%	102	26.42%	13	3.37%
All Middle		1	1.45%	41	59.42%	27	39.13%	0	0.00%
Elementary School Grades	Kindergarten	3	6.12%	38	77.55%	8	16.33%	0	0.00%
	Grade 1	2	2.99%	49	73.13%	12	17.91%	4	5.97%
	Grade 2	2	3.57%	37	66.07%	15	26.79%	2	3.57%
	Grade 3	1	2.08%	35	72.92%	10	20.83%	2	4.17%
	Grade 4	4	9.30%	27	62.79%	11	25.58%	1	2.33%
	Grade 5	0	0.00%	27	52.94%	24	47.06%	0	0.00%
	Grade 6	0	0.00%	25	64.10%	11	28.21%	3	7.69%
	Combo	1	3.03%	20	60.61%	11	33.33%	1	3.03%
Middle School Grades	Grade 6	0	0.00%	7	58.33%	5	41.67%	0	0.00%
	Grade 7	0	0.00%	18	64.29%	10	35.71%	0	0.00%
	Grade 8	0	0.00%	13	52.00%	12	48.00%	0	0.00%
	Combo	1	25.00%	3	75.00%	0	0.00%	0	0.00%
No Designation		1	2.63%	28	73.68%	7	18.42%	2	5.26%

Table 42: In your math lessons, how often do you usually ask students to do the following? Work on problems for which there is not an immediately obvious method or solution

		Never or almost never		Some lessons		Most lessons		Every lesson	
		N	Row %	N	Row %	N	Row %	N	Row %
Overall		61	12.35%	281	56.88%	133	26.92%	19	3.85%
All Elementary		56	14.47%	221	57.11%	98	25.32%	12	3.10%
All Middle		3	4.35%	38	55.07%	22	31.88%	6	8.70%
Elementary School Grades	Kindergarten	21	42.86%	24	48.98%	4	8.16%	0	0.00%
	Grade 1	12	17.65%	41	60.29%	12	17.65%	3	4.41%
	Grade 2	11	19.64%	28	50.00%	15	26.79%	2	3.57%
	Grade 3	4	8.33%	27	56.25%	15	31.25%	2	4.17%
	Grade 4	4	9.09%	33	75.00%	7	15.91%	0	0.00%
	Grade 5	1	2.00%	28	56.00%	19	38.00%	2	4.00%
	Grade 6	1	2.56%	20	51.28%	15	38.46%	3	7.69%
	Combo	2	6.06%	20	60.61%	11	33.33%	0	0.00%
Middle School Grades	Grade 6	0	0.00%	10	83.33%	2	16.67%	0	0.00%
	Grade 7	1	3.57%	13	46.43%	11	39.29%	3	10.71%
	Grade 8	1	4.00%	12	48.00%	9	36.00%	3	12.00%
	Combo	1	25.00%	3	75.00%	0	0.00%	0	0.00%
No Designation		2	5.26%	22	57.89%	13	34.21%	1	2.63%

Table 43: In your math lessons, how often do you usually ask students to do the following? Use Computers to solve exercises or problems

		Never or almost never		Some lessons		Most lessons		Every lesson	
		N	Row %	N	Row %	N	Row %	N	Row %
Overall		261	52.83%	203	41.09%	26	5.26%	4	0.81%
All Elementary		211	54.52%	158	40.83%	16	4.13%	2	0.52%
All Middle		30	43.48%	31	44.93%	7	10.14%	1	1.45%
Elementary School Grades	Kindergarten	31	65.96%	14	29.79%	2	4.26%	0	0.00%
	Grade 1	48	70.59%	18	26.47%	2	2.94%	0	0.00%
	Grade 2	24	42.86%	28	50.00%	4	7.14%	0	0.00%
	Grade 3	23	47.92%	23	47.92%	1	2.08%	1	2.08%
	Grade 4	27	61.36%	16	36.36%	1	2.27%	0	0.00%
	Grade 5	27	51.92%	22	42.31%	3	5.77%	0	0.00%
	Grade 6	20	51.28%	18	46.15%	1	2.56%	0	0.00%
	Combo	11	33.33%	19	57.58%	2	6.06%	1	3.03%
Middle School Grades	Grade 6	3	25.00%	7	58.33%	2	16.67%	0	0.00%
	Grade 7	13	46.43%	13	46.43%	1	3.57%	1	3.57%
	Grade 8	12	48.00%	9	36.00%	4	16.00%	0	0.00%
	Combo	2	50.00%	2	50.00%	0	0.00%	0	0.00%
No Designation		20	52.63%	14	36.84%	3	7.89%	1	2.63%

Table 44: In your math lessons, how often do you usually ask students to do the following? Write equations to represent relationships

		Never or almost never		Some lessons		Most lessons		Every lesson	
		N	Row %	N	Row %	N	Row %	N	Row %
Overall		27	5.50%	198	40.33%	202	41.14%	64	13.03%
All Elementary		19	4.92%	155	40.16%	158	40.93%	54	13.99%
All Middle		2	2.94%	26	38.24%	33	48.53%	7	10.29%
Elementary School Grades	Kindergarten	10	20.83%	31	64.58%	7	14.58%	0	0.00%
	Grade 1	2	2.99%	22	32.84%	32	47.76%	11	16.42%
	Grade 2	1	1.79%	15	26.79%	29	51.79%	11	19.64%
	Grade 3	4	8.33%	22	45.83%	18	37.50%	4	8.33%
	Grade 4	1	2.27%	15	34.09%	21	47.73%	7	15.91%
	Grade 5	0	0.00%	23	45.10%	21	41.18%	7	13.73%
	Grade 6	0	0.00%	15	38.46%	15	38.46%	9	23.08%
	Combo	1	3.03%	12	36.36%	15	45.45%	5	15.15%
Middle School Grades	Grade 6	0	0.00%	5	45.45%	5	45.45%	1	9.09%
	Grade 7	1	3.57%	11	39.29%	12	42.86%	4	14.29%
	Grade 8	0	0.00%	8	32.00%	15	60.00%	2	8.00%
	Combo	1	25.00%	2	50.00%	1	25.00%	0	0.00%
No Designation		6	16.22%	17	45.95%	11	29.73%	3	8.11%

Table 45: In your math lessons, how often do you usually ask students to do the following? Practice computational skills

		Never or almost never		Some lessons		Most lessons		Every lesson	
		N	Row %	N	Row %	N	Row %	N	Row %
Overall		12	2.44%	88	17.92%	209	42.57%	182	37.07%
All Elementary		11	2.86%	75	19.48%	160	41.56%	139	36.10%
All Middle		1	1.45%	8	11.59%	31	44.93%	29	42.03%
Elementary School Grades	Kindergarten	5	10.42%	32	66.67%	9	18.75%	2	4.17%
	Grade 1	2	2.94%	8	11.76%	37	54.41%	21	30.88%
	Grade 2	0	0.00%	11	19.64%	18	32.14%	27	48.21%
	Grade 3	2	4.17%	6	12.50%	26	54.17%	14	29.17%
	Grade 4	0	0.00%	7	16.28%	19	44.19%	17	39.53%
	Grade 5	1	1.96%	2	3.92%	22	43.14%	26	50.98%
	Grade 6	1	2.63%	6	15.79%	14	36.84%	17	44.74%
	Combo	0	0.00%	3	9.09%	15	45.45%	15	45.45%
Middle School Grades	Grade 6	0	0.00%	2	16.67%	5	41.67%	5	41.67%
	Grade 7	1	3.57%	5	17.86%	12	42.86%	10	35.71%
	Grade 8	0	0.00%	1	4.00%	13	52.00%	11	44.00%
	Combo	0	0.00%	0	0.00%	1	25.00%	3	75.00%
No Designation		0	0.00%	5	13.51%	18	48.65%	14	37.84%

Table 46: How often do you use the grade-level pacing calendar?

		Once or more a week		Once or twice a month		A few times a year		Once a year		Not applicable	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		164	32.93%	141	28.31%	98	19.68%	25	5.02%	70	14.06%
All Elementary		139	35.64%	112	28.72%	77	19.74%	20	5.13%	42	10.77%
All Middle		19	27.54%	20	28.99%	16	23.19%	3	4.35%	11	15.94%
Elementary School Grades	Kindergarten	23	43.40%	13	24.53%	11	20.75%	3	5.66%	3	5.66%
	Grade 1	29	42.65%	26	38.24%	8	11.76%	1	1.47%	4	5.88%
	Grade 2	26	47.27%	12	21.82%	11	20.00%	2	3.64%	4	7.27%
	Grade 3	14	29.17%	13	27.08%	10	20.83%	3	6.25%	8	16.67%
	Grade 4	16	36.36%	12	27.27%	11	25.00%	1	2.27%	4	9.09%
	Grade 5	14	26.92%	13	25.00%	16	30.77%	2	3.85%	7	13.46%
	Grade 6	10	26.32%	13	34.21%	8	21.05%	5	13.16%	2	5.26%
	Combo	7	21.88%	10	31.25%	2	6.25%	3	9.38%	10	31.25%
Middle School Grades	Grade 6	4	33.33%	1	8.33%	6	50.00%	0	0.00%	1	8.33%
	Grade 7	7	25.00%	9	32.14%	8	28.57%	1	3.57%	3	10.71%
	Grade 8	7	28.00%	10	40.00%	2	8.00%	2	8.00%	4	16.00%
	Combo	1	25.00%	0	0.00%	0	0.00%	0	0.00%	3	75.00%
No Designation		6	15.38%	9	23.08%	5	12.82%	2	5.13%	17	43.59%

Table 47: How often do you share and discuss student work with your colleagues for the purpose of improving student performance?

		Once or more a week		Once or twice a month		A few times a year		Once a year		Not applicable	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		190	38.15%	178	35.74%	103	20.68%	13	2.61%	14	2.81%
All Elementary		142	36.41%	146	37.44%	85	21.79%	8	2.05%	9	2.31%
All Middle		38	55.07%	18	26.09%	8	11.59%	4	5.80%	1	1.45%
Elementary School Grades	Kindergarten	16	30.77%	19	36.54%	14	26.92%	1	1.92%	2	3.85%
	Grade 1	20	29.41%	27	39.71%	18	26.47%	2	2.94%	1	1.47%
	Grade 2	15	26.79%	21	37.50%	18	32.14%	1	1.79%	1	1.79%
	Grade 3	20	41.67%	18	37.50%	8	16.67%	1	2.08%	1	2.08%
	Grade 4	22	50.00%	15	34.09%	6	13.64%	1	2.27%	0	0.00%
	Grade 5	16	31.37%	20	39.22%	11	21.57%	1	1.96%	3	5.88%
	Grade 6	17	43.59%	15	38.46%	5	12.82%	1	2.56%	1	2.56%
	Combo	16	50.00%	11	34.38%	5	15.63%	0	0.00%	0	0.00%
Middle School Grades	Grade 6	5	41.67%	2	16.67%	4	33.33%	1	8.33%	0	0.00%
	Grade 7	15	53.57%	11	39.29%	2	7.14%	0	0.00%	0	0.00%
	Grade 8	16	64.00%	5	20.00%	2	8.00%	2	8.00%	0	0.00%
	Combo	2	50.00%	0	0.00%	0	0.00%	1	25.00%	1	25.00%
No Designation		10	25.64%	14	35.90%	10	25.64%	1	2.56%	4	10.26%

Table 48: I enjoy teaching math.

		Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		250	50.10%	222	44.49%	19	3.81%	6	1.20%	2	0.40%
All Elementary		178	45.41%	191	48.72%	16	4.08%	5	1.28%	2	0.51%
All Middle		54	78.26%	14	20.29%	1	1.45%	0	0.00%	0	0.00%
Elementary School Grades	Kindergarten	20	37.74%	28	52.83%	5	9.43%	0	0.00%	0	0.00%
	Grade 1	21	30.88%	44	64.71%	3	4.41%	0	0.00%	0	0.00%
	Grade 2	26	46.43%	28	50.00%	0	0.00%	1	1.79%	1	1.79%
	Grade 3	22	45.83%	23	47.92%	2	4.17%	0	0.00%	1	2.08%
	Grade 4	20	45.45%	20	45.45%	2	4.55%	2	4.55%	0	0.00%
	Grade 5	32	61.54%	19	36.54%	1	1.92%	0	0.00%	0	0.00%
	Grade 6	23	58.97%	12	30.77%	2	5.13%	2	5.13%	0	0.00%
	Combo	14	43.75%	17	53.13%	1	3.13%	0	0.00%	0	0.00%
Middle School Grades	Grade 6	10	83.33%	2	16.67%	0	0.00%	0	0.00%	0	0.00%
	Grade 7	19	67.86%	8	28.57%	1	3.57%	0	0.00%	0	0.00%
	Grade 8	21	84.00%	4	16.00%	0	0.00%	0	0.00%	0	0.00%
	Combo	4	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
No Designation		18	47.37%	17	44.74%	2	5.26%	1	2.63%	0	0.00%

Table 49: I have detailed knowledge of the math content covered by other teachers at my school.

		Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		93	18.83%	233	47.17%	146	29.55%	17	3.44%	5	1.01%
All Elementary		54	13.95%	188	48.58%	126	32.56%	14	3.62%	5	1.29%
All Middle		32	46.38%	27	39.13%	9	13.04%	1	1.45%	0	0.00%
Elementary School Grades	Kindergarten	2	3.77%	24	45.28%	21	39.62%	4	7.55%	2	3.77%
	Grade 1	6	8.82%	33	48.53%	28	41.18%	1	1.47%	0	0.00%
	Grade 2	5	9.09%	29	52.73%	17	30.91%	4	7.27%	0	0.00%
	Grade 3	7	14.89%	25	53.19%	11	23.40%	2	4.26%	2	4.26%
	Grade 4	5	11.63%	18	41.86%	19	44.19%	1	2.33%	0	0.00%
	Grade 5	13	25.49%	26	50.98%	11	21.57%	1	1.96%	0	0.00%
	Grade 6	13	34.21%	15	39.47%	8	21.05%	1	2.63%	1	2.63%
	Combo	3	9.38%	18	56.25%	11	34.38%	0	0.00%	0	0.00%
Middle School Grades	Grade 6	3	25.00%	7	58.33%	2	16.67%	0	0.00%	0	0.00%
	Grade 7	15	53.57%	10	35.71%	3	10.71%	0	0.00%	0	0.00%
	Grade 8	13	52.00%	10	40.00%	2	8.00%	0	0.00%	0	0.00%
	Combo	1	25.00%	0	0.00%	2	50.00%	1	25.00%	0	0.00%
No Designation		7	18.42%	18	47.37%	11	28.95%	2	5.26%	0	0.00%

Table 50: There is consistency in math curriculum and instruction across grade levels.

		Strongly agree		Agree		Disagree		Strongly disagree		Not sure		Not applicable	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		64	12.96%	205	41.50%	134	27.13%	52	10.53%	36	7.29%	3	0.61%
All Elementary		48	12.40%	167	43.15%	108	27.91%	35	9.04%	28	7.24%	1	0.26%
All Middle		13	18.84%	21	30.43%	17	24.64%	14	20.29%	4	5.80%	0	0.00%
Elementary School Grades	Kindergarten	2	3.77%	28	52.83%	16	30.19%	2	3.77%	4	7.55%	1	1.89%
	Grade 1	11	16.67%	31	46.97%	14	21.21%	5	7.58%	5	7.58%	0	0.00%
	Grade 2	11	20.00%	22	40.00%	15	27.27%	3	5.45%	4	7.27%	0	0.00%
	Grade 3	5	10.20%	27	55.10%	13	26.53%	3	6.12%	1	2.04%	0	0.00%
	Grade 4	4	9.09%	15	34.09%	12	27.27%	6	13.64%	7	15.91%	0	0.00%
	Grade 5	6	11.76%	21	41.18%	16	31.37%	7	13.73%	1	1.96%	0	0.00%
	Grade 6	6	16.22%	10	27.03%	14	37.84%	4	10.81%	3	8.11%	0	0.00%
	Combo	3	9.38%	13	40.63%	8	25.00%	5	15.63%	3	9.38%	0	0.00%
Middle School Grades	Grade 6	2	16.67%	7	58.33%	2	16.67%	1	8.33%	0	0.00%	0	0.00%
	Grade 7	8	28.57%	5	17.86%	6	21.43%	7	25.00%	2	7.14%	0	0.00%
	Grade 8	3	12.00%	8	32.00%	8	32.00%	5	20.00%	1	4.00%	0	0.00%
	Combo	0	0.00%	1	25.00%	1	25.00%	1	25.00%	1	25.00%	0	0.00%
No Designation		3	7.89%	17	44.74%	9	23.68%	3	7.89%	4	10.53%	2	5.26%

Table 51: How would you rank the ability of math coaches to support you?

		Excellent		Good		Fair		Poor		I have had no support from math coaches	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		76	15.42%	143	29.01%	100	20.28%	37	7.51%	137	27.79%
All Elementary		51	13.25%	117	30.39%	81	21.04%	29	7.53%	107	27.79%
All Middle		15	21.74%	18	26.09%	12	17.39%	6	8.70%	18	26.09%
Elementary School Grades	Kindergarten	6	11.32%	12	22.64%	13	24.53%	4	7.55%	18	33.96%
	Grade 1	7	10.45%	27	40.30%	20	29.85%	1	1.49%	12	17.91%
	Grade 2	7	12.96%	17	31.48%	13	24.07%	3	5.56%	14	25.93%
	Grade 3	8	17.02%	14	29.79%	5	10.64%	9	19.15%	11	23.40%
	Grade 4	7	15.91%	9	20.45%	10	22.73%	2	4.55%	16	36.36%
	Grade 5	6	11.76%	18	35.29%	8	15.69%	6	11.76%	13	25.49%
	Grade 6	3	7.89%	9	23.68%	8	21.05%	3	7.89%	15	39.47%
	Combo	7	22.58%	11	35.48%	4	12.90%	1	3.23%	8	25.81%
Middle School Grades	Grade 6	2	16.67%	4	33.33%	3	25.00%	0	0.00%	3	25.00%
	Grade 7	5	17.86%	5	17.86%	7	25.00%	3	10.71%	8	28.57%
	Grade 8	8	32.00%	8	32.00%	2	8.00%	2	8.00%	5	20.00%
	Combo	0	0.00%	1	25.00%	0	0.00%	1	25.00%	2	50.00%
No Designation		10	25.64%	8	20.51%	7	17.95%	2	5.13%	12	30.77%

OPEN RESPONSES REGARDING SCHOOL/CLASSROOM
(Open responses are unedited to keep authenticity)

Open Responses:

How well-prepared are students entering mathematics study at the grade level you teach?

Kindergarten:

- Barely prepared, if at all
- Emergent
- Fair
- from preschool, n/a
- Good
- I teach kindergarten.
- I teach Kindergarten. Most have had none.
- It is kindergarten, i don't expect much
- It ranges from ill-prepared to very well prepared.
- It varies a lot.
- It varies by the individual student i.e. whether or not they have had preschool or their parents have worked with them.
- It's quite a range. I have some that are very advanced to a little guy who can only count to four.
- Just fine. The are 5 and 6 year olds. Abilities will vary with entry just like any other grade.
- Kindergarten?
- low
- Many are not very prepared if they have not been to preschool. Most who have attended some kind of preschool program are prepared.
- Many have had no preparation or pre-school even. (I teach Kindergarten)
- Most are somewhat prepared.
- Most have little to no math concept.
- N/A
- N/A I teach kindergarten, the majority of students come to school with little exposure to math.
- N/A, but as this is my first year teaching kindergarten I will say I am shocked at the fact that so many of my students didn't recognize shapes or numbers entering kindergarten.
- not
- Not at all. Some of them have had absolutely no math experiences at home, however, this is their first formal year of school.
- not prepared
- Not well-perpared
- Not- they are Kindergarteners.
- O.K.
- OK
- poorly
- Pretty well prepared with extra stuff.
- ranges from being able to do addition from not being able to recognize their numbers at all
- Some are prepared but most are not.
- There is a wide range of preparation with my students. It generally depends on the amount of pre-school or parent involvement.
- They are kindergarten. They know very little math.
- This is generally their first experience with focused math.
- Varies from extremely prepared to non-existent
- Very ill repaired

- very little number knowledge or nothing at all
- Very well, but sometimes it depends on the support from home. Learning money and their values is getting harder each year as we are becoming so dependent upon plastic, that many Kinders are not having the chance to use money themselves.
- Very!
- Wide variety of math abilities coming into kindergarten
- With the supplemental curriculum and lessons I teach, they are well-prepared.

Grade 1:

- 60% ready
- average to below
- average- missing coins, shape names,
- Because I teach first grade, 1/3 of my students enter with a good understanding of number sense.
- coming from Kindergarten- excellent. Placement testing into 1st grade math- fair.
- decently prepared
- Depends on the class and the student (usually below)
- Depends on the student. Fair, on average.
- fair
- Fair
- Fairly well-prepared within a variety of abilities.
- Great!
- I believe students are prepared when entering grade 1.
- I think that my first graders finish the school year ready to be successful in math in second grade.
- I think the Everyday Math kindergarten program in itself is not enough to prepare children for the rigorous first grade program. At our school, the kindergarten teachers do many extra activities to prepare them, but they are not in the curriculum. We are lucky that they take the initiative to do this.
- It's mixed. Some kids come in not even know their numbers to 20.
- Knowledge of basic facts is limited.
- many do not count past 20 and some do not have any number sense correlating numbers to things 1+ one + 1 apple
- Many students below grade level, some on grade level
- mixed, some are ready for the grade level materials, many can't read or identify numbers to 20 and have very limited understanding of academic math language or math concepts (more/less, before/after, etc)
- Most can count to 100 and add. Usually a quarter of the class cannot count to 100, skip count, or add.
- Most children could count up to one hundred.
- Most come prepared but a lot of students are low and reviewing kindergarten skills is important.
- Most of my first graders come in with an appropriate level of mathematics knowledge.
- Most very are well-prepared.
- not very prepared
- Not very prepared in Everyday Math language
- not very well
- Ok--again it is EDM that isn't good and we are told we have to use it.
- Overall they are prepared for the concepts we cover (after fall review).
- Pretty good
- pretty well, I wish they were more familiar with the coins names and values.
- ready
- So-so
- Some are ready but many are not ready
- Some students are ready for first grade math, but many are not. I also think the curriculum moves very quickly and expects them to understand too much. Only my very brightest math students learn everything that I spent time teaching.
- Somewhat prepared.

- The students seem to be lower every year. The last two year my beginning first graders were unable to identify all of their number from 1-20.
- Their thoughts are too scrambled....they don't know the basics well enough
- They are not prepared at all because they have never been given the opportunity to master a skill.
- They are well-prepared for first grade.
- They usually needs lots of review for close to the first half of the year. They may have left Kindergarten with knowing their numbers, etc... but over the summary, very little is retained.
- They're good.
- Two of mine this year were well prepared, the rest from no number sense/even recognition to some
- Varies some are well-prepared, while others are not.
- Very poor! After half of the year, half of my class is failing the EDM tests, even after I reteach the same skills over and over.
- Very well prepared
- very well prepared. the kindergarten review is too long
- well
- well prepared
- Well prepared
- Well prepared an 8 out of 10. Of course, this is also considering regression over the summer.
- well-prepared

Grade 2:

- About half are well prepared. The other half have gaps in their math knowledge, particularly in number sense.
- Adequately
- Depends on the consept
- fair
- fair to low
- good
- Good
- good in some areas, not so much in others
- great
- great. They know numbers to 100, and other skills needed for 2nd.
- Greatly
- I am fortunate to teach at a school where there is a lot of parent involvement and support at home. I think they have been well prepared.
- I feel they are prepared.
- I think that they come in with a few basics but EDM moves so fast that they don't have time to master much of anything before we move on to something else.
- I think they are fairly prepared.
- It depends on the school they attended the previous years.
- It gets better every year. New kids coming to our school are generally behind the students here.
- Many are not prepared.
- Moderately so.
- money, time, always in need of extra attention
- Most are at grade level.
- Not prepared overall.
- Not well prepared at all. Some of them cannot count to 50 or use a hundreds chart.
- ok
- Only the past few years have some of the previous grade level teachers even finished both journals
- Our school jumped into EDM all at once, without beginning it at Grade K so it was a mess. Now some kids know some concepts although our district has many students moving in and out.

- Our students are lacking basic skills and understandings. They need lots of hands on manipulative experiences, acting out solutions and drawing (pencil) experiences. They need much more practice in problem solving and need to have lots of review time for concepts. A good percentage of my students are ELL (5 students out of 23) and the verbage in EDM is very intense even for English speakers. There is way too much complex talk and not enough manipulation, drawing, and acting. The curriculum is not concrete enough for 2nd graders.
- Overall - very good. A few strugglers.
- poorly prepared for the most part. Due to math skills appearing and then not reappearing for some time my students retention is low and I have to supplement
- Poorly prepared.
- Previous teachers often teach one out of two journals.
- Same as usual. Struggling students are not prepared, average students keep up, advanced students immediately grasp concepts.
- Some are prepared but others are not.
- Some have the skills necessary to do well at grade level. New to district children need a lot of time acquiring vocabulary and learning the routines of Everyday Math.
- some very and others not at all
- somewhat
- Somewhat. It depends on if they are new to the school and the program, their math level performance from last year(low-average and below are struggling when they come in)
- Students seem to be well prepared from Saxon, but children moving into our school who have been in EDM, have a hard time adjusting.
- They are able to come in and start working with the math journals. So they seem right where they should be.
- They are fairly well-prepared in their ability to solve problems, but do not know basic facts as well as I think they should by the end of first grade.
- They are not ready for the EDM math journal.
- They do not know their basic facts. I know this is not due to the efforts of the previous grade level teachers, because I've seen all the efforts they have put into math.
- They seem to forget the concepts and it is reteaching most of the time.
- Varied. Some are much better prepared than others.
- Very well
- Very well prepared. Our school blocks for math and if my class is not appropriate for the student, they are are moved to a Math 1 class.
- Well prepared
- Well-prepared

<u>Grade 3:</u>

- Average
- average to below
- barely
- fair
- Fair
- Good
- I know the K-2 grade teachers are teaching what they're supposed to, but the students don't always remember it. They should be pretty well prepared, but it's just so-so.
- I would say about 1/4 of the students are well prepared when they enter the new grade level.
- I've noticed an increase over the years.
- Inadequately prepared for the curriculum.
- It depends on the students. Students who are ELL or special ed students have trouble with the reading component to it. Otherwise they are prepared for it.
- It ranges from fair to poor. Students coming from other programs or other districts really struggle at first.
- Many do not have basic facts mastered. It is an upohill battle daily.

- Most are prepared. Genrealy a handful are not prepared but my school has a high turnover rate of students so that definitely needs to be weighed in.
- Most are well prepared
- most are well-prepared.
- Mostly prepared
- No very prepared
- Not very. Don't know the basic concepts. Ok with vocabulary.
- Not at grade level
- not very, usually a grade level behind
- not well prepared
- Not well prepared since they aren't taught enough computation skills in EDM
- Not well--the program does not allow for mastery, so students come in having just a basic knowledge of skills.
- Ok. Lacking in some skills that EDM thinks they should know like telling time, counting money, adding and subtracting. Computation is poor.
- Poor. But that is because I have years of teaching experience with a good idea of where students should be or what they should have already mastered by the grade level I teach.
- Poorly - The tendancy is to get between 0-40% on the end of 2nd grade test.
- Some what prepapred. A lot of our population comes from all over the world.
- Some years, well-prepared. Other years, not so much.
- Somewhat
- There are such huge leaps from 1st to 2nd to 3rd. The start of the year always feels like a struggle for children to settle in with the increased mathematical expectations.
- They are below grade level.
- They seem to have a lot of holes, especially with foundational skills and basic math language.
- very well
- well prepared
- well prepared if they have been here at our school using everyday math already.....

Grade 4:

- About half are ready.
- adequate
- adequately
- Except for their times tables they are ready.
- fair
- I work with a more advanced population and students are often prepared with concepts.
- If they have already used Everyday Math prior to entering fourth grade then they are used to the format. However, they are not prepared for the extent or difficulty of some of the concepts that we cover.
- It depends on so many factors for the individual child. Overall this year I feel the majority of students have been well prepared but a full 35 % seem to struggle with basic arithmetic. Some years I have had as many as 50% who struggle in this area upon entering this grade.
- Many students seem to struggle with basic computation as will as problems solving.
- Most children are entering without the GLE's from the prior grade completed to mastery. How could they? There isn't enough practice in EDM to allow them the opportunity to have mastery.
- Multiplication is not mastered, therefore it is a hold up for division. Our students always seem to need more work with the metric system and geometry.
- My students are somewhat well prepared because most of my students come from a team at 1-2 grade that put a priority on math and adequate preparation
- My students come in VERY behind every year. I teach 4th grade this year and I am still trying to get them to add and subtract with regrouping. This should have been mastered in 2nd grade.
- No much - still do not mastered the basics
- not very

- Not very well prepared. They do not know the basic math fact due in part to no mastery in the EDM curriculum.
- Not well at all! Basic skills and concepts are not in place. Some kids didn't even do the second journal during their previous school year!
- not well enough
- not well prepared at all.
- Not well-prepared. They seem to have forgotten a lot of what was introduced in lower grades.
- Now that we are in our third year of EDM implementation, the students are extremely well-prepared.
- ok
- Some are better prepared than others.
- some are ready, many are not.
- The students that entered the class this year were mostly at grade level.
- Their retention and skill levels need to be re visited and re visited again and again. They don't remember basic skills year after year. Skills that should be mastered.
- They are fairly prepared. There are many concepts to which they have been introduced but not enough practice to truly make the transfer to a new grade level.
- They score about 25-35 percent on the previous year test when taking at the beginning of the year.
- they seem to have "forgotten" much, or come with misconceptions that were not cleared up in previous years.
- They show no evidence of having ever been exposed to EDM.
- Those that have had SAXON math are very well prepared. Those coming from schools that use the ASD preferred Everyday Math are confused.
- very poor
- Very poor in basic facts
- Very week on multiplication facts
- very well prepared
- Very, if they received the same curriculum in previous years.
- Wonderfully, but that is a credit to Saxon Math!

Grade 5:

- differential instruction, small group instruction, review of gle's in small grps.
- differentiate
- Differentiate at lower levels, Small groups Peer sharing Extra time Constant Review
- differentiated activities.
- Differentiated small group instruction/homework, use of concrete materials, frequent small assessments, etc.
- Differentiation throughout the school.
- Extra time, practice, and one on one instruction
- I am attempting to do small group re-teaching on certain basic skills in the morning. Other times, I am providing whole group reteaching on certain skills, if the skill is not gelling with the class.
- I differentiate instruction based on needs and skills.
- I do small group instruction when needed. In the past, I have had tutoring after school. I offer assistance to parents if they do not understand a concept.
- I don't look at the pacing guide. I figure masters is more important than how far we get in the book, within reason. I keep the pacing guide in line, but I give up two lunches a week to work with those kids who are truly struggling.
- I have an aide that helps struggling students.
- I lead a small group after I teach the whole group lesson. I also add practice sheets for adding, subtracting, multiplication and division through out the year.
- I offer help at recess time twice a week. I try to fit in as much small group time as I can. I add manipulatives as applicable.
- I reteach and grade on a curve- plus I keep in contact with parents to help support my struggling students at home.
- I spend extra time with them and also make worksheets that address the areas they are struggling in so they can have more practice.

- I suggest that students get a tutor because the district has set a schedule / pace that is very rigid. I also try to offer help during class and give extra practice. I make sure we play all of the games to insure basic skill acquisition.
- I supplement materials.
- I take more time to teach one on one and support with easier homework.
- I tend to have to go back to prior grade levels and teach the missing concepts students have before I can even think of focusing on my current grade level. It is amazing to me how many new 5th graders I get that still struggle with basic addition/ subtraction. Before I can effectively teach multiplication or division, they need to have mastered these basic skills first, or they continue to struggle the entire year.
- I try to take it from what they know and like. I go back and work on facts with them. Something that they understand, let them feel the good feeling of 'getting it'. Take it from there to the subject they struggle with. I feel they have to get that 'aha!' feeling. That's the real pay off for taking time to do math. Math is not fun if you are not sure you get it.
- I tutor them in the mornings. I also pull groups after giving the lesson.
- I use additional resources that I have learned in my 12 years of teaching.
- I use the differentiated handbook, the lessons suggested in the EDM Manual, and they work in small groups with me or another adult to practice.
- I.E.P.'s
- Insist on students mastering computation/operation fundamentals. Increased 1 on 1 time with teacher. I teach a before school (2-3 times/wk) math clinic. We have a twice weekly morning math clinic school-wide.
- modifying the EDM curr.
- One on one or small group help. Review of concept. More practice.
- one-on-one assistance, modified assignments
- One-on-one time with me, more manipulative concept building time, extra parent tutor time.
- peer tutoring and aids.
- Remediation work, review of basic skills
- Repetition of lessons, tutoring, drill and practice with math facts.
- RTI study groups, small group instruction, tutoring with LOI monies.
- see previous statements
- slow down, reteach, use games to strengthen skills
- Small groups when possible..differentiating instruction...slowing the pace down when necessary...using supplemental material
- small skill groups, lots of review, weekly flashcard checking, supplement with other worksheets
- supplement
- The strugglers get very frustrated. Not a lot of support. I use the document camera to demonstrate a lesson or play games with students. I pair kids up with a strong partner. I meet with a small group of kids at my back table.
- Trying different methods to reach them & additional practice as needed
- Tutors assist those who are struggling. I also pair strugglers with more competent students, especially during games.
- Use manipulatives, extra time tutoring at recess and before school, small group practice
- We have in school tutoring groups and after school math tutoring.
- We have small groups in Math, and I use outside resources to help reinforce concepts taught.
- We let the kids work at their own levels, so that kids don't struggle
- with replacement curriculum

Grade 6 Elementary:

- 60- 40 Sixty percent are adequately prepare, 40 percent are not, of that 40 precent most are not putting in the effort, do not know basic math facts and do not memorize information.
- Adequate. Some are very prepared while others are not.
- Average
- Below average.
- By sixth grade, it is a real split. The curriculum definitely becomes more advanced and conceptual, and many students are still quite concrete in their thought processes. There are the kids who really know their math facts and are ready for

the challenging conceptual concepts. There are many kids who are struggling with facts and have difficulty when finding common denominators, converting to decimals, etc.

- Depends. Some are prepared and some (D.O.D schools) are several years below grade level. Depends on if they've been within our ASD system or not.
- Extremely un-prepared.
- Fair
- Fair. Over the years more of them are coming without knowing how to multiply numbers.
- Fairly well. Some students still need to become automatic w/ math facts and basic computation.
- I feel the upper third is prepared, but the lower 2/3 of the students are not.
- I teach resource so they enter with a variety of deficiencies.
- most students do not have a firm memory of multiplication facts. this is unfortunate since so much math is built upon that knowlege.
- Not
- Not prepared. Although they have "moved" through the school using the Everyday Math curriculum (from grade level to grade level), they cannot recall skills taught before. For instance, EDM will show that students had practice with the concept in Fifth grade. However, my brightest students (I mean really bright) will state they have never seen the concept before. Thus, introduction and teaching of an EDM "existing" concept begins again.
- Not prepared... don't even know multiplication tables by 6th grade
- Not very well.
- Not very.
- Not very. The EDM program was adopted for all grades in the same year.
- Not very. Many missing areas.
- So-so. The previous grade level teachers usually only get to unit seven, so they have holes.
- Some are above grade level, some are far below.
- Student comprehension spans the gammit. New to district students who have not used EDM have a very difficult time. ELL students struggle.
- Students who have been in Northwood and have had Saxon instruction are very well prepared. Students who have had Everyday Math struggle to keep up with the homework load and with the mastery requirement.
- The high (Ignite) students are fine. Many of the mid-low students do not seem prepared.
- There seem to be a lot of holes and basic skills missing. A lot of teachers struggle with teaching EDM effectively.
- They are not prepared with the basic skills needed to be successful in math.
- They are usually well-prepared.
- they aren't many don't even know multiplication facts or when reviewing concepts, they act like they have never seen the material before although it was covered in 4th/5th
- They seem to be really unprepared.
- This year - poor
- varies from student to student
- Very unprepared!

Elementary Combo:

- 5th grade is very prepared. 6th grade needs more help.
- 75%
- as best as they can be, teach resource
- fair
- Fair - some of the prior year teachers did not finish the book so there is some discrepancy in what students have learned. Some are much farther ahead than others.
- Fair to low.
- I am a special education teacher. I work to teach all grade level material in math, as well as cover any areas of specific concern for the student.
- I would say 5% are prepared to take Algebra 1 in 7th Grade and 50% are prepared in 8th grade assuming they have taken Pre-Algebra in 7th grade.

- moderately
- Most of my students are far below grade level in their math skills
- Most students are fairly well prepared, however, not all students have attended this school or district in the past.
- Not very well prepared. They don't know their facts, they can't remember multiples, and factors, they don't know what the GCF or the LCM means, and they don't know the purpose of figuring them out. They cannot remember median, mode and maximum and minimum. They remember the definitions after I remind them but cannot put it into long term memory.
- Not well prepared, but then, I teach students in the special education program and they are most likely 2-3 years behind their peers.
- Not well prepared. They don't know their multiplication facts, and some can't subtract accurately.
- poorly
- Poorly for knowledge of basic addition, subtraction, multiplication and division rapid recall (0-12)
- quite well prepared when coming from within Northwood ABC
- so so
- Some are well prepared and some are not. Some are not prepared because developmentally they are not ready for the concepts taught at their grade level. These are mostly students who have struggled with reading and who thus not had as much time to devote to mathematics.
- Somewhat
- somewhat lacking in vocab development, basic skills
- Students do not have the basic concepts of multiplication and they do not know the multiplication facts. Many do not know the addition and subtraction facts. Many do not know how to regroup in subtraction.
- They are not prepared at all.
- They are well prepared.
- Well prepared, except for those needing differentiation in areas of weakness.

Grade 6 Middle School:

- adequate for the most part
- Fair to adequate.
- Learning math is developmental. Also the success that a student may have is dependent on the effort they put forth. So I feel that my teaching style will help them to be successful in my class and prepared for next year I feel that there is about 60% of my students are actually prepared for next year.
- Many lack basic skills making it difficult to do the work expected.
- moderately
- My incoming 6th graders are fairly well prepared, except most do not know their multiplication facts, and most are weak doing long division.
- not well prepared at all Can't (-, x, or divide)
- The majority are still struggling with multiplication facts and division skills. Many have had some experience with graphing and fractions.
- Very badly. I have had to go back to place value to teach regrouping and the processes for the operations.
- Well-Prepared

Grade 7:

- 1-3 grade levels behind
- a mixture of students and levels come into to 7th but the majority are at a lower level than they should be
- At least half of the students in Math 7 are entering 7th grade below grade level. Many that are at grade level are in advanced classes such as pre-algebra and algebra.
- I have implement two initial assessments at the beginning of each year, for 14 years. Students were well-prepared for grade-level curriculum that had gone through the Silver Burdette program at the elementary level. However, after Everyday math had been implemented, I noticed diminished aptitude. After students had had four years of Everyday Math, scores were at the bottom. This has not changed to date.

- I teach Math 7, PreAlgebra and Math Support. Of my Math 7 and PreAlgebra students many of them are not secure in basic computation skills including operations with fractions and decimals. A noticeable number of them do not have their basic math facts and have been exposed to too many topics without mastering the K-6 GLE's
- In the 7th grade students are expected to come in on the first day and already know how to add, subtract, multiply, and divide fractions and decimals. I feel the fraction area is incredibly weak. Students coming from the Everyday Math program seem to have the attitude that each day will be a new day with a new concept and so they don't need to worry about it if they didn't understand the material from the previous lesson.
- Inadequate knowledge of basic facts. Absolute inability to do long division. No problem solving ability. One student knows how to do problems, 3 are very adept at copying other's work.
- lack computation skills in fractions, decimals, percents, integers, and problem solving
- Most of the students are unprepared for 7th grade math and unprepared to attain 7th grade standards and GLE's. Most need a math support class.
- No calculating skills
- not ready to do the work that is expected of them.
- Not well-prepared at all. They have difficulty with multi-step instructions/problems. Basic operation concepts are extremely weak as well as decimals, fraction concepts, and
- Poorly prepared. The biggest hurdle is their inability to read for understanding. They do well with "naked number" but are stymied by any problem with context. I can teach kids facts and algorithms - it's harder to teach problem solving at 7th grade when they seem to have never seen it before.
- Pre Algebra and Algebra are generally well prepared (about 75 %) Math 7 students, 10% very well prepared, 30% well prepared, 20 % not well prepared, 40% extremely ill prepared/ should be in a pull out math program.
- Some are well prepared, but the majority are lacking in several of the key concepts (such as mulitplication and division)
- Some students are prepared, some are not. Many lack basic fundamental skills, such as the ability to do long division, multiplication, basic fraction work, etc... It seems there are very few opportunities in elementary school to do this rote practice. The inability of students to perform these basic functions makes the current math lessons take longer, because I have to re-teach these basic skills because they are necessary for completing current lessons
- Somewhat prepares. Need to know their math facts better. Don't know fractions.
- The average to above average student are well prepared. If a student has had "life issues" the tend to be far behind in basic computational skills, logical thinking and reasoning skills.
- The pre-algebra students are prepared. The math 7 students need more basic skills.
- There is a wide spectrum of ability in my classrooms. A few students are well-prepared but many students are not.
- They are not ready for MathScapes. They are making a leap from 6th grade everyday math into a curriculum that requires the 6th grade to have complete MathScape. This material is completely foreign to them.
- they seem as if they only received a breif lesson in many of the concepts, nothing is really concrete.
- This totally depends on the class that they are entering. The students in Math 7 are way below grade level, usually 2-3 years on average.
- Varies from year to year, but I would say satisfactory
- Very
- Very poorly prepared. Skill levels below 5th grade on average. Reading levels to low to understand the text. No ability to take math notes. Very poor fraction and decimal skills.
- We see the full range from well-prepared to stuggle students

<u>Grade 8:</u>

- 75%. Most, as is true at most levels of math, do not have a firm grasp on arithmetic operations with rational numbers.
- About 85% are not prepared. They majority do not know how to add, subtract or multiply double digit numbers. The majority also do not know their times facts.
- fair
- I teach special education students so there gaps are different. The majority of my student struggle due to gaps in their learning.
- I teach students who are new immigrants with limited math backgrounds. They are enrolled in my class because they are very unprepared to handle the math and/or language that is used in the mainstream classroom.
- mostly unprepared

- My general math 8 classes are made up of a mix of students who are either struggling in math, receiving special education services and struggling in math, students who don't complete work, and lack motivation to do work, and a handful of students who complete their work daily and are successful in math but are not ready for algebra1 (or failed prealgebra because they didn't turn in work)
- Not
- Not adequately prepared
- not prepared
- Not prepared in the basics (Fractions,Decimals)
- Not very well prepared: poor in basic skills like adding and subtracting. Multiplication tables are not in memory; lack skills in fractions, decimals and percents
- Not very. Kids struggle with concepts they have seen since 3rd grade that keep them from grasping the higher level concepts in middle school.
- Not well. Unable to do basic math functions like subtract and divide. Other than my advanced math students, regular ed students almost can't do basic functions with fractions and almost all of them need the use of a calculator to do basic division.
- Okay
- POORLY PREPARED
- Some are well prepared, some are severely lacking.
- Some better than others, a lot are weak in basic add/subract/ mult/divide
- Students are adequately prepared. There are obviously holes in individual students' learning, but I haven't noticed any systemic issues.
- The SPED students were ready. They were prepared for resource math.
- They are not prepared. They are weak in all areas--numeration and functions in particular.
- They are somewhat prepared for my grade level.
- Very poorly prepared.
- Week in rational numbers operations.

Middle Combo:

- Currently, with special ed students they are very ill-prepared if they have been pulled out for math instruction. Special ed teachers are not getting the opportunities for math development in math.
- I have a wide range of ability levels, but overall I see major holes in basic skills, and facts, such as addition, subtraction with borrowing, multiplication facts, and long division.
- In my school, most are below grade level.
- more than two years behind

No Designation:

- adequate
- Adequately prepared. When the previous teacher has not finished both math journals, students will not have had the necessary exposure (not mastery) to math concepts.
- At the beginning of 4th grade more than half of my student's can't add with regrouping. Most can't subtract--regrouping or not. This year no 4th grader could divide and only a few could multiply. They are missing the basics which make starting out in EDM on schedule impossible.
- Depends on the year. ALL students are lacking in computation.
- fair
- Fair
- Fairly well prepared in all but basic computation.
- good
- Good and some areas but poor in other areas such as odd/even numbers.
- I feel students are prepared
- I teach in a self-contained special education setting. My students are working on individualized educational programs.
- I teach resource

- Math facts are not drilled enough, so 4th grade remains lost - NO TIME IN SCHOOL TO PRACTICE! Our society has headed in a different direction, and home life has no time for school in many of our families.
- minimal
- Most are not well-prepared.
- My second graders were well prepared. My third graders were not well prepared.
- Not good.
- not prepared at all
- Not very
- not very prepared
- Not very prepared. Everyday math leaves many holes in students understanding of concrete mathematics
- Not very well prepared, but I teach special education
- OK but it is a big transition from math in Spanish without the EDM journal in K &1st to the EDM journal in 2nd
- poor
- Some students are well-prepared. However, there is a wide range of abilities.
- Special education students are fair.
- Students are not prepared. Most do not have the background in their multiplication facts, and fractions. I spend much of my time reteaching what they should know. The biggest weakness is that students are not used to learning for mastery. Students are used to moving on whether they know it or not, and it teaches them bad math habits, they don't try, as they are used to moving on whether they have mastered it or not.
- Students do not have basic concepts down
- Students with IEPs and goals in the area of mathematics: Poor
- There are different levels of math for incoming 7th graders. Students entering prealgebra or algebra tend to be very well prepared, meaning they are competent in using most 6th grade math skills/concepts. Students entering math 7 are those who were working at or below grade level. There is such a wide range of ability and achievement in math 7, it is difficult to address the needs of the far below proficient students and the proficient students in the same math 7 class. Many math 7 students come in with skills below grade level.
- They are well prepared, but we test for placement instead of just putting them in the next class up.
- varies greatly. Overall fair.
- very well prepared

How do you address the needs of struggling students in mathematics?

<u>Kindergarten:</u>

- Altering things when needed. Have students teach each other, more 1-on-1 work
- As time allows I provide small group instruction. This is not possible often enough.
- Differination
- Extra one onone time, peer tutoring
- Extra one-on-one time, peer tutoring, giving parents ideas of what they can do at home to support their
- Extra practice during the day, one on one/ small group, peer mentoring with an older class-- "buddies." Practice materials sent home, newsletter for parents with ideas to support students at home.
- Extra practice outside of the curriculum.
- Extra practice with TA
- Extra reinforcement, small gp. sessions, one on one sessions, manipulative activities, extra things to do at home for parent support
- extra time with teacher or t.a. during the school day
- Games and manipulatives
- Give them extra assistance and time; sometimes find a different way to explain or show the concept.
- I am completing this during my lunch. Interventions would take me longer than the recommended 15 minutes.
- I teach and teach and teach!!!
- I try to approach each concept in a variety of ways to help learners with differing styles.

- I work with students individually, small groups, and send supplemental work home for the student to work on. I also have my aid work with students one on one, or with groups as well.
- Individal and peer teaching
- individual and small group help with number recognition, skills and concepts (as time allows)
- Individualize instruction
- Individualized instruction/ extra practice/ daily repetition
- Intervention activities and games.
- Manipulatives & extra practice with TA's and adults in the room. Support at home if available.
- more opportunities for practice
- One on One,
- One-on-one support. Adjusting assignments. Additional instruction.
- Practice centers, small groups, one on one time, manipulatives, repetition, routine.
- provide one on one support
- repeat, reteach and modify
- Repetition, math games and songs Partner work, Tutoring Explorations, Math Centers instead of free time (for the whole class. They all think Math Centers equals play time!).
- Small group instruction Sending flash cards home or games home with students who are struggling so parents may support their children at home.
- Small group instruction and working one-on-one with my strugglers. I also have an aide and a tutor that comes to help with them.
- small group instruction, calendar, counting daily, etc.
- small group, more time
- small group, use of manipulatives, and repitition
- Small groups, working with my TA, having several levels of the same game, send extra practice home.
- supplement with age appropriate activities that are meaninful and integrated with other themes
- Supplement with other materials.
- Tutors to work on target skills students are struggling with.
- Use of supplemental materials and addt'l support by using an aid.
- Work one on one with them.
- Work with them to learn concepts, numerals, etc.

Grade 1:

- -work one-on-one or in small groups -use manipulatives
- Add one-on-one support and scaffold instruction.
- Constant assessment with weekly quizzes, end of unit tests, mid-year tests. Working with students in small groups to practice math concepts. Having bilingual students play math games with a bilingual tutor. Extra math practice at different times of the day. Everyday Math games in the computer lab.
- differentiated lessons, small group/individual instruction, online game support, math games in classroom and at home to reinforce skills being taught.
- differentiation, small groups, one-on-one instruction
- drill and parctice
- Extra practice, review of materials and one-on-one support
- I give them more time to complete tasks and more adult assistance.
- I have been using Math Their Way materials and 1-1 instruction.
- I have had to stop whole group lessons and just teach in leveled groups, I differentiate with timed addition tests and dice rolling. I pull kids over to give them pointed feedback and reteaching, but some of my students just are not getting it.
- I have to do one on one and groups to help keep them caught up. I also have to reteach concepts a lot more.
- I look at assessments & try to support skills in small group or 1-on-1 support.
- I teach lessons in small ability leveled groups. Use parent volunteers and high school helpers to tutor kids.

- I try my best to pull them aside in small group settings and work with them so they get more one on one. I also try to use manipulatives and other tools so they can see what it is I am trying to show them.
- I try to show lots of visual aids, EDM games and review of abstract concepts.
- I use fact practice sheets, teacher-created games, Waterford, and Saxon math to enhance my teaching of math in my classroom
- I use small groups, games or scaffold them with modified lessons
- I usually give them other worksheets instead of using the EDM workbook. If I don't do this I have sit right by them and tell them direction for each math box.
- I work one on one with these students. Have parent conferences to assist parents in how to support their child at home.
- I'm needing to supplement EDM with other math material. I've taught Saxon in the past and my students were highly ready for first grade coming from Kinder as well as ready for gong on to second grade.
- individual attention and suggested activities for home
- Individual attention, additional homework, partner work and additional practice
- Individualized and small group instruction, peer tutors, intermediate student tutors, parent assistance
- intervention tutoring or groups
- It is hard because the EDM lessons take a lot of time to do them well, so there is not much time. I try to meet with the struggling kids several times a week..Touch Math is often taught.
- Lots of one on one, extra work from other sources
- LOTS of re-teaching and supplements. Generally my entire class is sturuggling.
- Minute reviews of basic knowledge, individual time as available, peer assistance as time allows, small group interventions
- More 1-on-1 assistance
- one on one review with small groups utilizing parent volunteers
- Peer buddy or one-on-one
- peer coaching, reteach, small group, individual attention
- provide extra help 1 on 1 and in small groups, provide extra math intervention time, do extra review sheets
- Provide manipulatives, peer tutoring,1:1 instruction
- repetition and partnering with students that do understand.
- repetition, supplemental materials and teacher-made activities.
- Reteaching individually
- Reteaching, and chaning the presentation format if needed.
- simply content by focusing on secure skills, slowing down the pacing chart when students aren't able to master secure skills, providing individual support with struggling students or peer-assisted learning, bilingual student translation for mono-lingual or limited English students
- small group manipulatives alternative curriculum
- small group help, modified whole group lessons
- Small group instruction and one-on-one guidance and help along with cooperative learning
- Small group instruction and practice.
- small group instruction, differentiated instruction, extra practice
- Small group instruction, partner teaching, EDM online, assessment assistant worksheets for extra practice, pulling in at recess for extra help.
- small group/one on one/manipulatives
- small groups
- small groups, one-on-one
- Supplement with better math programs.
- teach and reteach additional math time homework with parental support
- There is very little time to address their needs. They must struggle to keep up.
- Try to find time to work with them in small group to teach/practice at their level.

- use a helper to work one on one with those kids. Also, I have my title 1 specialist take a small group of kids that need help on one skill.
- use of manipulatives, songs, individual lessons and practice, math centers for additional practice
- With the support of our Resource teachers. We use the differentiated curriculum. We do 4our lessons each week on on Friday we have re-teach times or game day whichever is appropriate for each student.

Grade 2:

- 1. Homework 2. Lunchtime sessions. 3. Falling behind in the daily lessons and stopping to explain and reteach. Additional help when I can find an adult to help.
- After teaching a main lesson, I attempt to pull them aside for additonal help. Set up math buddies, parent volunteers and additional work home to parents. Usually I cannot get to a struggling student as many kids need help with the constant introduction of a new strategy or concept.
- Attempt to make up for spiral touch and go EDM curriculum by buying material that will do so and assigning as homework as well as try to fill holes with 10 minutes of skill work before EDM lesson.
- Easier work load, simplifying problems, more basic skills work.
- extra practice and peer tutoring
- Extra small-group or individualized assistance.
- I always teach the readiness portions. I have students partner up with a stronger student. I pull them for small groups. I give them more appropriate homework from the math masters. I extend the math teaching time. We spend a lot of time manipulating things so we understand. I rack my brain to figure out how to make things more concrete. We use our white boards every day. We sing math songs.
- I differentiate and meet with the struggling students.
- I differentiate and put each student into their appropriate levels. I pace these groups based on their own needs.
- I do the pages whole group or meet with a small group. I provide intervention for those that are lacking a skill. I use lots of manipulatives and play the EDM math games.
- I donate my own time before and after school daily to help strugglers. I have to.
- I find other materials to supplement them.
- I provide tutoring on Thursdays weekly and small group support or 1-on-1 support int he classroom.
- I purchase my own K-1 & 2 math books to work with them at their levels in areas of concern.
- I supplement the curriculum on a regular basis, play math games, use Title I resources, use online math games, give partner, small group, and one to one instruction time. Proficient students help strugglers with their work. I provide manipulatives to students on a regular basis. We pair up with another classroom as math buddies on a weekly basis. I take time from social studies, science, and handwriting to reteach skills. In the past I used Larson Math at a lower grade level, but it is no longer tracking student progress, so I'm not able to see how well all my students are doing.
- I try to work with them in small groups.
- I try to work with them in smaller groups while the other students are doing the math games.
- I use the readiness activities as well as spread some lessons out over multiple days.
- I utilize the Math Masters pages to send home, differentiation guide, parent support, and my classroom is always open during lunch if a student needs help.
- If they need to be moved back to Math 1, it is done. If they are in an appropriate class and still struggling, I give them more direct instruction, or utilize a adult volunteer to help them.
- Individual help, math study groups, math games for drill and repetition
- Individual instruction.
- lots of review, tutoring, one-on-one, small group work, use the readiness materials in EDM, incorporate needed skills into calendar
- Offer some assistance during the lessons. But for the most part just keep going. My understanding is that if they don't get it the first time, they will pick it up the next, or following time. EDM isn't taught to mastery with every lesson.
- One on one and small group support.
- one on one, modified assignments, review, games, homework for more skills practice
- one on one, peer tutoring, repetition in areas of struggle
- partners, small group support, review

- Peer tutors
- review often small groups
- Saxon and I reinforce the basics...what the children need to know.
- small group
- Small group instruction with manipulatives. Parent helpers work in small groups. Adapted materials.
- small group instruction, hands-on material, and any other supplemental material available that will reach the students on their level and their way of learning.
- small group instruction, individualized homework, extra assistance, peer tutoring, manipulatives, one-on-one, computer, after school tutoring
- Small group instruction.
- small group lessons, multileveled games and activities, differentiation ideas in lessons
- small group work and presenting multiple ways to solve problems. I encourage hands-on learning using manipulatives/number grids also.
- supplement readdress
- Supplement with more practice. Meet in small groups when I can find time.
- They attend resource math, they are given additional practice in their area of need.
- This is an area in which I would like more support.
- Use manipulatives and giving them more individualized instruction.
- We ability group for math so this isn't much of an issue. Reteaching, review, explaining concepts differently
- We have them jump right in and then support one on one as we see problems. It gives us a picture of where they are and what they have.
- We play games with flash cards in partners, spend at least 30 minutes on EDM online games as a class, I sent home EDM passwords for students to practice at home, I also use the assistant to create more targeted practice for students to differentiate homework as well as class work.
- We use math blocking so students are leveled and that works really, really well.
- Work with students in small group as time permits. Reteach skills students struggle with.
- Working one on one. Having students share how they solved problems so students can try more than one method.
- yes

Grade 3:

- 1:1, small group, volunteer tutor, parent involvement
- Additional practice, instruction, small groups, reteaching, etc...
- assess where students weakness are and build from there
- differentiation, and interventions.
- Diversify instruction; small group instruction
- extra help one on one using manipulatives reteaching
- Extra support, one on one help, or small group help
- Hit and miss- no aide, no parent volunteers on a regular basis.
- I differentiate that material being taught. I also have a bilingual aide in my room that can provide 1 on 1 or small group assistance.
- I have to keep them in for lunch recess to find time to work with them.
- I reteach, reteach, reteach, and go back to the basics to insure students understand the foundation concept.
- I think we're addressing them pretty well, between our Title 1 math support teacher, Dimond High School helpers & my own efforts. We're trying hard!
- I work one-on- one with them, small groups, do only half the math boxes, etc.
- I work slower than the pacing chart to insure they get more firmly grounded in the basics. I try to integrate math into real-life situations and other content areas, and I supplement.
- Leveling classes, or supplemental materials.
- more practice..teach them strategies to use
- More repetition. Small group instruction Teaching basic facts
- need to block math!!! Currently, SpEd pulls & we have half hour tutor to pull lowest 3 for reinforcement

- One-on-One Interventions and Peer Tutoring We flexibly group according to ability for math so these challenges are minimal.
- Personal attention. Manipulatives when necessary. Online video teaching when available.
- Pre-teaching of next day's lessons, additional support offered by TAs and support staff
- Reteaching lessons, lessons taught over the course of 2 days. Preteaching skills the curriculum expects students to already have.
- Reteaching, small groups, extra support
- Separate curriculum if I can find it.
- Small group instruction, hands on materials, games, and modified material or expectations.
- Small group instruction.
- Small group instruction. Explicit teaching of skills on introduction with additional follow up. Supplemental activities.
- Small group work, review, math games, peer partnerships, etc.
- Small groups for re-teaching. Extra basic skills practice.
- small groups skills work
- Small groups with mini lessons. Stay in at lunchtime to work through vocab and concepts they don't understand.
- small groups, adapted curriculum
- Small groups, modified work
- Small groups, one on one tutoring
- Supllemental skill building computation sheets...
- supplement with outside sources that are simpler
- use skill based and differentiated instruction
- Using the differentiating options and adding resources. Meet in small or individual groups. Partner students with others, Use manipulatives.
- We do small groups, teach and reteach, and modify instruction
- We level our students by ability and provide slower paced lessons and re-teaching when necessary.
- We spend more time that is allotted to make sure that at least a basic mastery is achieved, meaning that I don't get to every lesson during the year.

Grade 4:

- Additional practice and explanations.
- Break down concepts and restart at their math needs to make gains.
- Differentiated groups One on one tutoring extra practice
- extra one-on-one teaching time, after school tutoring
- Give them modified work.
- Help them using SAXON math and it's core components and materials for struggling learners.
- I communicate the need for extra practice to parents. I use a high school student to deliver readiness activities that go with the lesson. I check in with those students more frequently and offer opportunities for extra support with independent tasks.
- I conduct review with small focus groups, use other students to tudor needy individuals. Use of online resources. Focus on game that reinforce areas of struggle.
- I constantly use supplemental materials to help struggling students get the practice they need.
- I do EVERY component with EVERY student. I may work with small groups after I deliver the main lesson.
- I hold reteach sessions on game days I have students stay in for recess so that I can work one-to-one I have other students help each other
- I level the work, use games, slow the pacing, offer extra credit for corrected work, inform parents, and use supplemental materials. I sometimes have trade books to use in class.
- I preteach with outside curriculum the skill or teach background knowledge, I run small groups, I have students track what they learn/take notes in their learning logs.
- I supplement, supplement, supplement. We do math 3 days a week for morning work, and extra hour on our no pull-out days, and for homework every night.
- I try to bring them all up to speed but need more parent support.

- I use Silver-Burdett for my very low students. They love it.
- I work in small groups. I modify the length of the assignment. Sometimes I give extra practice or more basic practice with supplemental materials I find on the internet. I use manipulatives.
- I work with students in small skill and strategy groups.
- I work with them, one on one, small groups, whole class as I see the need. Supplemental assignments, activities and formative assessments.
- individual assistance
- Individual help, peer help, parent help
- Individualize and give extra practice.
- Lots of practice. Extra math work for the opening of the day. Some structured drill and practice for multiplication facts and the regrouping process for addition, subtraction, and multiplication. Looking at the inventory and assessments diagnostically and reteaching and practicing skills that are not secure.
- Lunch/recess interventions, homework, focus on them during classtime
- My partner teacher and I block for Math so that one of us has the lower-middle to lower students and one of us has the middle-high to high students. In the lower class the teacher is able to take more time to cover certain concepts and use supplemental worksheets or activities for better understanding.
- Not at all
- partner work, cooperative learning strategies, math games for practice, tutor support, small group lessons based for specific skills
- Pull them along and ask for extra help at home with basic concepts.
- review, preteach, reteach. break the concepts down into smaller parts.
- review...review..supplemental work
- Slow down. supplement with different materials
- small group/one/one
- small groups
- small groups, reteaching, peer tutoring.
- Small-group help, when it is possible. ***We have no funding for tutoring or extra help at our school - this is a HUGE problem.***
- Support them with tools to help them through, one-on-one support
- There are several tutors that help struggling students and I also offer twice a week recess tutoring practice. I also use various tools to help these students (SmartBoard, Base 10 blocks, etc.)
- tutoring, small group instruction, shortened assignments
- We differentiate our entire grade. We have 5 different flexible math groups meeting the needs of students.
- We do math blocking at our school, and every student goes where they need to be for math. This allows them to receive math instruction at their level.

Grade 5:

- Collaborative Meetings, Basic Information about the curriculum, additional classes using EDM, additional math courses
- Communication from the STEM teachers
- District math coach; Alaska Math Consortium
- EDM Inservice Grade Level math instruction EDM math games
- EDM training
- Everyday math
- Everyday Math support, and a class on using literature in mathematics.
- Everyday Math training.
- Follow up with instructional teachers
- Grade Level classes Focus opportunities with grade level and ASD rep. Summer class
- I attended the math consortium many years ago.
- I don't know.

- I feel that all the professional development received in math has been presented in a way to persuade/force staff to use EDM and since its so foreign, we have to be taught how to teach it.
- in classroom modeling, inservice training, help on line, lots of materials provided, parent in services
- Inservices
- Inservices, credit classes.
- Math Consortium New to Grade Level EDM Online Training RTI and Math Instruction
- math meetings, inservice opportunities
- Math support teachers have come into to teach a couple of lessons when I invited them in the past. Our Title 1 math teacher is helpful.
- once year, short presentation on a staff meeting; 2 (?) years ago, a brief visit from an out of state trainer
- Personal introduction when I was hired. ASD trainings.
- Support for the materials, as well as a wonderful math support person in the school.
- The meetings we have never get beyond a certain point, so they feel worthless. Additionally, the meetings we have seem to add more and more. For example, the district wants children to be able to apply learning to new types of math problems. What, then, is the point of EDM's spiral if teachers at lower grades are being asked to work ahead so that children can do this? Now, it's being asked that children gain additional instruction in algebra to prepare them for middle/high school math. Requests keep being made, but not assistance as to where the time is to come from or the offering of strategies as to how to make this possible. If children are having difficulty doing basic addition and subtraction problems, what's the benefit of adding all these layers?
- Too numerous to name, however, here's a few things I've done: Extensive reading on my own. Took two one credit EDM courses over 10 years ago. One for EDM--Kindergarten--Penny Williams taught it. One for EDM -Third Grade--Ruth Dene taught it. Lots of one day professional development seminars in EDM per grade levels I was teaching. Many EDM briefings at inservices. Worked on developing the ASD math SBAR Worked with a cross-district team to design assessment maps for entire third grade EDM curriculum. Worked with a cross-district team to design performance tasks to assess third grade EDM oncepts Former Math Contact
- Trainings on EDM that's it.
- Ways to integrate the curriculum for students with disabilities, how to differentiate
- We only received EDM support recently, I believe in preparation for this survey.
- We used to have support people come and teach or give us additional support. We don't have that any more.

Grade 6 Elementary:

- -After school 21st Century program for homeowrk help and extra tutoring. -After the lesson is taught and the class is working on the assignment, there is time for one-on-one instruction for struggling students. -Because Northwood has an intermediate math block, 5th and 6th grade students who are so far behind in math mastery that they cannot catch up to the rest of the class are moved to the next lower grade for math instruction (i.e., my 6th grader would go to a 5th grade classroom for 5th grade math instruction). This has been very successful in building up students' understanding of math concepts and preparing them to move up.
- -Small group reteaching -small group instruction and guided practice -weekly math workshop targeting lagging skills while Igniters are gone
- After I have worked with students and they continue to not put out the effort, they are on their own. I spend most of my time helping students that want it.. I offer tutoring after school and have had former students return to ask questions or get extra help.
- Before/after school LOI tutoring along with more focused instruction when I teaching. Also, I try to get the parents "on-board" with me.
- Extra one-on-one help. Our building has a tutor to work with small groups.
- finding weak areas, and continually reteaching, and retesting until mastery prevails.
- I have to create a lot of my own math sheets to help these students and others.
- I have to supplement on many of the skills needed for middle school
- I provide a study group at recess (my lunch) two times a week, I make up special practice pages to give them repeated problems to help build understanding. I give math timed tests to help students learn facts--in 6th grade :(

- I provide short quizes every 1-2 weeks on our current topics and standards. I identify struggling students and provide immediate interventions each and every week. I have developed a peer coaching system that enables me to fully identify and support strugglers on an immediate basis.
- I provide them with individual attention and extra lessons on content they struggle with.
- I supplement the curriculum with materials that address state/ASD standards but are more at their level.
- I supplement with other materials
- I try to spend time one-on-one to explain, sometimes partner, often pull a small group, and spend a lot of time finding or creating drill and practice of the new topics. I spend 25 minute of my 40 minute lunch each Tuesdays and Thursdays in "math group" where kids come with questions and we work on the white boards. It's very popular, and effective. I also tutor a small group on Friday afternoons from 3:30 to 5.
- I tutor before school and during lunch and recess.
- I use small groups, and supplemental materials.
- I work at a slower rate, focus on more specific skills and work at a different grade level.
- Lots and lots of practice using non EDM worksheets sent home and used during "extra" math time and down time. I work one-on-one with many of my students. I work with groups to review and relearn. I recommend tutoring for students who are struggling.
- Lots of step by step break downs. Lots more time securing skills before moving on to others. Supplement, supplement, supplement!
- lunch time, before, and after school support
- modifications review
- more extra practice and less lunch time for their teacher.
- More one on one time, and using more tools I have gathered over the years (outside of Everyday Math).
- offer tutoring every day after school and during study hall
- Peer help, individual help by teacher or volunteer in classroom, reduced assignments, modified assignments.
- Provide additional examples during instruction, one-on-one, after school tutoring.
- Reteaching, drill and practice, adapt assignments, peer teaching, visual aids, manipulatives etc.
- Review basic facts and language. Before school tutoring. Successmaker.
- Small group time when I can find it; and providing worksheets and instructional time focusing on basic math skills which were not mastered in early grades. This puts the entire group on a slow track.
- Successmaker, after school turtoing
- SuccessMaker, focused math groups during lunch recess, extra math time in class
- USe additional materials to build students' concrete knowledge. Success Maker. Silver Burdette.
- very well. I offer 360 minutes weekly, where students can seek my our and get the help they need.

Elementary Combo:

- By scaffolding instruction, focusing on power lessons, preteach, and reteach.
- Daily assessment, iep goals and objectives, modified work, supplemental materials
- differentiate within the classroom, small intervention groups
- Differentiation materials, pullout program with Cook Inlet Tribal Council for second and third graders Alaska Native and American Indian children who need extra help.
- extra support, one-on-one, extra time to complete assignments
- Focus on the GLEs.
- I am a special education teacher. I work in small groups & one-on-one with students addressing their specific, individual education plans.
- I assess them to find out what areas they are struggling and then I address those needs by reteaching or using other strategies to help the student.
- I believe that math facts are the door to understanding higher level math. Students must possess a facilty with the relationship between numbers that math facts represent.
- I meet them where they are and give them tools to be able to reach the curriculum with the help of math manipulatives, small groups and one on one

- I offer after school tutoring for free, and give them additional help in the test, they are given extra practice on concepts until everyone passes a test.
- I pre-test and find out what there gaps are. Then I teach the gaps.
- I provide a lunch-time math lab, and tutoring after school until 5:30 pm. I incorporate teaching and reteaching basic skills into my pacing such as adding and subtracting integers, fractions, dividing and multiplying. Topics I shouldn't even be needing to touch in an Algebra 1 class that's how unprepared the batch of students I received this year were.
- I teach an alternate curriculum for my students who are 2 or more years behind.
- I teach them.
- intensive instruction, filling in holes in knowledge, hands-on instruction, utilizing other programs as needed for specific students
- Mountain Math timed mult and division fact tests tutoring at lunch reteaching when necessary reduced assignments parent tutors lower curriculum
- Remediation and supplementation with materials from sources other than EDM.
- Small group instruction and partners in math so there are capable students helping with those less capable in a fun environment where everyone learns.
- Small group instruction in areas of struggle.
- Small group instruction, manipulatives, modification
- small group instructions, guided practice, supplemental materials, support from math tutor (mini lessons in areas where they are deficient)
- Small group interventions and review lessons.
- Through morning work, individual help, group help, partner help, tutoring and lunch recess help.
- Try to work small groups/spend more time on that strategy
- tutors, extra work at recess
- variation, manipulative, hands-on, relative
- We go back over concepts that are not in place and spend a great deal of time on facts.
- We have put in place math interventions such as tutoring and small group instruction on math programs like EDM online.

Grade 6 Middle School:

- additional help, math support, trans math, after school program, additional teacher, successmaker
- Additions to lessons, individual check ins and lunch time help.
- Frequent assessment. Remediation. Personal 1:1 when possible. Sending home flashcards.
- I continually embed re-teaching old material as I work my way through the curriculum. As well, I offer my weaker students my lunch time, where we work on their weak spots. This has been helpful in rising the performances of the students that care enough to come for help.
- independent one-on-one work time, small group instruction, after-school tutoring
- Lunch tutoring, remediation, peer tutoring.
- they can come in at lunch, they can retake mastery assignments, focus on basic skills, lots of vocab practice
- This year the very low students who had an IEP in math were able to be in a special math class that addressed their needs. So most of the students who are struggling with the content and skills are unsuccessful due to their own lack of focusing on their own learning either through not completing the practice (homework) or on task behavior during class.
- With adjusted lessons and supplemental materials including manipulatives.
- work one on one with students pre and post test

Grade 7:

- All students receive differentiated instruction using on-line resources and supplemental materials that are at students ability level and work from where they are filling in holes and gaps to bring them up to grade level or a far as I can during the year.
- basic skills need to be addressed stronger in elementary; much differentiation is needed in middle school.
- Continue to review things they should already know.
- Differentiate instruction. Use the Handbook as a base and build. Scrounge for support materials at the elementary level that we are allowed to copy. More hand-on lessons - manipulatives, math dominoes. Memorizing Mondays where

students are required to memorize their basic facts! And fraction Friday's until the end of time! Hold students who fail a test accountable by not letting them walk away from an F - they must keep coming in and work on the skill.

- Differentiate, SuccessMaker
- Drill, lunch practice, supplement work on elementary topics.
- extra help, extra material to catch them up.
- Extra work and practice, tutoring, help as requested
- I attempt to fill in the gaps where possible, with supplemental material where ever i can get it, usually from the Pre-Algebra book. The main area that needs addressed is if they are going to require 7th grade mathScape then the 6th graders from the elementary school need to be taught Mathscape. However this is not happening. Then because the text teaches such foreign material the 8th graders aren't prepared to re-enter a traditional math class with 9th grade pre-Algebra. So to fix this 8th graders are completing only half of Mathscape 8. So we now have a program that requires 6-8 completion and the 6th graders don't get any of it & 8th graders get 1/2 a year. It is completly disjointed and it isolates the math education of our 7th graders.
- I attempt to support struggling students in the classroom with remediation worksheets/personal instruction. Many times I spend before/after school or at lunch helping struggling students.
- I have students come in for lunch so that I can work with them one-on-one. I also do warmups that cover/review a lot of the concepts they should have learned in 6th grade.
- I heavily supplement MathScape in an attempt to overcome its deficiencies and to remediate students.
- I provide extra help - before school, lunch & after school. Peer tutoring.
- I supplement in warm ups or in lessons.
- I use test scores to access strengths and weaknesses of students. I supplement and reteach skills needed to attain some knowledge of the current concepts being taught. Some students work on a computer math program to strengthen math skills.
- In my Math 7 classes we spend most of the year on computation practice and reviewing 5th and 6th grade concepts. This is still too high most of the time.
- Incorporate it into the lessons
- Independent help, differentiated problems
- Individual intervention before & after school or during lunch when possible. Embed review and practice in lessons. Work with students individually in class when possible (given 45 minute periods in middle school this is difficult) Preferential seating with stronger students. Post my class notes and all handouts on my ASD website Provide students will lists of websites and reference books for use at home. Below Proficient (on SBAs) are placed in Math Support which is a remediation curriculum.
- math support, extra time at lunch, additional review and practice from other resources.
- Minute math
- One-on -one tutoring. Supplemental material and math support class.
- Posting class notes to a web site for review when doing homework and allowing students to use their own notes as reference material on assessments.
- Provide additional tutoring.
- Provide help outside class.
- reviewing several concrete concepts, but that takes up a lot of time, time that I should be using to teach new concepts.
- work one on one with some. pair and share modify assignments.
- work with them one-on-one, peer helpers, offer extra help during lunch, slow the pace of instruction

<u>Grade 8:</u>

- pull students into small groups 2) cooperative groups of students of mixed abilities (high to low) 3) neediest students should be in math support/intervention class or getting support in a resource study skills class 4) classroom is open at lunch 5) a collaborator teacher or aide is in the class with the teacher 6) offer more challenging problems to the non-struggling students
- An incredible amount of review, patience, flexibility, understanding, and perseverance!
- Because my students come to me with varying math abilities, I have to handle it on an individual basis. Sometimes I reduce quantity of assignments, go back and reteach basic skills, use peer tutoring and cooperative groups, to name a few strategies.

- before/after school help; lunch tutoring; suggestion to use online quizzes and materials; in class review of math basics
- DAILY
- extra support after school and at lunch I also do practice questions during class.
- extra time/help slower pace Math support
- I call home and offer my time for extra help.
- I continually review older math concepts while we continue through the new material. I also bring in skill review to help support the new material.
- I offer extra help at lunch and after school. I try to include the use of manipulatives whenever possible to help students develop concrete pictures of the math. I try to connect the current learning to previous learning & experiences. I recommend math support for those who I notice need an intervention approach.
- I stop what I am suppose to teach and spend several months teaching basic skils: fractions, decimals, place value, measurements, exponents.
- More practice of basic skills
- No calculator use, practice work on basics, math support class.
- Offer extra help outside of class and encouragement.
- peer tutoring, one on one at lunch, before and after school.
- Reteach, interactive reinforcement lessons, and encouraging students to practice daily.
- Reteaching and tutoring at lunch, before or after school.
- Show them how to access support online. Allow them to come in for help during lunch and after school. Some differentiated instruction, with additional practice of specific concepts.
- slowing the pace giving less homework reviewing more in class together
- Target students weaknesses by strands and address those weaknesses before moving into the 7th grade GLE/standard.
- Through Individualized differentiated instruction and small-group instruction. Providing struggling students with supplementary practice materials and showing them online practices.
- Trans Math offers a lot of differentiating instruction. I am able to have the students that are caught up work on reinforcement and pull the struggling and give the instruction in an even smaller group or 1:1.
- Warm ups reteach knowledge they should already know. Integrate mini lessons into new material
- Warm Ups, daily practice
- Warm-up problems on a daily basis that deal with performing arithmetic operations with rational numbers. Practice makes perfect. I also open my room for tutoring before school, during lunch, and after school.

Middle Combo:

- I bring in whatever I can to help them to understand the concepts they need to understand, but often it's the behavior that has to be addressed first.
- Lots of review, practice, extra time to take assessments, encourage homework to be done as an integral part of the overall grade
- use alternate materials to fill the gaps
- Working these skills into my daily lessons.

No Designation:

- Differentiating lessons, lots of assessment, dovetailing with alternate curriculums, as necessary.
- Differentiation, engagement, set attainable, challenging goals for each student.
- Encouraging more participation, one-on-one help whenever possible, pairing them with a classmate, slowing down the lesson when necessary and giving more examples and practice problems.
- Every day
- I am now a tutor. I give students more of a "relationship" approach to math. how it is used, patterns we can find in the systems. I make it visual in different ways so kids can see the break down of steps. and understand each step
- I am trying to train myself and find materials so I can develop lessons that are based on edm strategies and vocabulary. I don't have the materials yet, but am trying to extrapolate.

- I do my best to individualize by allowing students to take more time to learn a concept when needed, allow use of notes and textbooks on most assessments, provide opportunities to improve quiz/test grades, provide one-on-one instruction as much as possible during the class period, encourage peers to assist one another during work time, offer additional help outside of class, encourage them for work well done to boost their confidence
- I make accommodations: they receive small-group instruction after the lesson based upon the the skill or concept with which they are struggling. I adjust the pacing of lessons if most students need to stay with a concept longer. Struggling students only complete certain boxes on Math Boxes pages.
- I meet with them in small group and individually after the lesson is presented. We also have "lunch club" for kids who need help in math.
- I use a variety of research-based best practice instructional strategies and materials to supplement the core Saxon Math curriculum.
- I use the second and third grade curriculum for both grade levels. The second grade lessons are good for the struggling third graders, and the third grade lessons are good for the advanced second graders.
- Individual tutoring, small group instruction.
- individualized program, Lots of manipulatives
- individually based from pre assessment to drive instruction
- its very difficult to meet with various levels which is what I would like. Right now it's pretty much sink or swim
- Math club after schools 1x wk interventions inside the room
- Math clubs before school, small group, online math games and parents support.
- modify
- modify and pull small group when I can
- must go back and re-teach skills not previously mastered
- one on one instruction
- one on one support help when possible. Working with peers. games.
- Practice sheets that I create
- reteach and review
- Reteaching previous concepts, and Math Support classes. Available at lunchtime, before and after school help as students need it.
- Small group interventions, mentor student's that have the concept down firm, and high school helpers to tutor students that are struggling with basic concepts.
- Small groups of students are given more layers of support. They are given additional time and attention by their classroom teacher, Title I support, and possibly, After School program teacher support.
- Supplemental materials, repetition of skills, continued review
- They need to learn the basics BEFORE they move on. We require our student to master the material at 80% before moving on. No C's or D's here!
- time with international tutor in small group
- Tutoring, extra time practicing, supplemental work, games.
- Use Connecting Worlds.
- We are a "Whole group instruction" school. Resource students go to Resource if qualifying for math.
- Work in all groups and use of computer programs (skills Alaska and successmaker)

What supports for math instruction in the classroom have you received?

Kindergarten:

- EDM training
- EDM trainings
- getting on EDM
- Grade level meetings
- Hands on items
- I don't feel I need any.

- I received new manipulatives at the beginning of the year.
- Ideas on different ways to present lessons or modify the lesson.
- In the past, we had a math expert from the district to come do lessons in class and trainings. That has changed now with budget and position shifts.
- Introduction to EDM online and a math coach offered to come to the class to model a lesson.
- K found out about a "Math Support Person" at the end of last year. When I e-mailed that person this year, I found out our building no longer has a Math Support Person. Our computer support, JoAnne Osbourne was helpful in setting up our Everyday Math online.
- Lessons taught by the math coaches for me to observe.
- Math specialist comes to school every now and then. She have NEVER stepped into my classroom.
- model lessons
- N/A
- none
- None
- None in several years
- None recentlyl
- None this year
- Noted above ;-) They will offer every any level support that is requested from their department.
- Once this year our district math support person spent 45 minutes with my grade level. In previous years it was about the same.
- One training on how to use the new EDM materials
- Our math coach came once in 2009 and taught a lesson.
- Penny Williams has come in to teach lessons and we have had trainings with EDM for our staff.
- some group trainings (whole staff)
- STEM liaison, Teacher's Aide.
- supports with preparing math game materials and tech support for the online Everyday Math
- The math support coaches come to school on days that I am not in the classroom.
- Title I teacher support
- Tools needed for lessons have been provided. For instance Pattern Block Templates.

<u>Grade 1:</u>

- -how to use EDM online games
- 0
- 1 professional development
- A short time with STEM person to go over mid-year benchmark results. She helps get EDM computer passwords for kids setup.
- As I stated before, Mary Murphy has taught model lessons in my room. She was fabulous, I learned so much from her and the notes I took while she was teaching.
- Assessment analysis Prep games Model lessons Random teaching tidbits at site based meetings
- Assessment assistance, discussing certain lessons
- Classes, teacher leaders offering to do lessons, time to make materials and putting stickers of GLE's in the teacher manual.
- Collaborative meetings
- Don't know who they are....
- ELL Tutors
- half hour meeting with math support teacher; 2 staff meetings supposedly covering math in the classroom
- Hands on materials
- I answered this already. I would like to comment on the above question about enjoying teaching math. I very much enjoy teaching math when I am working with a program that makes sense.
- I hardly ever see our math coach.
- I have a TA

- I haven't need any support as I don't have trouble teaching the concepts. What I do have to work on is teaching my students who do not have number sense.
- I've had the coach model lessons for me. I've inquired about weekly math quizes with very little help.
- Iam told when they visit our building, though I have never asked for help. I think they should come to our staff meetings, or in-service.....
- In-school training, TA and Indian Ed support
- In-service support for checking out new or revised resources (i.e., EDM On-line), assessment updates and analysis.
- inservice trainings, lesson ideas, website info.
- Inservices
- Materials and opportunities to watch lessons modeled If I had not been there to handle discipline the lessons would not have been successful.
- Math Specialist Meetings
- Meetings to discuss mid-year scores on assessment
- meetings with our support coaches
- model lessons by math support teachers
- none
- None
- none in the last 4 years
- none this year
- None this year. Have worked on the Saxon Mid-Year benchmark assessment team. I know my coaches are available and knowledgeable if I should need them.
- not much of any, in the past few years
- Other teachers and I discussing/ questing. I really don't need much support for teaching 1st grade math. Math is my strongest content area.
- Penny Williams
- Penny Williams has presented a lesson in the classroom.
- Some from the math experts in the past-but not this year
- The offer to come in and teach a lesson.
- Title 1 coach and STEM teacher trainings
- Training and analyzing mid year math benchmarks.
- visits to the school from the math expert, observation of lessons taught by the math expert, grade level meetings with the math expert
- We had a data meeting after of mid-year benchmark with a math "coach".
- when available we have a good support person but she does not seem to have enough time to support us regularly. I would like to see her monthly

<u>Grade 2:</u>

- Aide time.
- Clarification of methods Ideas on how to reteach a lesson/concept
- Five years ago a math specialist came in and taught a math lesson on counting back change. Great lesson.
- From the ASD Math support person.
- Help as requested.
- help with assessment assistant, a lot of data analysis
- I am currently enrolled in the mentor program through ASD and I sign up Penny Williams in the classroom as much as possible.
- I have had little support other than Penny Williams. I am missing supplies that I need to teach with that I once had. Since our math instruction position has been lost this year we have had no support in this area overall up until Penny came in Feb.
- I have taken Everyday classes at the Summer Academy.
- inservice noted above/pacing chart
- Just what is part of Saxon.

- Last year one of the math coaches came to my class and modeled a lesson.
- lesson modeling, questions answered
- Mary Hoppas is at our beck and call for questions and help.
- Math support personnel come to our school for inservices and staff meetings.
- Meetings with EDM folks from main office, inservice trainings, etc.
- Modeled a lesson in the classroom, Title I teacher support, informal conversations with other teachers on how to improve lessons.
- None
- None this year. In the past, a coach came and taught a lesson. Although, students enjoy a new voice it doesn't really help me teach the same lesson when it doesn't get taught again for another year.
- None, other than my own research and attempts to help the students.
- none. the one time that I asked for help this eyar I was instructed that everyday math games online might not be taking place. When they did become a go I did not receive any support and luckily I had a fantastic parent take the time to set it all up and transfer student names,
- offers to help are given often
- Once a math support teacher taught a lesson - it did not go well.
- online, pacing chart, GLE's. This year I have most of the materials.
- Our math support person comes to our school to have grade level meetings and we are provided with a sub for our meetings.
- Penny Williams is the math coach for our school.
- questions answered
- Saxon rep. many years ago offered training and discussions.
- Saxon reps came several years ago. They were great...our school math coaches seem to be most familiar with EDM.
- stem support from Penny Williams, colleague support through staff mtg. discussions
- supply of no. cards,etc.
- Support from other grade level teachers.
- Teacher expert visit; staff meeting trainings
- The other Math 2 teachers.
- They try.
- training and data review at grade level meetings
- twice a year visit from a district math specialist- I do not think there is an in house math support person at my school, I do not know about this for certain.
- We had benchmark mid year spread sheet follow up with everyday math and tech support lessons today.
- When our math resource person came, I was absent. I guess it would be good to know what help is available. In the past, I've received excellent help from math resource specialists. Since I've started EDM, my hands have been full.

<u>Grade 3:</u>

- Almost none. We've had two sessions with our math coach.
- answered this already above
- As I have stated earlier, I feel like our math support staff spends more time advocating for EDM, rather than help me help students achieve needed math concepts.
- Bilingual aides, SmartBoard, math kits, math games, professional development, a strong grade-level team
- Collabrative meetings to discuss quartly reviews
- Continually support from the math coach, as well as fellow teachers.
- demonstration lessons.
- edm games online we went over mid-year tests
- EDM Online, Data Review on mid-year assessments.
- EDM training
- Everyday math training
- I could coach others---I am an expert.

- I don't really need the support for someone to come in and show me what to do. I have always had a way of teaching since I was in 3rd grade to teach my fellow classmates or students how to figure out the problem. I use my smart board, EDM math games online with the students, plus other aides to help my students with concepts including music.
- I had professional development, but received no support in the classroom. I didn't even know where all my materials were or what I should have until I went to the training.
- I have received minimal support in math instruction.
- I've been told that we don't have one this year.
- ideas for lessons, templates
- In my opinion, the best support I could have would be a reasonably qualified adult assistant, not just in math but in reading and writing as well.
- Just email conversations and some trainings
- Just inservices and instructions on how to find resources on the ASD website.
- Lesson modeling; help constructing math games
- Mary Murphy--last year
- materials
- Math Rep sends information when I request it
- math specialist
- Math support people have modeled lessons in the past.
- None
- Offers are made for our math support teachers to come in and teach lessons.
- OK, now the survey is getting too long. You've lost my interest. The ASD math person for our school stops by a few times a year. I can ask our Title 1 math teacher for help.
- Penny Williams is an incredible asset!
- Visiting Math Specialist demoing lessons or visiting with me to suggest alternatives to lessons.
- We don't have a math person this year.

Grade 4:

- a lesson or two taught a few years back, I have provided my own manipulatives for the most part, and supplemental materials as I see the need. Calculators were bought for my class.
- Answers to my questions. The mid year assessment.
- edm online, edm game kit for 4-6- too difficult for my students
- Help with EDM resources
- How to use EDM in a combo setting.
- I have daily support from our Title I math teacher and grade level supports.
- I have had 3 visits in the past 9 years.
- I have had a specialist come into my room and model lessons.
- I have not had any math support this year. However, I haven't asked.
- I have watched a math specialist come into a room and teach math lessons to model for teachers.
- I received new materials to use with EDM about a year ago.
- materials
- No support has happened within my classroom directly.
- none
- None from ASD math coaches. It seems they only want to help schools using EDM.
- Penny Williams came to my room a few times last year.
- Penny Williams was amazing and always on hand if we needed her help or input.
- Please see entry above regarding assessment strategies and SBAR
- Presentation of lessons by so-called teacher experts and university math personnel. (For the benefit of an intern teacher working in my classroom.) It was a joke. Both of the so-called expert guest teachers could not maintain control of the class and the lessons were boring and droned on and on. Kids were very bored and asked us afterwards if they ever had to have them come into class again.

- previous to this year we had a support teacher. Other than that I have pursued my own classes, as needed to advance on the salary scale or for recertification.
- Professional Everyday Math training session for grade level; training on Assessment Assistant.
- Supplemental ideas, going over Mid-year assessments to help instruction
- They keep sending disks for our tech to load on our server, but they never make it there. Every once in a while I might get something in my box, but generally its a paper telling me I have to test my students and report back to the math department.
- Training. Nothing else.
- Way back when Patty Kennedy came in and taught a decimal lesson. I don't think the children grasped the concept. It was on grade level but above their understanding.
- We went over how students did on the Mid year assessment in order to know what GLE's to focus on.
- Went over mid-year assessment data.

Grade 5:

- ? I feel I do not need support.
- A few lessons taught by specialists. Meetings with specialists to go over data and to preach about how fantastic EDM is.
- A specialist visited my classroom to teach a lesson on multiplication facts. Others have helped me and other teachers to practice the games and skills.
- Administrative support
- Aids to help struggling students.
- handouts and occasional on site professional development sessions.
- I feel resistance from up above to emphasize practicing Math facts regularly.
- I have received a whole lot of papers (the pacing guide, the GLE chart) and the computer programs.
- I have received wxtra supplies such as: calculators, templates, extra journals and SRB's. I have had a math support teacher teach lessons in the class, as well.
- I have the materials I need.
- I'm not thrilled with our current math coach, but Penny Williams was fantastic!
- Last year I had an hour long meeting with a math coach which was not very helpful. I felt like I was meeting with a representative of EDM sales who had the text, and not the students, in her best interest.
- Lesson modeling. Multiplication skill lessons.
- manipulatives, assessment workshops, training
- Manipulatives.
- math coach teaches targeted lessons, looks at data, gives advice based on data
- Modeling Resources In/during class assistance Data analyzed
- none
- None
- None in the classroom, but I have attended classes outside of the school.
- none lately...haven't asked
- Our Math Site Coordinator has made sure that I have all the materials I need. She works with a group of 6 students each day to ensure that the concepts taught in class are truly being learned and understood.
- Penny Williams has always been willing, and more than able to support our staff and students in any way requested. She also trains us proactively where applicable.
- Penny Williams has taught lessons in my classroom. I have an ELL tutor in my classroom daily.
- resources
- Review of pacing charts, dissemination of current material and updates, lesson ideas
- Reviewing the data from Midyear Assessment
- Text book
- The bilingual tutor comes into the classroom for a short amount of time everyday to give support to anyone who needs it.
- The math expert and Erika Ellers

- tutoring groups
- Two people who are able to offer tutoring help to students.
- years of experience

Grade 6 Elementary:

- annual meetings
- Coaching.
- Help with focusing on what aligns with GLEs. Extra support materials. Analyzing data.
- i am aware that there are district employees willing to help out - i don't need them
- I have "had" coaches available up until this present year.
- I have had math support teacher come to my class and teach a lesson
- I have mostly received support from one grade level colleague.
- Making of the games and review of the assessments
- Materials are available. The EDM Assistant is not user friendly, although I haven't tried it in a while. Penny Wiliams has shared lessons and expertise.
- Math department demonstration lessons
- none
- None
- none directly
- None this year due to the elimination of math support teachers in the District
- None.
- ONe mtg this year.
- Penny Williams was our coach last year and she was excellent. She answered all of my emails almost instantly. Unfortunately she is not assigned to our school this year. I have received a lot of support over the years from various colleagues.
- Penny Williams, math expert, used to come in and teach some awesome lessons. Not any more. boo hoo
- Support from our Special Ed staff, bilingual tutor, and fellow teachers.
- Training classes, but not in last few years.
- Very little. The best is professional development classes that focus on mathematical ideas and pedagogy. I do not want or need help w/ curriculum navigation.

Elementary Combo:

- Analyzing weak areas for our school on SBA's and using focus lessons to improve these areas.
- Ann Ibele can to speak to us about the mid year bench mark assessment. We reviewed the test to provide information as to any changes our school would like to make on the test to make it better fit the scope and sequence of Montessori.
- Elementary Special Education Department has offered several trainings, workshops,and materials for their teachers. Teaching in a structured learning classroom we were designated Saxon materials for our classrooms. I really enjoy using the Saxon materials.
- Focus lessons for the areas where our school was weak on the Benchmark and SBA tests.
- I've been given more materials to try to fit in.
- I've had offer of help.
- Jody Solmonson, our school math contact is awesome and a wonderful resource. I have yet to see our district math support teacher. I have never seen her in our building and she never has contacted me. I have asked her for a few things and she has gotten them for me.
- math tutor works with struggling students
- Meetings with the Math Specialists and New to Grade Level Everyday Math Trainings.
- model lessons, training, guidance for supporting students
- Mrs. Williams is a fantastic resource and willing to help with anything and everything math related!
- My first year in ASD there was a math specialist who worked with us even though we were using Investigations. I haven't had supports since.
- None

- none, this year
- Nothing specifically for math this year, it has all been SIPS and Phonics training and incorporating more writing into math.
- Only the classes or trainings I have paid for or sought out myself.
- other colleagues in my building
- Several materials that support the curriculum (i.e. calculators, yardsticks, dice, templates etc.) Penny always offers to come in and help teach a lesson.
- some help with specific lessons/strands
- the mid -year test, and I had math support help me figure out what my students needed for additional support
- The special education department has trained me in several math programs, given my class materials, and provided ongoing assistance from Teacher Consultants.
- This year we haven't seen a math coach. In the past, Penny Williams has been very accessible.
- Trainings and materials.
- We had someone come out to show us more about EDM online; however I am not able to easily access it from my desktop.
- We have a math specialists that supports our program and will teach any skill. She will also observe us teach and give us stragedies to help assist us.

Grade 6 Middle School:

- co-teacher, computer lab time, math teacher meetings
- Grade level STEM meetings Dept. Meetings
- I had a math mentor my first year of teaching. I also received some help my first year from our math chair.
- Inservice trainings
- Just training that goes with the curriculum
- Lesson support and some power point lessons. Ideas for manipulatives.
- One-on-one conferences with math support teachers and professional development
- Professional trainings at ASD on curriculum and support curriculum.
- technology resources

Grade 7:

- Cohort trainings and requests to share ideas to supplement lessons. Teachers collaborate ideas and lessons for supplementing.
- I receive support from the math department heads in the building. 2) Quarterly training at ASD building.
- Assistance in teaching some technology applications and a project that I was unfamiliar with.
- Cohort trainings designed to explain away the deficiencies within MathScape, or attempt to offer major "supplements" to improve MathScape's inability to meet state standards.
- collegial support
- Extra resources, clickers for promethean, training, collaborative team meetings
- Help from colleagues.
- I have been given the opportunity to have a math coach come into my classroom and teach a lesson. I have not had the time to arrange this, but plan on it.
- I have not asked for much recently. When I started teaching (first in elementary & then transferred to middle) I was able to have the math teacher experts (as they were called then) come in and help me figure out the best ways to implement lessons.
- I've been yelled at in a meeting for trying to meet the needs of my students.
- Jessica has given great advice and has come in and supported many lessons and activities in my room and for my team.
- lesson plans, new ideas
- Math dept chair, her help has been critical to my teaching this year
- Minimal. A couple trainings from teacher expert. In-house math chair usually available for collaboration.
- multiple Mathscape trainings, a Pre-Algebra/Algebra training, Mathematics Navigator training, MMA support disk with supplemental activities and ideas, MathCounts supplemental training to help fill inadequacies of Mathscape.

- My department chair is always available and shares all materials and lessons.
- None really.
- None....
- Promethean board, tablet, books,
- Support materials created by teachers on their own time to help teach mathScapes. Ideas on how to understand & teach the MathScape text.
- The district offers but I never think about calling anyone over.
- The supports we have received are based on supplementing materials.
- this year - none
- training and reference materials
- training in the math book by the company

Grade 8:

- teachers at our school collaborate daily and share lessons and materials 2) ASD quarterly trainings (most not useful) 3) wiki sharing
- Besides transmath training, none.
- General Ed teachers are very supportive
- half day training to support a curriculum which doesn't teach the students the skills to ready them for algebra
- I have received support in math 8 using the TI -84 and the motion detectors.
- I receive materials and information from my department chair and other teachers in the building.
- I've had some other teachers as guests in my classroom, teaching specific lessons and concepts with activities.
- Indian ed, special ed, and ELL.
- Inservice on tools for the textbook
- Jessica is always available to help and I talk with teachers in my building
- Math Level Meetings
- mentor (Sandy Schoff) and help with lesson planning from Mrs. Erb, and attendance to workshops with the new textbooks.
- Mentoring, co-teaching, and LOTS of ideas to use in my classroom.
- Observations and having a math support specialist come teach a class in my room.
- Professional Development trainings, colleague observations.
- Resources, modeled lessons, ideas for activities, instruction on best practices
- Text books, pacing guides, practice lessons in training settings,
- training for online materials
- Trainings for the Trans Math curriculum.
- When I first came to my school, I got virtually no support from the math expert. I did get support from other math teachers at my school.

Middle Combo:

- I went to a two-day instruction by industry rep at the beginning of the school year.
- None
- Training on the program that I am using. My training in math came from another district and is not being utilized in special education.

No Designation:

- availability of the math specialist
- Grade level training, EDM online
- I have spoken with math coaches, but have not received specific support given my special population and the alternate curriculum.
- I observed a regular ed math class.
- I saw a coach once 2 years ago and she gave me excellent one on one assistance. (Ann)
- I use my colleagues
- Ideas to teach lessons. Project based learning ideas.
- Looked at data from mid-year benchmark

- Math Department Meetings with discussion and instruction Independent study
- n/a
- none
- None
- NONE
- None, but I haven't asked.
- Nothing this school year.
- Number Worlds The offer to take classes
- Opportunities for training, and support from the math curricular experts.
- Peer support is the most help.
- STEM twice a year
- support that is offered includes modeling lessons, seeking out resources, creating resources for the WIKI, providing opportunities to collaborate with colleagues, identifying and making available supplementary resources
- The math support are always available to help, but I have not felt the need to have them in the classroom. Occasionally, I will email with a question.
- We had classroom modeling lessons, as well as collaborative meetings and extra resources provided, when our math specialist was Mary Murphy.
- We looked at the mid-year test result sheets

How does your principal support the math program at your school?

Kindergarten:

- ?
- .....
- allows group training during inservice and/or staff meetings
- Allows time for discussions about math at staff meetings. Allows for collaboration among staff members. Invites experts in to train. Allows coaches to come and assist in the classrooms. Gives sub time when needed for new teachers or struggling teachers to receive help.
- As far as I know.
- Correspondence with Title I staff
- Encouraging the math committee to come up with ideas to improve math skills across the grade level.
- He comes into my classroom on a regular, informal basis to watch the students involved in Math explorations and playing EDM games. We have regular conversations about progress and ideas and innovations in the classroom. He also encourages tutoring and other avenues to improve student achievement.
- I have no idea.
- I'm not sure.
- If we ask for help she helps us find a resource.
- none
- Not sure.
- Providing manipulatives. Supporting math night. Arranging for coaches to be in the building.
- She asked us at the end of last year if there were any manipulative needs for our team.
- She bought all K teachers a literature box that related to math. And she bought the K teachers some much needed math manipulatives.
- She encourages it and opens up our school to all of the available help. We also got the PTA to pay for tutoring for struggling students.
- She makes sure I have what I need to teach math.
- She makes sure we have the EDM curriculum.
- She supports.
- STEM coordination, staff meeting agenda items
- Strongly supportive!

- Tries to bring in help when we need/ask for it and makes sure we all know and understand the school goal as well as having what we need to support the goal.
- We have a school wide math concept to be taught once a month.
- We have met a number of times to express concerns that EDM was not meeting the needs of our students. He essentially told us that although the optional program could teach whatever they choose, the neighborhood teachers are required to teach EDM.
- yes
- Yes

Grade 1:

- -sets up trainings when needed
- buys the materials
- By allowing time for math in the schedule - first grade has math at the same time.
- By allowing us to supplement as needed.
- By making sure we have all the materials we need
- Coordinates math professional development
- Doesn't do much.
- During grade level planning, she periodically has us discuss our math assessments, etc.
- Encourages cooperative work within the program, buys/checks materials for use, seeks intervention support (PALS), supports after-school tutoring for SES kids.
- encouraging of us having the math expert teach sample lessons in our class, facilitates grade level meetings with the math expert, invites the math experts to present at staff meetings
- ensures we have the materials necessary to implement the core program, reviews and purchases supplemental math intervention programs to provide more targeted skill instruction for struggling students, provides afterschool tutoring, provides monthly time to review math performance data, has us utilize monthly math progress monitoring probes, provides leadership team members with training to implement intervention programs for math, supports staff training on best practices in math instruction
- extra books
- gives us time to meet with grade level partners, support coaches
- good
- Good support
- He is very supportive and encourages us to teach EDM.
- He makes sure we have the materials we need and expects us to use the curriculum.
- He reminds us of options available for professional support.
- It is a school goal to improve our math skills, he plans a math/science night for parents, etc
- Math goals- last year for school wide
- Monthly math focus, on-going professional development
- Mr. Garrity makes sure we have the books and materials we need. He observes classrooms and shares ideas with staff of ways to use the new Promethean boards. He is very supportive.
- My principal supports the math program at my school by understanding that students need to be taught using the gradual release of responsibility. We have the room to teach students at their skill level. Our principal is very supported in regard to math instruction and would find a way to support our math instruction if we needed further resources or needs.
- Not sure?
- nothing in particular. he's new and he doesn't really know what he's doing. curriculum is a low priority in his life right now.
- Observations with critiques, extra help with any problems, tutoring offers
- Our principal is good with finding us the funding to get the manipulatives that we need to fully use the program.
- providing progress monitoring time for analysis of math scores and team planning.
- Purchases necessary materials
- She does everything she can to support our need for supplemental materials.

- She encourages us to tweak things to meet our students needs but she definitely supports the program.
- she encourages us to use loys of drill and practice in addition to EDM and to differentiate our instruction for our students.
- She expects us to teach, following the pacing guide
- she gave us time before school, instead of going to a staff meeting, to input the data from the mid-term assessment
- She has grade level meetings on mid year and end of the year benchmarks.
- She is a strong believer in Saxon math and the way we, as a staff, implement it.
- She is very receptive to Math/Science/Reading support.
- She makes sure we have all the manipulatives and materials we need.
- She supports the district on the EDM even though it is clear none of her staff like EDM.
- team level planning, math committee to help implement school goals problem-assigned team members have no choice of committee assignment
- There is a Title 1 Coach, asks if supplies are needed and tries to get them
- Trust in my competence to teach curriculum based on the needs of my students.
- unknown.
- Very supportive
- We always have a school improvement goal for math. She encourages us to contact our math suport team for help. We regularly discuss our successes and challenges in math. We are always encouraged to include a math component that focusses on our goal for a science and math night in conjunction with our science fair.
- We have had a math goal for the last several years, math tutoring in the Fall, a 2nd round of math focused on working outside the box in the Spring, parent math night for 1st/2nd grade parents in the Fall.
- yes
- Yes!

Grade 2:

- ?
- Allows for ability grouping which relies on scheduling preferences
- asks what they can do
- Dont know. I believe so.
- encourages use of stem coordinator
- Excellent
- Expects and encourages use of the designated curriculum.
- gives us time at grade level meetings to train/discuss math
- Has a yearly math and science night. Cross grade level meetings more than quarterly. Title I math position to help a small group of students.
- He has had Penny Williams lead mini-workshops during three staff meetings this year.
- He is very supportive of our math program.
- He supports the program.
- Listens better than previous principals to our many frustrations with EDM curr.
- materials
- Math blocking
- Minimal
- New materials purchased; arranging trainings at staff meetings
- not sure
- Not sure.
- Provides us with materials that we need
- Providing materials that we need.
- Providing most of the materials, time to meet with colleagues to review our data, and providing school wide data.
- Purchasing materials and refilling kits. Having the whole school use the same program.
- Requires to teach with fidelity, provides materials needed, trains us or brings in training on technology and math.

- Sets up time to visit with the district specialist and discusses at staff meetings how to better utilize the tools we have available- such as EDM online and perhaps math tutors if funding is available
- She asks us to use it.
- She doesn't
- She expects teachers to teach the curriculum and provides ideas and suggestions for teaching difficult lessons.
- she helps in the classroom and teaches small groups
- She invited our specialist to the building more than once, but I've missed the visits due to illness or training. She provides manipulatives and is responsive if I ask for something.
- She is very supportive and encourages us to attend any and all programs that ASD offers. She is also very encouraging of having the math specialists coming into each of our classrooms and collaborating with us.
- She supports it.
- Supports it, but it is not mandated...leaves it up to our professional opinion.
- The above answer: she invites our math support teacher to come to our school twice a year.
- We had benchmark mid year spread sheet follow up with everyday math and tech support lessons today.
- We have math goals in our plan. We have shared what we do in staff meetings with our colleagues.
- We will be having someone from the Math Dept. talk to us as a follow-up meeting that helped us make use of the EDM website, etc.
- What ever we need all we have to do is ask.(classes, help, etc.)

Grade 3:

- Brings in Math support twice a year to review student assessment
- By buying stuff we ask for.
- Check in, give suggestions on adapting curriculm
- Encourages EDM
- Encourages the use of the curriculum and supplemental materials necessary.
- Every supportive. She is willing to help if I need help or if anyone else does. For math, I am fine.
- Extra technology
- Fine.
- He is open to input, and will support innovative ideas.
- He listens.
- He tries to ensure fidelity of the program.
- I do not feel supported by the principal at this school.
- I don't know.
- I have no idea.
- Invites math support people to our faculty meetings.
- math focus friday once a month, family math night
- Math game days
- observations, professional development, collaboration
- Requires mid year assessment, arranges tutoring when funds available
- She does whatever she can to meet our needs- however- it is slow-going. She always has to wait because the asd policies and grant money is always tied up. Our tutoring afterschool program is still waiting for funds and it is almost 4th quarter.
- She gets us everything and every expert we need; always asking what else we need and making sure we are doing what we are supposed to do in a positively supportive and helpful way.
- She has most of the teachers use everyday math
- She supports our program.
- strongly
- Supplies necessary workbooks, encourages games and manipulatives to be used.
- Title 1 support with small groups; Math coach presentations ate staff meetings, purchase of math vocabulary readers
- Totally supports EDM.
- We are doing a math night at our school.

- Well
- Yes

Grade 4:

- ?
- ??
- by expecting that we send parent letters home; family math night; GLEs worked toward at each grade level.
- He knows that SAXON MATH is a much stronger program than EDM and supports us through purchasing SAXON materials and training occasionally.
- He provides training when available. He is very supportive of the processes of the curriculum and provides a family training night.
- I think he does it cause he has to. Very few teachers in my building like our math program. He hears us complain quite often and I think he sees the pitfalls of the program.
- My principal is very supportive. We are having a Math Night at our school this month were parents and students can attend to experience what is being taught int he classrooms. My principal is supportive in seeing that we have the materials we need. She helps to address our concerns.
- not sure
- Our Math program is supported by our principal by allowing the blocking to occur. Also by ordering supplies and new textbooks when necessary.
- Our principal is extremely supportive of the staff.
- Our principal strongly suggested I attend the new to grade level Every Day Math two half day instruction. She has brought in a math expert from the school district to speak to us at a staff meeting and for grade level meeting.
- Provides time for meetings
- purchases texts, workbooks, and manipulatives needed
- She encourages the math program
- She ensures that we are teaching the Everyday Math curriculum.
- She gives us ideas regarding how to best differentiate and comes in to observe lessons and give advice.
- She is very supportive of the math program.
- She listen to my concerns
- Supports meetings with district math professionals
- Tells me to use it if I can and don't if I can't.
- Tries to secure whatever materials are needed for effective instruction. Has had STEM personnel come to staff meetings and be available in the building for individualized assistance of staff.
- Very supportive.
- We have grade level planning meetings
- Yes

Grade 5:

- ?
- ? I feel I do not need support.
- 100%
- allows time for math coach to visit
- by providing math consultants to support; allows us to go to trainings as needed
- differentiation
- Encourages me to find the materials and answers I need, and then purchases materials I need.
- Family math night, block math scheduling, grade level planning time
- Having people provide extra services when available
- He makes sure we have the materials and training that are available.
- He completely and consistently supports any request teachers have for development, and is always receptive to new ideas to help our students. He facilitated a school-wide before school math clinic for struggling students.
- He is very supportive as a new principal to our school.

- Inservices
- My principal makes sure we have all the materials needed. He also makes sure that we have a blocked 60 minutes every day.
- Not sure.
- not to my knowledge
- Our principal is willing to help use purchase more manipulatives to teach the program, but disagrees with our feeling that the program is not adequate in preparing our students for the next grade level.
- Our principal makes sure that we have all the materials necessary to properly implement the Math program.
- Requires data review In-house trainings Observations during class
- Sends a math support teacher to go over data with us.
- She buys the material we need each year.
- She helps out where ever she can.
- She is very supportive of whatever we need to do to help struggling students- small groups, tutoring, etc.
- She is willing to discuss issues as needed and get us manipulatives we need.
- She reviews data with us, encourages our ideas to make the program successful.
- She tells us to follow the curriculum, which seems to be the district view.
- The principal is not currently familiar with the math program, so it makes it difficult for her to support something she is unaware of.
- very supportive
- very well
- We have a math goal each year. We have monthly data meetings in which we discuss test scores, SBA data, and mid-year assessment scores.
- We have a new principal this year learning the program but has had other items on her plate requiring more time so hasn't been able to be as supportive as would like.
- We have grade level math meetings to plan and discuss progress, ideas, and plan.
- Whatever we need.
- yes
- Yes
- Yes, it is currently the same for most, if not all elementary schools.

Grade 6 Elementary:

- -acquisition of computer programs -LOI tutoring
- ?- New principal. I haven't really seen anything yet.
- As best she can.
- By being sympathetic to whatever needs I might need, and to always come up with possible/reasonable ways to alleviate problem.
- Computer programs, grade level meetings
- Encourages the staff to follow the rigorous pacing guide!
- Gives us anything we need, mostly an ear.
- He is all for it.
- He provides some extra training and gives his input when he is observing teachers.
- He supports students in every way and also encourages data-driven instruction.
- I don't believe she has taught EDM, but perhaps she has. She thinks it's a good program and encourages to think so too. She recognizes that it is not a good fit for all students.
- makes sure we have everything that we need
- No.
- Not sure
- Not sure.
- Our principal strongly supports our program by ensuring that we have sufficient materials for every class and all students, encouraging us to participate in the Math Derby, protecting our use of the Saxon program versus the district's inane use of EDM.

- She does not.
- She gets me the thing I need
- She hasn't asked.
- She is very supportive and helpful. She ensures that EDM is being taught. We have a school math night during our science fair. We also have given parents passwords to the computer games online.
- She supports the teachers, regardless of subject.
- The principal this year has been more supportive in sending information my way. He is also getting Promethean boards installed in our classrooms which I believe will help a lot. Last year's principal had more of a "sink or swim" attitude.

Elementary Combo:

- Always open to hearing what we need to help make the math curriculum successful and advocate for us.
- Asks, checks in with me, supportive when needed
- collaboration time with other staff, bringing in Saxon people
- He offers help.
- He would assist when asked
- highly
- no comment
- Our principal purchases materials which we need and helps to schedule our math support person to come to faculty meetings and to do class demonstration lessons.
- Provides money to order the materials and supports a math/science night.
- Sharing ideas and mini trainings on math and EDM online
- She is very supportive, and understands our frustration, but there is really no way to track student progress for RTI.
- she provides dedicated support time for every classroom
- She supports our use of alternate curriculum
- The principal is very supportive of the math materials used in our structured learning classrooms.
- Through monthly grade level planning meetings.
- unknown
- Very encouraging.
- Very supportive and gets us assistance where needed.
- We have a collaboration meeting focusing on math once or twice a year.
- We have a new principal in our building who has a strong math background with emphasis on manipulatives. This year she is giving support by observing and learning what we do. She is a good listener and a strong supporter of positive student outcomes. She is helping us gather and evaluate data to better meet the needs of our students.
- We have set up a tutoring program and STEM related trainings and activities.
- Will pursue assistance for teachers in any way if she is asked to help.
- Yes, however they do not get to swing the focus of the district to support math so currently reading and writing is the focus.
- Yes. He is knowledgable about the program and the pieces necessary to support the curriculum. He also checks about scheduling for teaching the programs.

Grade 6 Middle School:

- By being interested in the questions of this survey.
- Locks the manipulatives/book room and provides no inventory. Makes me guess what there is for me to use with students outside of my classroom inventory. Allows monthly professional development days.
- Our principal is very supportive and offers ideas to use in the classroom and for professional development.
- professional development, computer lab time, title one funds, created daily time for math teachers to meet
- provides resources Encourages and provides collaboration with others Share tips, ideas, and trainings
- Supportive of a balanced schedule and curriculum for a well-rounded student.
- Supports us going to math training and cohort meetings
- With professional development opportunities.

Grade 7:

- allows teachers time to discuss and collaborate on lessons and share ideas.
- Directly involved in its success by allocating all the resources she can to our subject.
- encourages us to get training and uses us as resources.
- From what I have seen there has been very little support from her. She is moving math teachers around, changing the classes they are teaching, and putting the better math teachers with the lowest students the whole day to raise test scores. This is causing resentment amongst the staff.
- He checks in and usually attends math meetings.
- He is actively engaged in the interview process looking for qualified teachers who teach in a way that "fits" our school. We have an excellent math department. He provides a reasonable budget for the math department to purchase supplies He has been able to set aside the money needed to replace the consumable student workbooks for our Math Support curriculum that previously has been provided by the ASD. He and the counselors work closely with the math department chair on placement decisions. He supports math teachers in difficult conversations with parents about math placement decisions.
- He supports us to get the job done, using whatever means necessary - failure due to inadequate, district-adopted curriculum is not an option.
- I beleive he understands the shortcomings & some of the benefits & just asks us to do the absolute best we can.
- I believe my principal has some math phobias and listens to those who talk/complain the most.
- I don't know
- Lip service only. Instruction time is too frequently interrupted by extra-curricular activities which seem to take precedence over academics.
- Meets with teams to see what we need. Allows us to use supplemental materials we feel help meet GLE's and Standards.
- My principal supports the math teachers and encourages us to continue working as a collaborative group to improve our teaching and the students achievement.
- Not particularly. He doesn't support the district pacing guide.
- She is supportive of what we can do to improve their skills.
- She supports supplementation and teacher collaboration.
- STEM meetings and an open dialogue with the instructors.
- The principal supports the math program by providing us professional development days to strengthen our program and to address the needs of our students.
- Unknown
- Very encouraging and welcoming into her office for advice and direction
- very helpful and is always encouraging new techniques
- Very much.

<u>Grade 8:</u>

- ?
- Allows me to attend workshops and is willing to provide needed equipment.
- Allows us to meet once a week during team planning time and okays the inservice days.
- Attends our meetings...supports our curriculum choices
- By allowing us to attend the trainings for our math curriculum.
- Closely works with the math department, analyzing data as it's gathered and supporting math teachers in their endeavors to adjust their lessons to meet the needs of the students. Open to new ideas that could potentially advance student success.
- I believe he is a big advocate of Math counts and other math activities sponsored by the school.
- In everyway he can
- Lets me use all resources available to me to teach my students
- Mrs. Williams is very supportive; she constantly ask if there is any thing I need.
- My principal is very involved in finding the right math program for every student in the school. She is constantly sharing assessment scores with us and asking for our opinion on various strategies, programs that can be implemented within the school to improve student math achievement levels.

- Our principal is very supportive of all teachers. We have monthly grade level curriculum sessions (one period), we can observe each other in the building, we have the latest in SmartBoard technology in each of our classrooms (and the training to use this technology effectively). Our principal also asks for advice and guidance from staff.
- Planning time has been given
- She is very knowledgeable about the curriculum and how it's being taught around the school. She offers praise for good lessons and suggests strategies for improvement.
- Trying to get us the materials we need for our classroom
- unknown
- Very well.
- Well except when parents override math teacher recommendations
- Yeah
- Yes

Middle Combo:

- I don't know.
- The principal gave me time to attend the instructional workshop. Encourage the students to do their homework.
- The principal has taken a proactive approach and established a team for only math teachers so that they can serve the students at various ability levels. However, I am not involved with the regular student body to see how this works or evaluate its effectiveness.

No Designation:

- chunking students together where needed,hiring tutors, math afternoon for explorationdays
- Enables teachers to make decisions that are best for their particular students. Allows and encourages training opportunities.
- Encourages peer communication Gives time for professional development Gives feedback when requested
- He asks me if I need anything, has encouraged me to observe TransMath teachers at others schools (there are no others in my building), and has observed my class.
- He is excellent.(New principal)
- He supports whatever we do.
- I saw a coach for half hour this year at a grade level meeting and the info was very good and useful. She also gave me one on one support with an idea for sped, complete with materials to try it right away (Penny.)
- LOI
- My principal is very knowledgeable about math and enjoys this subject. She also makes sure that we include this as a school goal and revisit progress and GLEs during the year. She has made a commitment to my 3rd graders (I teach a 3/4) and works with them daily, so they receive a teacher's full attention. It allows me to focus mostly on 4th grade math.
- n/a
- Observation and questioning.
- offers help if needed, trainings
- Once a week reminder to increase explicit math instruction daily
- Our principal makes sure we have the curriculum materials that we need. She also has built math collaborative meetings into our calendar year. We have Success Maker computer program for our sixth grades. We have STEM support this year.
- Our principal sets up a 45 minute period for curriculum conversations within our department, once per month. Our principal asks us for advice on math placement and will often consider ideas we have for improving math instruction at our school
- Our principal supports professional development, grade level planning and collegial conversations.
- release time for development.
- She is a strong supporter of increasing students' understanding of math skills.
- She is very interested in providing what we need. We have ordered supplemental materials
- She says that we have to use the curriculum

- She trusts our judgment in matters related to math, but also pushes us to continuously improve in order to increase understanding.
- Supports the use of Everyday math
- Very supportive, able to talk to principal about frustrations and get ideas for help.
- We have quarterly meetings to discuss our math program and assessments. We have family math night.

MATH ASSESSMENT DATA

Table 52: I review math assessment data independently.

		Weekly		Every few weeks		Every 6-8 weeks		A few times a year		Once a year		Never	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		258	52.55%	167	34.01%	35	7.13%	27	5.50%	2	0.41%	2	0.41%
All Elementary		213	55.32%	128	33.25%	26	6.75%	16	4.16%	1	0.26%	1	0.26%
All Middle		33	47.83%	24	34.78%	3	4.35%	7	10.14%	1	1.45%	1	1.45%
Elementary School Grades	Kindergarten	15	29.41%	21	41.18%	11	21.57%	4	7.84%	0	0.00%	0	0.00%
	Grade 1	39	57.35%	24	35.29%	3	4.41%	2	2.94%	0	0.00%	0	0.00%
	Grade 2	36	64.29%	17	30.36%	3	5.36%	0	0.00%	0	0.00%	0	0.00%
	Grade 3	28	59.57%	15	31.91%	2	4.26%	2	4.26%	0	0.00%	0	0.00%
	Grade 4	30	68.18%	10	22.73%	2	4.55%	1	2.27%	1	2.27%	0	0.00%
	Grade 5	27	54.00%	19	38.00%	2	4.00%	2	4.00%	0	0.00%	0	0.00%
	Grade 6	20	54.05%	12	32.43%	2	5.41%	2	5.41%	0	0.00%	1	2.70%
	Combo	18	56.25%	10	31.25%	1	3.13%	3	9.38%	0	0.00%	0	0.00%
Middle School Grades	Grade 6	6	50.00%	5	41.67%	0	0.00%	1	8.33%	0	0.00%	0	0.00%
	Grade 7	13	46.43%	10	35.71%	1	3.57%	3	10.71%	0	0.00%	1	3.57%
	Grade 8	12	48.00%	9	36.00%	2	8.00%	2	8.00%	0	0.00%	0	0.00%
	Combo	2	50.00%	0	0.00%	0	0.00%	1	25.00%	1	25.00%	0	0.00%
No Designation		12	32.43%	15	40.54%	6	16.22%	4	10.81%	0	0.00%	0	0.00%

Table 53: I review math assessment data with teachers at my grade level.

		Weekly		Every few weeks		Every 6-8 weeks		A few times a year		Once a year		Never	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		45	9.32%	152	31.47%	74	15.32%	156	32.30%	23	4.76%	33	6.83%
All Elementary		33	8.68%	122	32.11%	61	16.05%	126	33.16%	16	4.21%	22	5.79%
All Middle		10	14.71%	22	32.35%	3	4.41%	21	30.88%	6	8.82%	6	8.82%
Elementary School Grades	Kindergarten	3	6.00%	11	22.00%	8	16.00%	19	38.00%	4	8.00%	5	10.00%
	Grade 1	6	8.82%	20	29.41%	11	16.18%	25	36.76%	2	2.94%	4	5.88%
	Grade 2	2	3.64%	23	41.82%	9	16.36%	17	30.91%	1	1.82%	3	5.45%
	Grade 3	5	10.64%	14	29.79%	8	17.02%	16	34.04%	2	4.26%	2	4.26%
	Grade 4	6	13.64%	16	36.36%	5	11.36%	12	27.27%	2	4.55%	3	6.82%
	Grade 5	3	6.25%	13	27.08%	10	20.83%	16	33.33%	2	4.17%	4	8.33%
	Grade 6	5	13.51%	13	35.14%	7	18.92%	10	27.03%	2	5.41%	0	0.00%
	Combo	3	9.68%	12	38.71%	3	9.68%	11	35.48%	1	3.23%	1	3.23%
Middle School Grades	Grade 6	2	16.67%	2	16.67%	1	8.33%	6	50.00%	1	8.33%	0	0.00%
	Grade 7	2	7.14%	12	42.86%	1	3.57%	9	32.14%	2	7.14%	2	7.14%
	Grade 8	6	25.00%	8	33.33%	1	4.17%	6	25.00%	1	4.17%	2	8.33%
	Combo	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2	50.00%	2	50.00%
No Designation		2	5.71%	8	22.86%	10	28.57%	9	25.71%	1	2.86%	5	14.29%

Table 54: I review math assessment data with teachers across grade levels.

		Weekly		Every few weeks		Every 6-8 weeks		A few times a year		Once a year		Never	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		8	1.65%	35	7.23%	41	8.47%	161	33.26%	94	19.42%	145	29.96%
All Elementary		5	1.32%	19	5.00%	27	7.11%	129	33.95%	80	21.05%	120	31.58%
All Middle		1	1.49%	12	17.91%	6	8.96%	26	38.81%	11	16.42%	11	16.42%
Elementary School Grades	Kindergarten	0	0.00%	0	0.00%	2	4.00%	12	24.00%	14	28.00%	22	44.00%
	Grade 1	0	0.00%	1	1.49%	2	2.99%	26	38.81%	12	17.91%	26	38.81%
	Grade 2	1	1.79%	3	5.36%	6	10.71%	21	37.50%	9	16.07%	16	28.57%
	Grade 3	1	2.17%	4	8.70%	2	4.35%	15	32.61%	12	26.09%	12	26.09%
	Grade 4	1	2.27%	2	4.55%	1	2.27%	13	29.55%	9	20.45%	18	40.91%
	Grade 5	1	2.04%	1	2.04%	6	12.24%	14	28.57%	15	30.61%	12	24.49%
	Grade 6	1	2.70%	6	16.22%	2	5.41%	17	45.95%	6	16.22%	5	13.51%
	Combo	0	0.00%	2	6.45%	6	19.35%	11	35.48%	3	9.68%	9	29.03%
Middle School Grades	Grade 6	0	0.00%	2	16.67%	1	8.33%	4	33.33%	4	33.33%	1	8.33%
	Grade 7	0	0.00%	8	29.63%	1	3.70%	9	33.33%	5	18.52%	4	14.81%
	Grade 8	1	4.17%	2	8.33%	4	16.67%	12	50.00%	1	4.17%	4	16.67%
	Combo	0	0.00%	0	0.00%	0	0.00%	1	25.00%	1	25.00%	2	50.00%
No Designation		2	5.41%	4	10.81%	8	21.62%	6	16.22%	3	8.11%	14	37.84%

Table 55: I review math assessment data with my principal.

		Weekly		Every few weeks		Every 6-8 weeks		A few times a year		Once a year		Never	
		N	Row %	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall		2	0.42%	33	6.88%	45	9.38%	182	37.92%	115	23.96%	103	21.46%
All Elementary		1	0.26%	27	7.14%	33	8.73%	151	39.95%	96	25.40%	70	18.52%
All Middle		0	0.00%	4	6.15%	4	6.15%	19	29.23%	15	23.08%	23	35.38%
Elementary School Grades	Kindergarten	0	0.00%	2	4.00%	3	6.00%	18	36.00%	13	26.00%	14	28.00%
	Grade 1	0	0.00%	3	4.55%	4	6.06%	28	42.42%	23	34.85%	8	12.12%
	Grade 2	0	0.00%	4	7.27%	2	3.64%	18	32.73%	17	30.91%	14	25.45%
	Grade 3	0	0.00%	5	10.87%	4	8.70%	17	36.96%	14	30.43%	6	13.04%
	Grade 4	0	0.00%	0	0.00%	1	2.27%	19	43.18%	11	25.00%	13	29.55%
	Grade 5	0	0.00%	6	12.24%	7	14.29%	21	42.86%	10	20.41%	5	10.20%
	Grade 6	1	2.70%	4	10.81%	7	18.92%	12	32.43%	4	10.81%	9	24.32%
	Combo	0	0.00%	3	9.68%	5	16.13%	18	58.06%	4	12.90%	1	3.23%
Middle School Grades	Grade 6	0	0.00%	2	16.67%	1	8.33%	3	25.00%	2	16.67%	4	33.33%
	Grade 7	0	0.00%	1	3.70%	2	7.41%	6	22.22%	7	25.93%	11	40.74%
	Grade 8	0	0.00%	1	4.55%	1	4.55%	10	45.45%	5	22.73%	5	22.73%
	Combo	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1	25.00%	3	75.00%
No Designation		1	2.70%	2	5.41%	8	21.62%	12	32.43%	4	10.81%	10	27.03%

OPEN RESPONSES REGARDING SCHOOL/CLASSROOM
(Open responses are unedited to keep authenticity)

Open Responses:

What is the most useful math assessment data you have? How do you use it/them?

Kindergarten:

- AIMSweb NIM- to understand where their weaknesses are.
- An assessment sheet that was handed down to me from a previous teacher...something that teacher made up.
- Assessments done one-on-one. We use them to develop instructional groups.
- daily assignments
- Daily/weekly observations. There isn't much data on kindergarteners.
- I keep a chart for all the report card data. I use it to keep track of what needs to be assessed and to ability group students that need to work on a skill.
- I keep running records/student work/files for each student that keeps me up to date on student progress.
- I use my own system for assessment. It is a checklist of things they need to know. I use the report cards for reference, along with the ASD Standards.
- I use my own tests to assess skills
- In Kindergarten there is no math assessment data that we have other than what we have come up with. My most useful math assessment tool is observation and independent work check.
- Individual assessments on math skills such as number recognition, counting, patterning, etc. Used for parent updates and report cards.
- Individual manipulation queries. As needed or quarterly.
- Individualized testing- teacher made
- informal assessments to see who is getting what is being covered
- Kindergarten check lists that show progress throughout the school year.
- Kindergarten report card, and other assessments.
- Math assessment that I have created for use with my students. I teach whole/small groups, then give students assessment on the lesson. I review it when they turn it in. If time permits I review the data with the student, particularly if I detect they do not understand. I share the results with the parents weekly, in returned work, and quarterly as report card grades.
- my own assessments
- My quarterly assessment of their growth. I redirect my aide and my focus groups to the kids who need extra help.
- Not as applicable in kindergarten as I would like it to be. We do a lot of 1:1 testing and evaluation with portfolios to measure progress.
- number recognition counting with 1:1 correspondence Matching objects to numbers - Data that is collected helps to inform instruction.
- One on one assessments to the GLE's. I use it to add extra practice into our math lessons.
- One on one discussion with students.
- Our year end assessment of addition and subtraction enables me to determine the skills in which my students possess in regard to number sense.
- ranges from quarter to quarter at my grade level
- Report card assessment data. Students are tested quarterly for developmentally appropriate progress.
- The math questions asked my students for the Kindergarten report card.
- The moat useful assessment data are the report card assessments which are given every 3-4 weeks for students who are making adequate progress and every 2-3 weeks for students who are struggling.
- Wish we had something like Dibbels for math.

Grade 1:

- weekly assessments - to guide instruction

- -the assessment data gathered during the first grade interview, the data gathered on each unit math assessment, and the data gathered during the math mid-year assessment. I use it to guide my instruction, target struggling math students, and keep parents informed.
- Assessments that I see visually or using a self made "test" given to students.
- beginning of the year test and mid year bench mark as well as end of the year what did they learn?
- benchmark assessments (beginning, mid year, and end of year)
- benchmark test
- Benchmarks-planning instruction and interventions
- Checking in with each student after they finish math boxes.
- Daily math activities and white boards
- Daily math assignments, problem solving activities, games, quizzes, etc.
- Daily observations and classroom work. Unit assessments.
- Daily work and the mid-year benchmark
- EDM unit, AIMSweb TEN progress monitoring probes, EDM midyear
- End of Unit Assessments, Beginning, Mid-Year Assessment, and Math Inventory
- Everyday Math Boxes and the Unit Assessments.
- I like the mid-year benchmark and the unit tests. I check for areas that students may need review in and we play EDM games to revisit concepts students are struggling with.
- I use a 1st Grade Pre & Post Math Assessment along with the EDM Unit assessments.
- I would say informal assessments on a daily basis as well as quizzes developed my other first grade teachers at ASD and myself that we create and email to each other.
- Individual profiles from EDM (performance assessments) Daily observations with journal tasks
- Made up math reviews...checking to see where the student is and reteaching if needed.
- math boxes check, independent notes, weekly standard quizzes
- Mid year math assessment.
- mid-year assessment and check lists.
- most useful: the weekly tests also very useful: the biweekly verbal assessments that parent volunteers do
- My personal assessments. The EDM assessments try to trick the kids, and I don't like that
- Observation of student responses during lessons; I can pinpoint which students understand the skills and develop a plan for reteaching these
- Ongoing classroom observation and assessment
- Probably my own notes on problems I am seeing as I work with students
- Saxon Assessments- data used to design program needs and drive instruction.
- Saxon math assessments are excellent Custom assessments make up what is not available through Saxon
- Skill checks that I create
- The assessment I did for the Ready Set Learn for first grade was very beneficial to me. I knew before my kids came to school what skills they had. The mid-year benchmark results were very useful to me.
- The assessments I create myself. I can make the worksheet ask easy to hard questions so I can see right where each child is in their understanding.
- The assessments I give my students. I assess the the needs of my students, reteaching needed skills.
- The mid-year benchmark. It taught me where I need to refocus my instruction.
- The mid-year Everyday Math Assessment, the ASD Mid-year Math Assessment, end of the unit math assessments, and quizzes.
- The weekly assessments. Also the problem solving worksheets. Both give me a weekly assessment of understanding of skills and who has not yet mastered them. These are used weekly.
- unit and mid-year test results, group review game informal assessment
- Unit assessments, quarterly assessments based on the GLEs, and benchmarks
- unit tests and student observation when they are doing the math lesson
- Using touchmath or just old style teaching. Facts, drills, asking questions.
- Weekly math assignments completed independently

- Weekly quiz from assessment assistant to guide instruction. I review or reteach as necessary. Mid year is helpful to get overview of long term retention.
- Weekly quizes made by a group of teachers around the district
- Weekly quizes my grade level has made and the unit tests.
- Weekly quizzes that a colleague has developed
- Weekly Quizzes. They help me keep an eye on who is progressing, who might need some extra assistance, and who is ready for a challenge.
- Weekly written and fact assessments as well as informal checks for individual skills.
- weekly written tests and bi monthly oral tests See what I need to review
- written tests/to plan interventions and /or further instruction

Grade 2:

- aimsweb mcap, edm unit assess.,
- assessment tool for edm, benchmark tests, weekly quizzes made using assessment tool
- daily hands-on interaction with students and real-time data (ex. small white boards, math pages, etc.)
- Daily journal work I grade and record every page we do so students have LOTS of grades by the end of the quarter. They correct every mistake right then and there.
- Daily observations in the classroom. It guides me in how to use my time proficiently to continue on with the curriculum, as well as supplementing areas they have weaknesses in.
- daily work
- EDM benchmark. We use it to see how they are doing measured with the GLEs.
- EDM skill checklist, used daily and for informing instruction.
- End of unit assessment Mid-year/End of year Math Inventories
- End of Unit Checking Progress, weekly quizzes based on ASD standards and student need.
- Fact memorization
- I like exit slips, the assessment assistant where I can make my own, I also like to cut and paste a group of math boxes together and make a mini test. Additionally the math masters can also be great tools to check for students understanding. I would love to share my data with other staff members but making time for that is almost impossible unless all parties are willing to work beyond union contract hours which is rarely a possibility.
- I like the end of chapter math test. I give them all year long. I also like the EDM pre and post test. Often the best means of assessment is to meet individually with a student and watch what he/she does in problem solving or asking basic knowledge questions with time, money, computation.
- I think it is the one on one contact that I have with students everyday, questioning them, watching them work, and seeing how they think.
- Manipulatives. Unifix cubes, dice, measuring sticks/tapes, math cards for addition, subtraction, time, Clocks with 5 minute slots that open and close, white boards, markers, Green templates with shapes and measurement on them, Classroom number grid, calendar, place value charts, fraction charts, money charts and cash register with play money, scales, and calculators. I use them all to help kids visualize numbers and patterns, learn measurememnt, time, money value, place value ect.
- Math beg./middle and end assessments that were made from the dept. Don't know how tests are measured for tests done in 3rd grade (good or bad).
- math boxes daily
- mid year and end of year assessments
- Morning Work Review that I make and grade and then have students redo if they missed several or I go over it with them during Math Games time.
- My own assessments
- on going kid watching!!!!!!!
- Pre and post tests I make up myself before each unit.
- Quarterly
- The assessments on both facts and written assessments. Individual assessments.
- The assessments that I make myself. I prepare students and then give them an assessment assignment.

- The math assessment data that Everyday provides. I use them to assess the students each unit.
- The math journal pages provide instand feedback to alert me to problems. I also use the white boards for daily checks.
- The mid year assessment. Shows me areas of instruction that need attention.
- The pre/post test for each unit
- Unit assessments
- unit assessments - to plan future daily review of concepst and homework pages
- Unit Assessments,Mid-year Math benchmark
- Unit assessments; Used to plan future instruction and remediation
- unit tests and the starred items in the teacher's guide
- Unit tests are the most useful. They occur every 2-3 weeks and give me accurate feedback. ASD's beginning/middle/end-of-year assessments I find frustrating. Questions are often formatted strangely so they look unfamiliar to the students. Multiple responses are grouped under one problem, so a student may answer 3 parts right and 1 part wrong but must be marked as missing the entire question.
- unit tests at end of unit, District benchmark assessments twice per year, my own fact data once each quarter, math box reviews weekly
- Unit tests.
- Unit tests. Semester tests.
- We have assessments every five lessons
- Weekly math quizzes.
- Weekly quizzes and end of the unit assessments.
- Weekly tests to see what concepts need to be reviewed/retaught.
- Weekly tests- grade and reteach
- weekly tests, oral assessments are very useful and fun. I use it to know who needs additional practice or strategies. Or oral assessment to see who doesn't understand concepts.

Grade 3:

- Computational skills
- daily math boxes activities that constantly review practices, games, written responses, mid year benchmark, unit assessments, homework
- Daily work book lessons-checking daily for understanding as we do the lessons
- Daily/weekly assessment that I create to know if the skills have been learned and what needs further reinforcement.
- Each type has its use: speed math, unit assessments, independent work in math boxes (observation).
- EDM Assistance quizzes I make
- EDM mid year with benchmark strands
- EDM TLG Recognized Student Achievement is used for grading purposes. EDM Online ePlanner is used daily. EDM Online Math games data.
- End of unit Progress Checks Summative--assess student learning Formative--plan further instruction
- Home Links and Lesson Worksheets which I use as daily assessments of the lesson.
- I liked the EDM mid-year assessment for targeting individual and class areas of improvement.
- I love the benchmark tests, I would like to have more tests like them, perhaps quarterly.
- I only have the assessments I do in class. There is no database of math assessments for 3rd graders.
- I use several texts/blackline masters from different programs. So I therefore use different assessments, depending on the basic math concept I am testing. The scores/grades are recorded for cumulative grades.
- I use the Math Skills Link Book for weekly assessment of lessons. They address the weekly goal and give me an immediate idea of mastery. Those areas not mastered by 80% of my students can then be retaught.
- Informal assessment daily.
- Mid level benchmarks
- mid year benchmarks
- My ability to evaluate student's daily work and how proficient they are at it. Starred Math Boxes Unit Checking Progress Assessments Open Responses Exemplars

- Our unit tests because they contain the most relevant source of recent information of what we've taught and what students have learned.
- Quarterly math computation sheets, daily word problems, daily fast facts.
- SBA testing
- The math boxes I find useful in constantly reassessing student learning.
- The math tests that I create myself give me better information than the Checking Progress tests, because they often contain review information and not enough questions about the actual material from the unit.
- The mid year is good! We share and discuss what strands are lacking.
- The mid-year benchmark. I use it to guide my teaching.
- The unit math tests. I usually use them to review concepts based upon what most children are missing and to point out why errors are occurring.
- Unit Assessments and Mid-Year. Helps with looking at learning patterns and areas that need additional instruction. Allows to form small intervention groups. Inward look at what is working/not working in my practices.
- Unit math tests (used every unit), exit slips (used occassionally), journals (check to see how they're doing weekly/daily), pre/post/mid-year assessments.
- We do math boxes independently each day and then correct together or I correct them. Either way, I have the students correct their mistakes in order to learn from them. After every unit, I give them the test and go from there. I also do some timed tests on drill work.
- Weekly quizzes. I use them to inform my teaching and assess my students' learning on the weekly material. It helps me see where my students need help.

Grade 4:

- Beginning of the year assessment, mid year assessment, and skills tests.
- Daily and weekly collection of data is continually used to help me form lessons and decide whether to move forward or re-teach and practice needed skills and concepts.
- Daily interactions with my students. Their reactions and demonstrations of the concepts I teach on a daily basis are the best information I can have. I can fine tune my instruction each day based on their success or struggle.
- GLE data base- create my own assessments
- I make up short weekly assessments on things covered that week.
- I use the data to group students for small group instruction.
- I use the SBA, Unit tests, and the mid year exam
- I use the suggested EDM red star assessments and the assessment handbook. The assessment handbook guides my assessment and is nicely organized.
- I use their math journals and daily assessment tools to guide my instruction. The tests are too far apart to be used as the strongest assessment tool.
- In EDM I find the ongoing assessments that show up in the math boxes most useful. For me ongoing formative assessments drive my instruction. I don't like to wait for a unit to end to modify what I am doing for individual students.
- It depends on the student. I use formal test/quizzes, daily work, homework, in-class discussion, fishbowl, and student with student conversations.
- Math tests are the most useful, so is the midyear math assessment from the school district. They show me what areas still need to be mastered for understanding.
- Mid year assessments
- Review of math boxes for assessment purposes. I figured if the children have done the math boxes, had a chance to fix their mistakes, and I've gone over unfamiliar concepts then the students should be able to do copies of math box pages for their weekly assessments. I do use end of unit assessments too and other assessments from other sources. Children do weekly homework that is from EDM which is graded for extra credit.
- SAXON Math test computerized test generation is on target and gives exact data to help me taylor remedial instruction to students.
- Saxon Math's placement guide, and also the weekly tests
- SBAs, Unit Assessments, Teacher made tests/exit slips. I like the teacher made test the best because they aligned with a GLE and test only what I have taught so far. I do one weekly

- standards based assessments of tasks that are done during each lesson. I keep a running gradebook of these standards across the year and use these for forming small support groups to receive extra instruction.
- The beginning, mid, and end of year assessments, as well as the unit tests are the most useful assessment data I have. I look at the beginning of the year assessments to see what students may already know for the coming year. The mid-year assessment tells me what concepts students have mastered and what concepts students need more review on. The end of the year assessments tell me which students have learned and retained the major concepts learned that year and which students are still struggling (information to give to next year's teacher). The unit tests are useful because I can see which students are understanding or struggling with certain concepts. If they are struggling then I can work with those students in a small group or individually. I can also use the data if I need to refer students for Special Education support.
- The daily work and assessments I produce in the classroom.
- The EDM mid-year assessment you people created.
- The end-of-unit assessment provided by EDM. The individual profile of progress gives a great sample of skills met and not yet met, and I can guide my instruction from there.
- The inventory administered pre and post and the midyear assessment to see what skills the class is strong with and which ones are missed by a significant number of students. That way I can tailor practice work to meet the needs of the greatest number of students in my class.
- The mid year benchmark was very helpful. I look at what has not been mastered and specifically focus on those things.
- The most useful math assessment data is the AIMs Web computer programs. I use the information to address specific needs of specific students.
- The unit tests and my quizzes. I can monitor how my students are doing and reteach the concepts that need to be taught.
- unit assessments, midyear assessments. daily assignments. homework.
- Unit reviews
- Unit Tests - to know what concepts need to continue to be worked on
- Unit tests and self-created quizes.
- unit tests..
- Weekly assessments
- Weekly assessments.
- Weekly review of concepts taught . I am able to adjust my pacing to meet students needs
- white boards to see which students have a concept

Grade 5:

- AIMS concepts and AIMS computation. I use them as weekly progress monitoring to assess strengths and weaknesses in my individual students, so I can tailor their additional instruction directly to their needs.
- Benchmarks, Math Journals and Study Links. Benchmarks help me identify students who need help and problem areas for reteaching. Daily assignments such as math journals and study links help me determine individual progress.
- daily work, monitor progress or reteach
- End of Unit Assessments. I give these as (Pre and Post) tests to determine what students already know, and which areas I really need to focus on. This also helps with re-teaching.
- End of unit tests
- gle checklist, note who knows which concepts and strategies use guide instruction
- Guided practice that students complete independently each day. Quizzes and tests weekly. They let me know if I need to re-teach a concept to an individual, small group, or entire class.
- I create quizzes on single topics to see which students have already grasped a concept and which students need further instruction.
- I do like the EDM midterm. The unit assessments seem very difficult for kids and they do poorly on them.
- I like the mid year assessment because it gives a very good picture of where the students are in their progression towards math development.
- I like the midyear math benchmarks. I'd like to administer it to my students at the beginning of the year, too, so that we could really track their individual progress.

- I review their work daily and adjust lessons
- Informal assessments given to students either orally or in small groups. I use these assessments often.
- math journal. Every day
- Mid year assessment Unit assessments slates
- Mid year assessment guide instruction
- Mid year benchmark data, I use it to guide me in what skills I will be re-teaching.
- Mid- year assessments, SBA, pre and post assessements
- My own data from activities done in the classroom - student explanations, student journaling, etc.
- SBA results: It guides my teaching in the begiinning of the year. Mid Yr Test: It guides my teaching the rest of the yr. Unit test: to make skill groups to review skills
- Students work- especially homework where they have no one to work with. I can see who needs further instruction. During class independent work is excellent too.
- tests
- The best assessment data is my own observation of each child daily as we work through math in class. I assess Study LInks, Math Boxes and student engagement in games. I talk with students and ask them to explain the math problem they are working on. We have open dialogue and do problems together on the board as I teach.
- The data I get from my assessments on the material I have recently taught whether it's formal of informal. I use other data for more general information.
- The Mid Year Assessment. Form small groups based on the areas of need. ***If would be nice to have a Beginning of the Year Assessment similar to the mid year assessment to compare with.
- The mid- year benchmark was very helpful.
- The most useful math assessment data I have are the formal and informal assessments I come up with on my own. I do not look at the EDM benchmark or End of the Year assessments as being anything of value when teaching and implementing math in my classroom.

- The most useful math assessment data I have is the data I collect through formal/informal, observational, formative, and summative assessments I take throughout the year based on the GLEs and state standards.
- The SBAs because it is the only tool that really shows what my students know(based on what the state says they should). I use it as soon as scores arrive to assess my teaching and see where there are flaws that I need to work on.
- Unit assessments. I use them to determine gaps in my teaching or to determine areas that still need more instruction.
- Unit math assessment -
- Unit Tests for EDM, and selected workbook pages.
- We have a cumulative math test every Friday. It lets me know how the class is doing on skills covered the last few weeks.
- We use the EDM math assessments regularly.
- Weekly assessments and daily observation. These assessments tell me which students are mastering material and which students (or possibly whole class) needs more or different instruction to master a particular concept or strategy.
- weekly quizzes
- weekly test
- Weekly testing and daily homework

Grade 6 Elementary:

- Daily classwork assignments. I know what is working and what is not.
- Daily minute math sheets that are not EDM. Students complete and we grade together and discuss.
- daily quizzes that we create and weekly assessments
- EDM assessments - Fall, Winter, Spring
- EDM end-of-the-unit assessments.
- I like the assessment charts in EDM. I use pretty regularly.
- I use the previous year's SBA scores, paying close attention to students' weaknesses in the different strands. We have homework lessons every night, which are immediately graded so that feedback and reteaching can be done. Saxon offers an assessment every 5 lessons so that I can immediately respond to any breakdown of understanding.

- In class daily assessments. Talking to my students about math.
- Last years' SBAs broken down per strand. Develop a plan for the year and address strands as needed in compared to SBAs.
- Mountain Math.
- SBA and beginning year assessment and mid year assessment. My colleagues and I discuss where our students are and we adapt our teaching to meet the needs of our students in the areas where they are struggling.
- SBA Tera Nova to help determine 7th grade placement
- SBA's, personal notes
- sbas
- State Math Test; I use it at the beginning and end of the year. Otherwise, I use weekly math progress monitoring (short student quizzes on concepts covered, and computer based math programs available at school - NOT EDM - its available, but useless.)
- Student performance on classroom assignments and by keeping tabs on how well they are doing with the individualized Success Maker Program on the computer. I print out monthly reports with SM.
- tests from Everyday Math
- the data I come up with myself.
- The math boxes and study links they allow me to see right away what needs to be readdressed. Problem is time to do it.
- The Mid-Year assessment is valuable, and the unit tests. I
- The most useful data is based on my on-going quizes. I give short quizes where I provide 5 questions on a specific standard. Each quiz is most often 15 questions covering 3 standards. I code each 5 question segment into 3 categories. (0-2 correct = immediate interventions) (3 correct = check in) (4-5 correct = on pace). If I notice a pattern of many students scoring 0-2, I use that as a cue to re-teach the concept to the entire class. Otherwise, I organize my students into intervention groups based on each standard. I will often follow up w/ another quiz on the same or similar standard to check growth. This method is timely and doable and it provides an objective picture of my students' capabilities. It also identifies kids who may otherwise slip through the crack.
- Unit assessments are ok but really what you have to do is make your own that actually test the skills they have been taught as the unit assessments usually have content we haven't covered yet and the skills we have covered have been made so much harder than they need to be that the students can't be successful on them.
- Weekly composite of classwork used to formulate reteaching and practice during math workshop once a week, and to guide small group instruction daily
- White boards, EDM tests, Mid- year asssessment. Self-created assessments as quizzes.

<u>Elementary Combo:</u>

- benchmark tests, end of unit tests
- calculation skills, it's the foundation
- daily assessments to guide the instruction and support the needs of the students in my groups
- End of unit tests and benchmark tests. I use them to help guide small group instruction.
- I assess all of my students daily, as I work with them one-on-one.
- I keep data on my students' math goals and guide my instruction accordingly.
- I keep my students for three years. I think the most useful data I have is that I know what has been taught successfully and what has not based on daily, weekly and quarterly data.
- I like the beginning and mid year math assessments provided by the district, because they isolate the strands so I can see the area that each students needs to work on, and that the class in general needs to work on.
- I use The end of the unit tests, weekly quizzes from the Assessment Assistant Disk, and informal observation of Math Boxes. I use this information to see what skills my students are still having trouble with.
- Math assessment data used in my classroom: saxon assessments, data collection on iep goals and objectives, collaboration with general ed teachers of those student attending gen ed math class
- My best assessment data is the everyday assignments and tasks that students do. At the primary level my best assessment is observing students at work. Then I can determine who is getting it an ready to move on and who needs more instruction. Those large mid-year assessments often tell me what I already know.

- My most useful math assessment is my individual workings with each child and my knowledge of where each child struggles. I also give a beginning, mid and end year test that help. Unit tests are also given to help me know what concepts were mastered by students.
- ongoing grading of lessons and fact practice
- Student quiz grades, since my quizzes can be re-taken as many times as students wish it shows me who is proficient or eventually became proficient and who is not. Other standardized assessments currently used in middle school, aimsweb, SBA, etc.. are only assessing proficiency at most in basic Pre-Algebra skills which has no bearing on my current courses where they need to have mastered Pre-Algebra skills.
- The Benchmark mid-year tests to see if there is improvement since last year and concentration on the strands where many still need assistance.
- The EDM math data for the end of the year and mid year is helpful.
- The end of unit assessments - I like Part A for the summative assessments and Part B gives me a heads up with formative assessment.
- The kids' everyday work Helps me know their weakness/strength and I can adjust accordingly
- the mid-year tests, and last years math SBA tests. Also I use quizes, and unit tests to see if my students learned the concepts.
- The most useful math assessment data is the daily questions asked by the students to let me know if they are getting it or not. The weekly and quarterly grades usually reflect this same assessment.
- Unit Tests, Mid Year Benchmark Assessment
- We have the Aimsweb data and grade level assessments that are useful.
- weekly formative assessments

Grade 6 Middle School:

- ARS scores - basic idea of how the student is placed and perhaps to understand why they may not be doing well on a particular task. • Classroom Diagnostics - to see what I need to focus on with regard to remediation • Curriculum Diagnostics - to see whether we can move on or have new lessons and reassess • Reading the Class - if students seem puzzled or do not perform day-to-day activities, minilesson and practice
- daily assignments and unit tests, conferences with students, tutoring observations, Mid-Year Benchmark tests, and SBA assessments
- formative - weekly or biweekly -- do they get a skill summative -- unit test at the end of the phase -- how did they do with the overall material.
- I am not sure which data you are referring to. SBA and Terra Nova data are used throughout the year especially for placement. Do you mean my class assessments?
- MAZE Aims Web Formative and summative assessments.
- pre and post assessments created in the classroom (weekly) successmaker data (weekly)
- successmaker, aimsweb test. twice a week and three times a year.
- The assesments I do in class each week. At the beginning of the school year, I used the ASD website to check out my incoming student standardized testing data, to know which students that I needed to monitor and offer additional help to.
- The daily math that we do.
- weekly or bi-weekly mastery assignments, I use them to determine which standards I need to target more

Grade 7:

- SBA scores: used to organize students into collaborative groups 2) Quizzes/Tests
- Assessment data that I have developed to better align with instruction and curriculum.
- Classroom Assessments: to adjust daily lesson plans Standardized test scores: understand the srengths & weaknesses of my students
- cooperative learning methods
- Depends on the time of year. SBA scores are useful to see where the students are at in the beginning of the year. Otherwise, quizzes/tests are used to consistently monitor where they are at.
- I start with SBA test strands and Terra Nova tests to initially evaluate student strengths and weaknesses. I use formative assessments in class to constantly access student progress and thereby adjust lessons accordingly.
- MLI

- Pre-tests, individual assessments, formative - clickers, white boards, etc. Every day/other day.
- SBA and TerraNova tests are used for placement. SBA strands are used to help facilitate Warm-Ups that are applicable school wide. We also look at SBA strands to help individualize lessons for students who are not proficient.
- SBA Scores available on line. I use them a couple times each month.
- SBA strand data helps focus instruction during the year for individual students. Frequent mastery tests on concepts in the classroom to assess understanding.
- Successmaker - to address inadequate skills.
- Tests, quizzes, homework, in class work.
- The district connection database.
- The formative assessments that I give in my class determine the road I am going to go down. This gives me the best, and most useful, criteria to see how my classroom needs to function and what concepts/skills need to be covered.
- The information on ARS. I can organize and sort the data easily. The ability to compare data from several years helps to assess student strengths and weaknesses.
- The most useful assessment data that I have is a Math Foundation test I developed that I give my students at the beginning and end of 7th grade (basic skills, no reading conflicts). At mid-year, I give a 5th grade computation test developed by the Peabody Institute to see skill development. If foundation skills are underdeveloped or non-existent, it affects the ability to use that Mathscape book. My assessments help to guide my instruction.
- There is not one most useful assessment data, it depends on the purpose. For teaching & planning I use a variety of classwork, student responses, homework and tests. As math department chair I also use SBA scores and TN scores. In the past 7 years at middle school I have observed a strong relationship between SBA scores and success in accelerated classes, provided the student has the work ethic and interest in taking accelerated classes. I also find that the SBA scores are the best method we have currently for placement in Math Support classes, rather than using solely teacher recommendation and student grades as those can be skewed by other factors. I use SBA scores, grades, TN scores and professional judgment based on student performance to determine placement recommendations for the next year's math class.
- to start the year the SBA is useful to look at the group as a whole and individual students to plan a course for the year. Then using class and individual assessments to look at strengths and weaknesses to build on and make sure there is reteaching of material that is not mastered.
- Unit tests
- We're expected to assess them so often, I'm not sure what is the best.
- Weekly quizzes. The SBA at the beginning of the year to help know what needs the most focus. Helps with planning

Grade 8:

- SBA data - helps with arranging cooperating groups in my classrooms to ensure that I have students of mixed abilities in each group. 2) Terra Nova results - I don't use this as often 3) anecdotal records - this is done daily in each class, to guide instruction 4) quizzes and tests - quizzes about once a week and tests at the end of each unit
- AIMS Web assessment and weekly formative and summative assessments within the various lessons taught in the classroom. The data when compared to grade level "GLE mastery topics" helps me visualize the math holes students still possess and help me plan for future lessons and improve these deficiencies, and recognize the misconceptions about a certain concept or skill.
- Comparing SBA scores from year to year. Assessment data used in our transmath program. I use this information to see whether or not my instruction has been beneficial and students are grasping the concepts being taught.
- Current assessment from quizzes and tests. I also use SBA tests scores and National Percentile Ranking to verify what I am seeing.
- I give quizzes and tests regularly...
- I think the various SBA strands that are visible on ARS are the most useful to me when planning lessons. I look at the class overview setting and can see areas where all students are weak or proficient and can plan lessons accordingly.
- I use the ARS system most often, but I'm slowly starting to use the test data from Zangle as well. I use the system to help determine which student might need extra support on certain topics. I also use it to determine which areas need to have an increased focus.
- Last years grades and sba's. I use them to help me get an accurate picture of a student's abilities.
- looking at the work of each student in the class as they are all working on the same problem

- Pre and Post test.
- Quizzes and tests are my most useful assessment data, because it shows where they understood and what they did not understand in a unit.
- Quizzes, Projects
- Results from in-class assessments, both formal and informal. I use this data to address common student misunderstandings and make recommendations for future math classes.
- SBA as that is what we are judge by as a school
- SBA scores Identify student weaknesses then focus some of my instructions in those areas
- SBA scores and Chapter test scores.
- SBA scores to ascertain where students are with basic math skills
- SBA strand breakdowns. Identify student weaknesses by strand, and work with kids at their level.
- test/quiz results. I encourage mastery.
- Weekly assessments of student knowledge. This helps decide passing.
- Weekly/daily quizzes. It helps me plan on what concepts the student know, have learned, or need more on.

Middle Combo:

- I use a variety of data. The most useful is the online part of my program as it gives me a broad picture of what my students are learning and I use this data to report on quarterly progress reports as required by the students' IEP.
- The only data I have is the SBA scores, the GLEs and my own informal assessments as I teach. I started to use the CBM with Aimsweb, but then changed to my current assignment that does not use the math component to my knowledge.
- We use the Brigance Assessment for a snapshot of student skills, Also, I use the Transmath assessments after every 5 lessons, and at the end of every unit (15 unit per unit)

No Designation:

- -informal observations during the lessons -unit tests
- Assessment data base. Use it to find student weaknesses and strengths that help to build my math program.
- Besides the EDM assessments, I also make my own on the computer. I also do informal assessments with white boards and exit slips.
- bi-monthly quizzes
- Classroom quizzes and tests are most useful. I use the data to inform instruction and determine appropriate supports and placements for my special education students.
- Curricular based assessments, both formal and informal; it drives my instruction for that student.
- daily work...determines what to review and when to move on
- EDM, teacher made, and AIMSweb
- End of the unit tests, mid year, and end of the year
- Homework and tests Homework and tests drive instruction
- I do not like any of the EDM assessments. And there is no other consistent assessment available.
- I usually do a quick quiz at the beginning of each class to determine whether to move on to the next concept or reteach.
- Individual student online assessments...Weekly GIves me feedback on the strengths and weaknesses of all students on an individual basis. Allows me to individual assignments.
- It varies daily
- Mid-assessment. I use it to plan time for extra practice, track kids that are having trouble and get them help, lesson planning.
- N/A
- One on one questioning.
- Progress statements for IEP objectives and my own data.
- regular informal tests to assess data on goals and objectives.
- results of weekly written assessments (every 5 lessons) which I analyze to guide instruction for the coming week
- Terra Nova scores (unfortunately only available from 5th grade and not 6th), SBA scores, formative and summative assessments on class material.... I use TerraNova and SBA to help with placement and chart growth at the end of the

year. SBA scores are also used to identify weaknesses in specific strands. Class assessments are used to determine whether content was mastered and to plan next steps in instruction.

- The beginning, mid and end of year report.
- The benchmarks provide data about what students are able to do and what they still struggle with--I use that data to plan review/instruction
- The most useful data is the classroom assessments. I use them to focus in on what students are struggling with and/or having a hard time with.
- The SBA scores, strand by strand.
- Unit Assessments- to guide instruction & for re-teaching individual students
- unit reviews. pretests to determine where students are at before starting a unit. end of the year assessments given about grade level at the beginning of the yer to determine if students can be one grade level ahead.
- unit tests. computation skills tests. math journal checks. informal observations.
- Weekly math assessments that review the weeks concepts. When I see that student's missed a concept, I arrange for review in small groups for the next week.
- work samples

CONCLUDING QUESTION

OPEN RESPONSES REGARDING SCHOOL/CLASSROOM
(Open responses are unedited to keep authenticity)

Open Responses:

What would you advise the ASD do to improve the district-wide mathematics program and mathematics student achievement in Anchorage?

Kindergarten:

- A new program to either replace or supplement Everyday Math.
- change the program
- Curriculums purchased should come with materials already prepared for use by studens.
- Drop EDM
- Drop EDM and pick up a math curriculum that maters skills.
- Drop Everyday Math and incorporate Saxon. Much better program! Denali and "Optional" programs make it difficult to have district-wide consistency.
- EDM really has little to support fact practice and teachers have to constantly supplement. I just wonder if there is a program that has it "all." ?
- Encourage EDM to add a stronger fact practice component. Better educate the parents in why EDM is a great program - hands-on gives a better understanding of concepts, solidifies abstract thinking, etc.
- Explore ways to make math more integrated with other subjects and life experiences-- a true interdisciplinary approach will make learning more meaningful. Young children need to couple math with movement, singing and rhythm, too. Waldorf-methods' approach is great for that movement and brain development aspect.
- Find a math program that is more straight forward and easier for teachers and parents to understand.
- Find a program that does not spiral and has the students master a concept before moving on.
- Find another program.
- Get a better math curriculum that better supports student learning in math. A quick way to assess and progress monitor, like Dibbels, for math.
- Get rid of Everyday Math.
- I believe that we need to adopt a different math program. EDM is wonderful for high achieving students. Other students seem to get further and further behind. I feel that the kindergarten curriculum doesn't provide the necessary framework to prepare them for kindergarten.
- I don't think EDM is the best, but I like it as a starting point. As a teacher, I enjoy the flexibility to choose which lessons to spend more time on. No classroom is the same and most children learn at different paces. Although it takes time to develop extra practice for my struggling students, I feel it is time well spent.
- I think shared training with teachers at our grade level is most helpful this is when we get the tips and ideas of others to enrich our instruction
- I understand the spiral approach with EDM, but I feel that it's important for students to master certain skills before they move on.
- I would like to look at some different curriculum for Kindergarten. I think that EDM is a little week when it comes to this grade.
- I would like to try a different math program that is project based.
- I would love a curriculum that balances the basics (like Saxon) with the more comprehensive mathematical understanding (like EDM)
- Implement an entirely different math curriculum. EDM is awful and does not meet the needs of our population in my Title One school.
- implement another math program
- Invest in a program that solidifies computational skills or train teachers to change their philosophies and personal learning styles to teach EDM with rigor. However, EDM doesn't help transient populations, esp. from out of district.

- Make sure each classroom has the needed manipulatives and materials. Also a class set of math literature would be nice.
- Perhaps NOT introduce a whole new curriculum. Allow for some flexibility/supplement EDM to address weak points in the curriculum.
- Provide a supplement or alternative to EDM. Especially for bilingual kids that struggle with the spiral curriculum.
- Replace Everyday Math.
- Use a non-scaffolding program for base schools. I liked EDM before I taught at a base school. I think EDM has more strengths than weaknesses and if my colleagues would make time for the math games their students would be more successful. However, that said, before EDM was a district mandated program I watched teachers use more math basic skill programs with much success.
- We need to plan across the district meetings to survey ideas that have been the most successful across the district...whether by program or by design. Schools who showing phenomenal success might share what is working for them.

Grade 1:

- A different curriculum would be better for low, ELL and students who need mastery before throwing a lot of other math information at them.
- Adopt Saxon
- At another school in ASD we used Heath (I think) and it was great because it had colorful pictures for the first graders and emphasized mastering skills versus the spiral. Very strong on basic facts and the kids seemed to be very successful. Once the low kids get left behind in EDM is it very hard to accomodate/catch them up. EDM is just much more challenging than first grade standards need.
- Be in the schools more. Set up lessons for each teacher and teacher the lessons
- Change curriculum to something more foundational such as Saxon Math.
- Consider modifying the current curriculum or adopting a different curriculum completely
- Continue to provide opportunities for staff development.
- Curriculum is fine. Have more teachers teach on pace w/ fidelity. Look closely at GLE objectives as opposed to just teach lessons for sake of teaching lessons. Have more thoughtful math professional development. Provide more opportunity for interventions for struggling students.
- Do NOT force the purchase of EDM for teachers/schools.
- EDM is too much spiral learning too early. I think that EDM is MUCH TOO WORDY, with written words, especially for bilingual, monolingual and Ak. Native students village/new to the city students.
- Ensure all students have access to the EDM online games.
- Focus on how people are teaching and not what!!! People need to see what a good math lesson looks like. I haven't reviewed a curriculum that will comprehensively change much in the current elementary math teaching environment. Put the money in site based initiatives that force people to create, observe, and debrief (with a protocol) lessons. We need time to study engagement-not more manuals.
- GET A NEW MATH CURRICULUM. I strongly recommend the Bridges curriculum as I have used it with great success in the past.
- Get rid of EDM and adopt a curriculum that works by drilling students and having them master skills
- Get rid of Everyday Math!
- Get rid of Everyday Math. I love Saxon but would be happy with any other program that make more sense to students, teachers, and parents.
- Give us a program that doesn't demand so much to be taught each year, let us focus on the core skills needed at that grade.
- Go back to using Saxon math, district wide. Students are able to be independent and have a solid basic facts foundation.
- Have more schools use Saxon or a Saxon-type program. I used EDM and had to suppliment much more as far as basic skills practice. The Saxon Math Calendar daily review is excellent.
- Hiring math tutors to work with lower achieving students before they get to gar behind
- I do not teach the District Wide Curriculum so I have no comment for this question.

- I just want to say that I am very satisfied with the Everyday Math Program. a few years ago when we re-adopted the program I served on the teacher review committee. I saw what other materials are out there and feel that Everyday Math serves our needs very well. I hope that there are no plans to adopt a new program in future as was done with the hand-writing curriculum, Handwriting Without Tears, which to my knowledge a large majority of elementary teacher despise.
- I think it is strong at my school. I don't know if I can answer this on a district level. I would imagine that school needs vary greatly from school to school.
- I think that for most schools and most populations, the mathematics program is sufficient.
- I want to see a curriculum that starts at the conceptual level using maniuplatives, moves into the connecting level, then the symbolic/visualization levels. The more hands-on math can be, the more you get students involved and excited because they can understand the concepts better.
- I would like another math program other than EDM.
- I would like to see a different curriculum used. I believe that Saxon math would benefit the students.
- I would LOVE to see an individualized computer math program that students could use to help with basic math skills, especially in the Title 1 schools.
- I would to see us use a curriuclum that focues more on practicing basic skills such as Saxon.
- I would trade our EDM curriculum for a different math curriculum that parents will be more happy with. I think EDM is very confusing for many families
- It may beneficial to purchase tools to foster progress monitoring, and support students concerning the RTI process. It would be nice to have technology purchased for all schools such as SMART boards in order to foster instruction. Professional development training for teaching mathematics would also support instruction. For example, write grants to send teachers to the National or State Mathematics conferences. It may beneficial to have math coaches for all schools as well.
- It would be great to have a computer program to replace the old Larson's Math program we had in the past. The EDM online games are not always functional nor are they appropriate to the grade level. It would be great is ASD would look into alternative programs, perhaps Accelerated Math.
- look at another program .....
- Look at how the bilingual students can better be taught new concepts. Make it more visual and hands on. Give teachers more training.
- More focus and support for computation. My kids have not memorized addition or subtraction facts.
- More opportunities for professional development.
- more technology aligned lessons- the math workbook pages available for all teachers who have smartboards. Continue the EDM online games, align the standards with the pacing chart
- more trainings and support for diverse classrooms
- NEW MATH PROGRAM, EVERYDAY MATH IS AWFUL and skims areas!
- nothing
- Offer Professional Development during the school day or during In-Service Days
- possibly adopt curriculum that teaches more to mastery with a lot of opportunities for review and one that comes with a student workbook for every child
- purchase a curriculum that does not spiral, that is user friendly to parents, and focuses on basic math facts
- Put Saxon Math back in the schools, especially in Title I
- Review and purchase Tier 2 math intervention programs for each school whose assessment data indicates a need for additional support at a system level, as well as provide training for implementation of the program(s)
- Saxon curriculum meets the needs of special education students (repetition, eliminating heavy language loaded program like EDM), then need for knowledge of basic facts and more user friendly for parents. ASD needs a consistent curriculum in such a transient district where families are constantly moving between schools.
- Smaller class size
- smaller class sizes!
- Switch to a program that is more simple for parents to be able to support their kids at home with math.

- The strength of EDM is the focus on building understanding of the concepts before rote memorization. The weakness is the lack of math fact practice. A student does need to know their facts before moving on and this is not built into the program. Games work well, but they aren't the final word.
- To achieve mastery on skills I would recommend they not continue with EDM.
- Use a different program other than Everyday Math. This program does not help struggling students. I suggest Saxon Math.
- Use a program kids and parents understand. Spiraling leads to frustration and the attitude I can't do it.
- Use a program that allows students more time to gain confidence with a skill before introducing new ones. EDM does not do this.

Grade 2:

- A math curriculum that is helpful to all students, including students with disabilities.
- A program that will work with our population of students who move in and out constantly. A spiral program just isn't the best. We get students from all over the U.S. and DOT schools.
- Accountability! How can you make every teacher participate in EDM specific training and pass a test showing they understand how to teach the EDM Focus Strategies? Next, fidelity to the pacing guide. Finally, how can we support those 3-6 grade teachers who are trying to use EDM, but have the students from teachers who did not teach the EDM lessons as written? We almost need lesson maps to lay over our edm lessons so newer teachers are able to focus in on the most important elements and the needed differentiation for our population of students?????
- Adopt a curriculum that is sequential, developmentally appropriate, expects mastery of grade level material and allows for supporting students who do not master material.
- adopt a different program
- Adopt a mastery based program and discontinue use of EDM in Title 1 schools, distribute the focus from reading to include math in grade level meetings and school improvement plans, have Title 1 services include more than reading support.
- Adopt something to help with the lack of extra practice that EDM is missing.
- Bring in a program for adding, subtracting, multiplying, dividing, practice most days. Give teachers a few days a year to work on lesson planning and game development.
- Change to a curriculum that is more mastery based rather than spiraling. This is especially true for schools in the military bases!
- Choose curriculum that addresses the needs of various demographic areas.
- Consider a program that provides more time for mastery of skills. Manipulatives to teach with important to build from concrete examples to more abstract concepts.
- Continue its practices.
- Different curriculum than EDM Parents complain every year!
- EDM is not a very popular program with parents. Making this program or another more user friendly would be helpful.
- Encourage math blocking at more schools
- Find a better Math program that teaches to proficiency. Spiraling is good, but more time needs to be spent teaching to mastery before they move onto new things. MOre grade level review of lessons and grade level games should be taught yearly or bi-yearly to keep teachers fresh on the material and updated on new ideas we can gain from each other. The trainings help us to exchange ideas with each other that may not happen otherwise do to lack of time to actually get together because we are always with our own kids.
- Find a curriculum that is child friendly and prepares our students for the middle school and high school level. Going from one style of text to another completely different style in middle school and high school is very confusing. This is not only from a teachers point of view but as a parent as well.
- find a curriculum/textbook with more repetition especially for military schools. Change the pacing guides to reflect this. Example quarter 1 number sense to include place value, rounding, ordering numbers, addition and subtraction. (Note: I hope these surveys are truly utilized!)
- find a more repetitive curriculum
- Find a new Math program. Find someone not totally in love with EDM yet knows of sucesses from other philosophies of math and can teach us how to incorporate their ideas into our curriculum and listen to their ideas

- For our title one students, I suggest using Saxon Math. It is a scripted very foundational program heavily relying on manipulatives, and constant review. The lessons are much more age appropriate. There are some gaps, however that would need to be covered ie.geometry.
- Help those teachers who are not strong in math. They tend to neglect teaching math and put major focus on reading. Both are important.
- I felt supported with the support you provided last year. Will we get anything like this in the future?
- I think we should continue using EDM but support teachers in giving instruction in fact memorization. Teachers should be offered more math support. EDM Online should be promoted, perhaps even offering training, because it can be very useful for students and for teachers.
- I would like a new math program besides Everyday Math. I do not feel it meets enough of my students needs do to the fact that it is a program that really addresses students who read well and understand math concepts already. It really does not help students who are struggling in math or are ELL.
- I would like to see a different math curriculum. I would also like to have a computer based math program that has similar capabilities as Lexia (leveled appropriately to individual student needs, easy to identify which students need help in which specific area, and data/graphs that are easy to read). I would also like to see lessons available on the Promethean board, as well as videos reteaching skills on ASDTUBE or something similar (in a kid friendly, fun way). More time to work on exemplars (or a curriculum that includes this sort of activity on a regular basis)
- I would prefer not to use Everyday Math. It is hard for parents to understand why their child is doing boxes on 6 different math concepts in one day without having mastered any of them. And as a teacher it's hard to tell the parents that this method is working when I don't fully support it.
- It is difficult to say because we have a lot invested in EDM. I do enjoy much of it. We are given plenty of guidelines, materials, manipulatives, web sites etc to implement the program and that is good. However, in the big picture of life, math is math. Old fashion, basic skills need to be taught thoroughly. That is lacking in EDM.
- It would be nice for new teachers to a get more help in learning the curriculum and all of the tools that are out there. I had no idea the online and district wide resources and they could have saved me a lot of time during the beginning of the year.
- Let students that are above grade level be in a class with other students at that grade level. There is no reason to make students sit through math lessons that they already know.
- Let there be more freedom in how quickly concepts are being taught.
- Listen to the lowly teachers. EDM is NOT user friendly to teachers or students. It's fine for gifted students probably. For those who are averaged or challenged it surely must contribute to their anxiety, anger, avoidance of math. Tragic.
- more professional development early in the year and on-going throughout
- more sharing of student work and lesson ideas - more professional dialog and less discussion of data and problems
- Need to be able to have math groups like reading groups...smaller in number so that concepts are taught more individually and therefore the students have a better understanding. Spiral curriculum can be somewhat frustrating because one tends to want to teach it to perfection. :) (not easy to do)
- Offer some after school programs to struggling students (i.e. Sylvan Learning Centers)
- Only that everyone change to Saxon Math...it is the best for student learning.
- Schedule time for staff to meet with grade level team members, grades above and below grade level to meet and plan on long term goals as well as targeting student gaps in understanding school wide. Without schedule time to have these extremely valuable moments of collaboration we are not maximizing our potential as an organization.
- See the answers regarding the weaknesses of the EDM program. I believe that we need a stronger math curriculum especially in our Title schools. I have taught EDM in our district since the program was adopted. I also piloted Saxon math. I voted for Saxon over EDM at the time. I understand that we have invested a great deal of time and money into EDM but it is clearly not meeting the needs of our Title population. The EDM program/pace and diverse student needs are not compatible. I also taught EDM in a language immersion school and the program was not easily translated or compatible.
- The school district should adopt the Saxon Math curriculum. They should provide more support for those schools using Saxon Math.

- To pick a math program that does not spiral and learn so many contents at one time. A math program that teaches few contents at each unit.
- Use a teacher friendly well respected program like Saxon.

Grade 3:

- a basic skill piece would help. Parents need to really know what their child should be able to do by the end of each year. Keep summer school!!!
- Add basic drills to the curriculum. If we can have Spelling Bees, why not Math Bees? What happened to Math Olympia? Students need practical, life-learning projects to apply the math skills learned. More time to play computer math games and opportunities to teach younger/other students.
- Add more time for students to learn basic math skills (add, subt & mult facts, add & subt w/ grouping, money, time)
- Adopt a different program!
- Adopt some intervention material.
- Again, change the math curriculum to one that is better for students, not just the one that gives away the best stuff to the math committee. I am appalled at this curriculum--I cannot wait to change districts and NEVER see this curriculum again!
- Allow individual administrators to choose the math curriculum that best meets the needs of their school population.
- Allow individual schools to choose the math curriculum that best fits the needs of the kids that attend that school.
- Better special education math programs
- Consistency.
- drop everyday math.....saxon math??
- Ensure that all teachers are teaching the same program in the same school. Ensure proper training and professional development.
- Everyday Math needs to be scraped. All the schools that score high on SBA Math are using other curriculums.
- Focus on allowing teachers to teach according to what is needed for their grade level rather than teaching above/beyond what their students need. Pacing is too fast for majority of students and thus many fall through the system because they are unable to master the basic skills.
- Get a better math program. Everyday math doesn't allow for mastery before moving onto another lesson.
- Get a more appropriate curriculum than Everyday Math.
- Get rid of EDM and try out a different program that works to mastery, rather than spiraling. Something like Silver Burdett.
- Get rid of EDM finally. Get something with solid skill base, and proven success for ALL students, like Saxon.
- Have a separate program for combination classes that is not so teacher directed.
- I don't like EDM for our Title one school. I think the kids who do not have much support at home tend to struggle with the wide range of skills we teach and the bouncing around between skills. I think we need a more concrete curriculum where the kids learn skills to mastery and then are exposed to a lot of review.
- I strongly believe that a different curriculum is necessary for TItle I schools. I do enjoy the EDM curriculum, but feel that it is appropriate for a certain population of students. THe spiraling and constant presentation of skills above the students ability is frustrating and not promoting the growth of students. I strongly enourage ASD to find a more appropriate curriculum for our populations that are needing the most support!!!!!!
- I would like to see more students with foundational skills and understanding of math vocabulary. I think the vocabulary in and of itself should be a lesson. I would love to see students reach mastery, not just level of where they are not confused anymore.

- I'd like to know when children are expected to become secure in the various math concepts, and I'd like more grade-level sharing of teaching strategies.
- Keep providing training for teachers. Continue to have training for the math contact teacher so they can provide information for their buildings.
- Offer alternative curriculum such as Saxon Math to teachers who request it.
- Pulling me out of class to review assessment data with other teachers is a waste of my time. I can review my own assessment data. Pulling me out of my class in a way that gives me more work to do is counter-productive. Bombarding me with endless technological fixes is distracting and overwhelming. Either give me actual classroom

support or leave me alone. Kids need real, human contact, and with 26 kids per class and the range of levels we have, not to mention the behaviors and issues the kids present, there's too much going on for one teacher to be as effective as we'd like. Sorry to be blunt, but there it is.

- Replace EDM with a deeper curriculum, that teaches a skill, not just introducing it and then going on to another concept. My students with learning disabilities are unable to be successful in such a system. They need less concepts and more time to master them
- Stay on the basics longer than one or two days at a time. I like having a specific goal once a week and working toward it by building day by day--not jumping all over the place.
- Stick to a program that is aligned with rigorous national, or international standards and see that it is taught correctly. Provide timely math intervention coaches and computer intervention programs like Larson Math and SOAR for struggling students. Ramp up--not dumb down. Empower grades K-2 with a Reading, Writing and Math focus. If students are failing---provide teacher with a mentor to ramp up teaching skills.
- Support Saxon more. Encourage blocking.
- Take a good look at what you are asking elementary teachers to do across all the curriculum including the high needs and neediness of our students, class sizes, assessment demands, planning time, etc. It is totally unrealistic what is demanded of an elementary classroom teacher. If I just taught reading/language arts and math, I still couldn't fit it all in.
- Tweak the EDM curriculum.
- Use Saxon and let children move to where they are developmetnally. Embellish Saxon with art and science connections
- When I used Mathland, the students learned about the concepts but not much drills. When I used Saxon math, the students worked on the drills but not a lot on the concepts. In EDM, students learn the concepts but still need more practice with drills. I think that there needs to be a curriculum with both. If the curriculum doesn't supply all areas then supplemental material needs to be bought by the district instead of the individual teachers who try to fill the gaps.

<u>Grade 4:</u>

- adopt a new curriculum...saxon or ???
- Adopt another program.
- Allow teachers to choose and have access to other math programs besides EDM.
- Basic facts need to be mastered. Use of computers for EDM access or math games needs to be taught to teachers. Other resources such as trade books, videos or DVDs showing math concepts are a plus. One time, I used this very old video showing students how much a "million" is. Except for the fuzzy quality of the film, the student were interested in the video lesson. They were amazed with the visuals. It showed how many beads it would take to display a million. The children then saw the concept and understood the number. Teachers need to know what resources are available through the Math Department, and how to request them.
- better train the teachers who've entered ASD recently in the EDM curriculum. It is a challenge to cover the lessons in the time we're given each day/week/month unless you understand where the kids have been and where they're going.
- Change the pacing guide. It goes way too fast.
- Change to a different program that emphasis basic math skills and is more user friendly to English language learners.
- Different math adoption
- Do away with EDM especially in poor SES schools. These students need a solid basic math program. If ASD implemented SAXON math district wide I guarantee district math SBA scores would rise by 7-15% in the first few years of implementation. What could be better?
- Either quite EDM or spend the money to have your teachers trained by EDM reps. The people in the math department are great, but our time and our students education would be better managed if we had someone who knew the program in and out directing our trainings. We need follow up in the classroom. The district needs to make sure each teacher is teaching math each day. Maybe we need to go back to a rolling block/or team teaching philosophy. Have the teachers that are good and math and enjoy teaching it, teach it and only it.
- Expand on the material for remediation and have EDM better correlate their curriculum with our state tests.
- Find a different program than EDM
- Find a program that gears to mastery and that is not so heavy on reading.

- Find a program that will help the Title 1 schools help students master the basic skills and provide plenty of practice. EDM moves too fast and leaves many struggling students behind. It does not give them enough practice time.
- Get rid of EDM and find something that is proven to work with students in Title I schools. A reseached based curriculum with proven results would be nice. Someone would have to show me some pretty convincing evidence to prove to me that EDM is that curriculum.
- I believe that the message to teachers needs to be to teach to the GLE's. In any content area, I believe that the programs should be used to help students do what the GLE's state the students should do. Teachers should e encouraged to modify what they are doing to reach each child. Teachers shouldn't feel like the program drives their teaching. The GLE's are the minimum goal and the math program's are a tool to help us get there. If teachers need to use other tools to help students learn, they should be encouraged to do so. That is the art of teaching.
- I believe that the pacing guide and the EDM curriculum need to give more breathing room for teachers to reteach and work on those concepts not mastered on the mid year test. As of right now, we barely have time to cover what is in our EDM the first time, let alone reteach.
- I could use more instruction in the use of Every Day Math. I also think students need more time on certain concepts before moving ahead and not to do so just because of the pacing guide.
- I don't feel that EDM meets the needs of the students at my school. We struggle to help them grasp the concepts in EDM. Please amend or adopt another Math program.
- I have strongly believe for well over a decade that math instruction in the elementary school needs to be lead by highly qualified individuals starting with at least 3rd grade. I feel that higher thinking in math is not a strong point for the majority of teachers in elementary. Too often math is a workbook activity instead of a rigorous endeavor. Yes there are many who do a fantastic job in all content areas but my experience is that math and science take huge hits at this level because the level of competency for teaching them is not what it should be.
- I would not use the Everyday Math curriculum. Although there are some great resources that accompany the curriculum, overall the material is difficult to teach and difficult to understand. Many parents have voiced their negative opinion of Everyday Math because they cannot help their students (even with the help of Family Letters) and their students struggle with the material.
- In some cases it seems EDM is awesome and in others it seems that we are struggling with the language and missing out on the math. I agree the language is important but some schools have parents speaking little to no english and the "wordy" style of EDM tends to scare parents away. Freedom to pick and choose from many sources to teach math in ways all of our students can be successful with.
- Larson Math!!!
- More emphasis of memorization of basic math facts at earlier grades.
- More professional development for teachers in math. extra support to help students transitioning from non-EDM schools.
- More training and help in working with students who do not understand the addition and subtraction.
- offer credit classes, provide materials as needed, in service
- PROVIDE MONEY FOR TUTORING AND EXTRA HELP. Non-Title schools don't have any! It's ridiculous that we can no longer provide interventions for students who are not meeting goals.
- Provide more hands-on training using technology with teachers. Give time to practice the skills shown. Grade level meetings with expert guidance using tools that are available to augment the curriculum and to analyze assessment data.
- Re-assess the math curriculum. I do not think it fits the needs of our varying population of students.
- STOP USING EVERYDAY MATH!!!!! It is a language heavy program, that is not geared for all learners. It does not emphasize repetition and practice, and parents do not like nor understand it.
- Teach to mastery for key concepts.
- to adopt a new curriculum for the elementary level
- Too much to teach. Too many different programs in the district.
- tweak EDM so slow down Quality versus quantity!!!

Grade 5:

- Adopt a new curriculum that is more focused on how students learn and what will make them the most successful students they can be in the area of math, instead of being driven by which company happens to give them the best "deal" on textbooks and materials.
- adopt Saxon
- Allow each building a choice of a few different curriculum programs so that they can make a better fit for their own school population, classrooms, or learning levels. I know money is a huge consideration, but if teachers were allowed to stray from the scripted curriculum and not worry so much about how far behind they may be in the pacing guide, more meaningful teaching and learning can take place. EDM, despite its promises, does not work for every building or child, and teachers like myself are giving more and more of their personal time to come up with supplemental materials to prepare students to meet the standards and GLE's.
- Army base schools, with our extremely high student transient rate, need a more fundamentals-based Math program.
- Change Everyday Math to a program that is more user friendly and focues more on the basics in math
- Change math programs. EDM was a great experiment, but has not proven to be the kind of program that works for the majority of the students. It fails to meet the needs of most students and the spiral doesn't work for many reasons. This is not the fault of the children. We have students who are very capable. However, the program lets them down. Only teachers who are really good math teachers can have success with this program. All parents hate it and have wanted it changed for year. Engineers in our community do not support this program and find much fault with it. We have fought this battle for to long. It is time to get rid of it.
- Drop Everyday Math and adopt a curriculum that meets the needs of all students, including the five military schools in ASD
- Drop Everyday Math. Adopt a different curriculum that has a proven track record and spends more time focusing on basic skills aligned with GLEs. Add a computerized program such as Accelerated Math to support learners at different levels of proficiency. Whatever is decided, institute mandated training on the curriculum so all teachers are operating with the same current/updated information. Provide professional development opportunities that are mandated and for which substitutes and time during work days is provided. Exit test students for proficiency on district standards and if they don't pass then have a mechanism in place that drives parents to put them in summer school or mandatory tutoring or allow the students to be held back until they can pass.
- follow pacing
- For elementary switch to Houghton Mifflin math, it combines reference sections with the lesson being taught, it shows ways to do each lesson with groups and independent practice builds stronger basic skill levels.
- get a new curriculum!!!
- Get rid of EDM and use Saxon instead. Utilize homogeneous grouping to meet math needs of low, on level, and high students.
- Get rid of EDM.
- Get rid of the pacing guide.. it is unrealistic. Teachers need to take the time to make sure students master the core concepts before being rushed on.
- Go back to a real math program
- I do not have any suggestions at this time.
- I know they don't want to hear this, but I think adopting the EDM program again was a mistake. When I taught it for 4 years many of the primary grade teachers did not teach it well and students came in very unprepared.
- I really think that a comparison truly needs to be looked at between the student achievement of students at alternative or charter schools that use different math programs.
- I would ask for a new curriculum that works for all kids. EDM only works for about one third of the kids at my school. The rest of the kids are lost. We need skills and concepts they can relate to and will build a strong foundation for middle and high school.
- I would like a Beginning of the Year math assessment for each grade level, similar to the Mid year assessment.
- I would love to do Saxon Math. I have used it before and really liked it. I have gotten used to Every day Math, but I have never liked it.
- I would really like to see Everyday Math replaced in the Elementary grades. If not totally replaced in every school, then bring back the more traditional programs in the lower income schools. Right now, my students are being asked to learn exponents and scientific notation, which are not in the GLE's, when they need more instruction in fractions,

multiplication,and division. This program is not enabling teachers to teach these concepts in an indepth way, but instead fostering the method of teaching which is an "inch deep and a mile wide."

- I would really like to see us do a math review and think about a new curriculum.
- I'm aware that EDM is here for a long time, but I hope at the next math adoption ASD would take an unbiased look at other math curriculums(perhaps by learning what other states are having success with) and adopt a child friendly curriculum that promotes learning.
- Let go of EDM. When you find yourself in a hole- STOP DIGGING!
- Make sure parents know about the student reference book online. Many do not know that they have this help available to them.
- Make sure the math program fits for the specific school! Our student population doesn't get EDM when they read the directions. I also have a love/hate relationship with EDM. Sometimes I really like what they do with it and sometimes I don't. I think it jumps around too much for our students and doesn't allow them to become good at one computation method before moving on the the next lesson. The pacing chart is fine, but I have to spend 2 weeks on division and fractions instead of 1 day for these lessons. The pacing chart doesn't allow too much for this. It's frustrating. I know there are "extra" days in the pacing chart, but the kids need more than 1 days practice!
- Not sure, maybe change to different math curriculum
- Our kids don't know their basics and the EDM curriculum does not address that. We need a curriculum that addresses kids who come to us with a variety of holes in their abilities.
- Provide a curriculum that places a greater emphasis on basic operations in the primary grades, so that by the intermediate grades, the students are ready to move on to more in depth computational skills. The spiraling curriculum leaves many students confused, and when they don't have a firm foundation, try to give up.
- Provide a different textbook more in line with the needs of the students in this community
- Provide adequate time to teach the prescribed curriculum. The advised time is 60 - 90 minutes per day, we are given 60 minutes and this is not adequate to teach the curriculum. Provide teachers with professional development not only in how to use the curriculum, but in math content knowledge so that we are adequate math teachers and understand the concepts we are teaching at a deeper level. This should be required as many teacher preparation programs do not adequately teach math conent knowledge to pre-service teachers.
- Require every grade level to have certain standards which must be mastered.
- Revise the Everyday Math Curriculum, or adopt a program that is more aligned with the types of problems on State Tests.
- take an unbiased look at the data and research to see how well students districtwide are succeeding as they move to the next level (elementary to middle to high)
- Teachers could have a course in the history of math so they could appreciate it. I notice many teachers don't like math or don't have a solid confidence in their math skills. So this problem goes back before this generation. How do we turn it around? Well, Math is an interesting subject with a fascinating history. Math is a good life skill to have. It's not a necessary evil so we can get ahead as a civilization.
- The GLE's are too many. It seems ASD's GLE's are often higher than AK standards. It would be better to match them up.
- The toughest part of math education is that people who "get" math become the teachers of math. They see the world differently than about 50% of our population of students--those kids who NEED PICTURES IN THEIR HEADS before the concepts make sense. I wish we had more math teachers who understood this group of students' learning needs.
- training with EDM for ALL- even those who have had it before. For most of us it has been 4-5 years
- YES!!!

<u>Grade 6 Elementary:</u>

- get rid of the mid year assessment - mandate minimum instructional time (i.e. 70 minutes for 6th grade each day)

- A curriculum that supports the needs of all students.
- Adopt a kid-friendly math curriculum. See my earlier comments on what makes a good math textbook. Please get rid of the Everyday Math Program.
- Adopt a new curriculum that would better meet the needs of our students.

- Allow schools with high transient rates from outside ASD choose a different curriculum that would be better suited for our students.
- As stated, I think the kids need more drill and practice with basics. There is so much in each grade level, that sometimes the lower grades don't have time to do as much with the foundation. By 6th, without that strong math foundation, many kids struggle.
- ASK teachers. I've got suggestions up the ying yang. The higher ups think they know how to solve the problem. They have their own agenda, to look good for their bosses, not the students.
- Consider a different math program than EDM
- Create SMART Board and Promethean lessons for the curriculum.
- Don't add anyting to our plates. Mine is full and my students are getting it. Check with Mears to see if Kincaid is showing holes.
- Don't depend on one program to meet the needs of all students.
- EDM isn't perfect, but no math program out there is perfect. What I want to see is practice problems to go with each lesson that really assess the skill they were taught in that lesson. You can't tell that with just one or two problems (this is what EDM says you can do) and the assessments need to test that skill as it is. Don't complicate the issue but teaching a sixth grade skill then giving them a 7th or 8th grade level version of that same skill. All this does is frustrate the student and the teacher.
- Eliminate Everyday Math. Look at the sort of programs being used in countries with more successful math students.
- Focus on high level mathematical ideas. Help teacher understand the math they teach, not just curriculum navigation. Focus on deepening mathematical knowledge and pedagogy. All curriculums have strengths and weaknesses. All curriculums may need to be supplemented in certain aspects. Offer true mathematical professional development. The math consortium is excellent. The offers that came out of the Teacher's Development Group were excellent. Not sure if these are still offered, but it would be very beneficial. Mid-year benchmarks and SBAs are not very helpful in terms of a formative assessment tool. Interventions must be timely and doable. When teachers must follow a curriculum, it is not realistic to have them use a large over arching assessment to develop interventions from in the long run. After a week or two, that data is out of date. So, instead of telling teachers to give mid-year benchmarks and provide interventions, actually teach teachers how to make and give timely assessments in the context of their existing curriculum that can be scored and organized quickly and immediately used. If it takes too long, if it is too cumbersome, if it address too many standards, no assessment will be used in a sustainable way. We must break this process down into a systematic approach that fits w/ our current curriculum and it must be small enough to be used effectively.
- Get a textbook and dump EDM
- get more teacher input
- Get rid of EDM
- I feel that EDM is a good program, but by 6th grade the learners are very diverse. Not all are ready for the pre-algebra skills that are in the 6th grade curriculum. Others are taking pre-algebra online, so the discrepancy becomes even larger. Class sizes are always huge for 6th grade, and it is hard to reach the strugglers with this curriculum. I would ask ASD to look at Saxon. I would like it if 6th grade math could be leveled so those who need to focus on basic skills could reach their potential, and those beyond that need could be challenged.
- I think that EDM is not meeting the needs of students in the ASD. Students are not picking up concepts on the spiral curriculum.
- I think that grouping students by ability 'tracking' if you will starting from a much earlier time than middle school would be most helpful. Having students with a wide ability range in one classroom does little to support the needs of the diverse needs of the students in the class, especially when you consider how short a time is available.
- I would advise ASD to adopt a new elementary math program that includes mastery of concepts in addition to introducing new concepts.
- I would like to see a program adopted that emphasizes mastery of basic concepts. Schools that have a high transient rate do not do well with EDM. Many students develop a dislike for math because this program does not allow them to gain confidence before moving on.
- it doesnt benefit our population...get a new series
- Keep doing what we've already been doing. Rome wasn't built in one day!!
- Listen to the teachers and adopt a curriculum that teachers want. Dump Everyday Math.

- NA
- new curriculum besides Everyday Math
- Offer in-service trainings focused on teaching math
- Please, I beg you to allow Title One schools to use a curriculum that meets the needs of our students--and it's not EDM. I am so tired of hearing that our low test scores are from "teachers not teaching EDM right." There is certainly an element of that, but I know my students can learn and I know I can teach them. If I had a better curriculum I could do a lot more.
- possibly look at different curriculum.
- The vast majority of students who come to Northwood's Saxon program from the district's Everyday Math struggle. EDM may be creative, but that is its flaw in that students lack any math mental organization. They're all over the place in their algorithms, choosing creativity over a more direct and often easier approach. Students that come to me from EDM have not had any expectation of mastery or basic, solid algorithms that allow students to build more complex algorithms. In addition, EDM is too reading intensive for our special ed kids. Those students do well with Saxon because they can focus on the math concepts and not have to wade through long, drawn out problems that they can't read.
- work on showing work from grade 1 (showing subtracting 3 from BOTH sides of an equation rather than just one when solving)

Elementary Combo:

- Adopt a different program.
- Don't keep switching curriculums or reviewing so harshly what we are doing and doing well. Encourage proper placement of Middle School students. Don't put them in pre-algebra because the parents want them to be advanced. Put them in pre-algebra is they are developmemtally ready for it.
- Examine the number of concepts that students are expected to master and decide if they are absolutely necessary at elementary. For instance, are probability and statistics concepts that are developmentally appropriate for testing at the elementary level?
- Explore other math curriculums
- Find a program that is less language based and focus more on math computation/calculation skills
- Get another program besides Everyday Math.
- Get rid of EDM.
- give up EDM, Saxon and other programs are much better for our transitional population. I teach Saxon, but my older two children went through the EDM program and struggled until they reached middle school. EDM is NOT working for our students.
- Give up Every Day Math.
- Having all the elementary schools on the same curriculum, having a different curriculum for resource besides number worlds, different math trainings besides how to teach curriculum. The one with picture books gets a lot of bang for the buck with kids.
- I am happy with the program that I get to use.
- I think the district needs to look at switching the math curriculum and using saxon for students k-6.
- I wish the EDM program was more steam-lined, the lessons take so long that we are always rushing, but I think the curriculum is really great.
- Instead of wasting time and money on Successmaker, which the students hate, use tenmarks.com and brightstorm.com which are both free. Also stop moving students onward in math when they are not proficient or by basing their math movement on SBA scores. There should be no such thing as math 8 it should solely be a Pre-Algebra course. All students should have at least taken a Pre-Algebra before high school. The current Math 8 robs students of ever taking anything but remedial math for the rest of their education. should be the minimum requirement. Instead of support classes, there needs to be basic skills recovery courses for those students that get to middle school and still can't add, subtract, multiply or divide.
- Keep the programs we are now using so we don't have to go through a learning curve again with using different materials. After choosing a program, stick with it until our kindergarteners get to high school so we can track progress.
- Look at each individual school and determine what would be best for that population of children and teachers. And then stick with it until the teachers are comfortable with it.

- More trainings and professional development!
- No recommendations at this time.
- Provide a more clear GLE aligned to each lesson of what is expected to me mastered for that lesson/unit/grade level. Provide a "curriculum or supplement" and expect it to be taught that expects all students to know their addition facts at the end of 1st, subtraction at the end of second, multiplication at the end of 3rd and division at the end of 4th. Set up a schedule of when math support teachers will be in each school they are assigned so each school gets equal assistance and help. So teachers know when a "math expert" will be in the school and can count on them. OR Get rid of the math support teachers and lower class sizes.
- Strengthen math skills for preteachers.
- There are other effective programs for math besides EDM. I think Title schools should have a say in what math program will best meet the needs of their students.
- Understand that Everyday Math is not for everyone. It does not teach to mastery. Some kids need this!!
- We need a general curriculum that has more frequent review and practice. EDM's spiral is really hard for students in our Title schools.

Grade 6 Middle School:

- Get a different curriculum.
- I have heard that the skill builder program is great for increasing basic math facts. This would be helpful once a week. Also the McDougall curriculum that was adopted is awesome and has many great resources for the technologically enhanced teacher. I love it. Wish we could replace Mathscape with this program.
- I would have basic math level skills that students should master or be secure in at each grade level There should also be pre and post assessments for each skill Parents should also be held accountable (attendance, tardies, and tools to support at home)
- Look at a different middle school math adoption
- More lateral conversations and planning -- what did the student do last year? What skills will they need for next year? The state GLEs are readily available for teachers on the ASD ARS data website however the ASD district standards are not as readily available. They need to also be somewhere easily accessible online so that teachers can be knowledgable about the District standards and the State GLE and how both are imbedded in the curriculum being used.
- More professional development.
- Professional Development on Manipulative Use in Intermediate Grades and Technology Incorporation
- Scrap the Mathscape curriculum.
- smaller class sizes for math
- To keep Everyday Math for ALL 6th graders. It is where all the Everyday Math comes together and is "topped off." To push them into Mathscape is a mistake: they don't know how to take notes, the information is presented in a COMPLETELY different way, terminology can be confusing, there are gaps that a middle school teacher would not be aware of. We need to ditch Mathscape. I have found MATH CONNECTS is a wonderful text and dovetails with the Pre-Algebra and Algebra text beautifully. At the very last ditch Mathscape for 6th graders and let them finish Everyday Math.
- We should have 1 hour and 30m for a math class in the 6th grade.

Grade 7:

- "Office Hours" for struggling middle school students so that they can have more one-on-one time with teachers.
- A new curriculum is needed and professional development days are needed to learn the material before it's brought into the classroom. Teachers need time to collaborate in professional developments to address strengths and weaknesses.
- Adopt a more skill based program/text.
- Adopt a new math book other than Mathscape.
- Adopt curriculum/textbook , like Saxon, McDougal Littel or a similar textbook that teaches mathematics in a conventional learning format: introduces the concept, provides several examples, offers proofs where necessary, offers an exercise set that aligns to the examples and spirals the concepts among each other as the textbook/learning progresses. Implement this curriculum at all levels to ensure conformity for ASD students.
- Adopt the McDougal Littel Math text for middle school - quickly, please.

- Allow the school to pick the curriculum that would be most beneficial to its population and needs.
- better curriculum and a pass-with-mastery of skill method.
- Change the 7th-8th grade Mathscapes book to one that more reflects what is being done in Pre-Algebra, Algebra, and Geometry.
- Choose a student/parent friendly textbook that offers technology resources online.
- Dump everyday math and Mathscape adopt Saxon Math
- Each year the students are given SBA test to see if they are at grade level in math. If a student is far below they should not be passed to the next grade. Students develop physically and mentally at different rates, why are they expected to learn at the same rate. The idea that no child should be help back is wrong. They are not being held back, but given more time to develop where they can be successful. Students should not be coming to 7th grade unable to do what was to be mastered in 4th grade. One more year of foundations has never hurt a kid.
- For math achievement to improve in the district we need to get some teachers who are mathematical in the elementary levels, get a program that will develop a strong foundation, especially in the intermediate grades, and leave the higher level, more in-depth concepts until the students are ready for it. There are too many teachers in the district that have a fear of math and it shows itself in their students and the EDM and MathScape texts do nothing to help ease that fear in both teachers and students. Attitude is so important in learning math that if fear is in place I usually spend the whole year trying to ease that fear and then it starts all over again in the fall.
- Get rid of MathScape.
- Have the same text/company across the district. Different Text books have different vocabulary. Very confusing for the students.
- I think ASD should stop putting any more money into its current elementary and definitely the Middle school curriculum, and look at districts across the US for curriculums that actually work. Did you examine our text book? The middle curriculum should feed effectively into the High School curriculum and the elementary should prepare students for the middle curriculum...the same texts should be used throughout the district. I would choose a math program that is age appropriate at the elementary and middle level that would prepare students for the high school curriculum. The program should be of the same series so that concepts are tied together or built on from year to year. It should be strong in basic facts and essential concepts that will prepare students for algebra, geometry, and higher math in later years. It should have manipulatives, drill and practice, and many formative assessments and supplementary materials to meet the needs of all students. There might even be a few different levels at each grade so advanced students can work on more challenging materials while struggling students can also work on concept-appropriate materials. Elementary teachers should receive math training to better present math curriculum to their students. I taught elementary school for 20 years and know that most primary teachers do not feel confident or adequate to teach math concepts and often just teach concepts that they know. I also think that the district needs to listen to teachers who teach the curriculum and chose a text based on its own merit and its supplementary materials.....forget the numbers game and closed door discussion after teacher unput. Teachers should receive formal training from the publisher's representatives who would explain all facets of the curriculum. Supplementary materials should be provided to each teacher for use in his/her classroom.
- In the elementary grades, get the teachers to teach the EDM curriculum. Principals need to be 'on board' and support the curriculum. In the middle school, adopt a decent textbook (why do we no longer use Connected Math???). Promote conversation between elementary and middle school teachers.
- Lower ability level classes need to have a smaller teacher to student ratio to be able to actually help students make progress. Focus on teacher instruction instead of technological crutches.
- Revise elementary curriculum to include basic skills. New middle school math texts that actually include math needed for student's to pass algebra.
- Students at the middle levels should be given a new textbook. The book we are using now was meant to be used in 6th, 7th, and 8th grade. Currently, the students in 6th grade are doing Everyday Math. Then in 7th and 8th grade we are trying to use the Mathscape textbook, but are forced to have to create/find resources to supplement it to a level that is understandable by our students. As a result, students are missing a lot of material that they should be learning at the middle level.Teachers should not be required to have to hunt this material down if there is already an approved textbook. By the time students reach high school, it has been two years since they have seen a "traditional" textbook and are then required to be able to function/keep up in an Algebra class.

- Teach all 6th graders Everyday Math, not just half the district & teach all 7th graders Pre-Algebra. Even those who may not be ready will benefit more from the Pre-Algebra text we now have than they do from Mathscape. Then offer Pre-Algebra again at 8th grade for those you may need to repeat the material to be successful. Currently there is not 8th grade Pre-Algebra as an option. That or purchase a new curriculum that contains the projects that the districts wants, but also includes some traditional math & has support materials. Math Connects is just one example that I have seen that appears to accomplish this and could be used for 6-8.
- the district wants to push more students into algebraic thinking earlier and earlier. Brain research shows that younger student's brains are not yet capable of abstract thinking. By pushing abstract thinking earlier, the result is that students then come to the conclusion at an earlier age that they are "dumb" in math, or "can't do" math. This is sad to see, because the reality is that the curriculum is asking them to do something they are incapable of doing .... it's like asking a kid to lift a weight that's too heavy .... if it's too far out of their reach, then they will just not try. It was very sad to see a study a year or two ago that linked increased graduation rates with students who took Algebra in 8th grade, and the suggestion was made that if we just make students take Algebra by 8th grade then we will increase the graduation rate. The reality is that the students who are taking accelerate are already "achievers", so it is more likely that they will graduate high school. It is not linked to the math curriculum or taking Algebra. More basic skills at lower grade levels would be very helpful to increase math achievement
- There should be a program for grades 1-5 that focuses on concepts, skills and problem solving, which threads into a 6-8 curriculum, which helps to continue prepare students for Algebra and higher maths.
- use the new pre algebra book for the seventh and eighth grades.
- What do you see as the strengths of the math textbook you are using with students? Exploratory lessons that apply mathematical concepts in scenario students can relate to. Lessons within "phases" build conceptual awareness. What do you see as the weaknesses of the math textbook you are using with students? No clear examples, limited & missing definitions, limited practice, no guided practice, difficult for absent students to make up work on their own, difficult for parents to use to help students. Students tell me they find the "scenarios" contrived and "silly". Not enough homework that relates to the lesson. Poor selection of ready made tests/quizzes. Examview Pro is difficult to use and question bank questions often do not match what was taught in the phase. No ancillary materials to support struggling students or for enrichment or for extra practice. Teacher's edition is poorly set up, answers are not always with lesson, and examples of student work sometimes show incorrect work without indicating it is incorrect. Difficult for new to math, new to grade level, and 1st year teachers to learn to implement. On-line textbook does not work with Macs Company has indicated it is not really supporting text series. Difficult for LEP students and Resource students. Requires teachers to find a lot of supplemental material. What would make the math textbook stronger for your students? Frankly, I was an advocate for this text, and after using it with fidelity, I no longer consider this a text suitable for my students. I believe it is time to look for a new text. I had thought the Handbook would be useful but, since we don't have enough for all students, and it requires middle schoolers to use 2 books, it has not proven to be useful. I no longer use it to assign work for students who take vacations. The only purpose I have for it is I will make copies of "explanation pages" (i.e.: steps for creating a circle graph) for students to glue into their math notebooks as a reference. What support

Grade 8:

- Mears Middle School is grades 7 and 8 only, therefore a grade 6-8 curriculum (such as MathScape) will only work if the 6th grade teachers in our feeder elementary schools are teaching the 6th grade curriculum. 2) All teachers need to follow the curriculum and the pacing guides so that students that transfer between schools are in similar units/chapters. 3) use a prealgebra curriculum with the Math8 students that prepares them for algebra A or algebra1 in high school
- Add more math levels. Pre-Algebra at 8th grade is badly needed. Also need an enriched math 7/8 along with regular math 7/8 classes.
- Adopt the new pre algebra textbook and give us teachers support in this new tool.
- All levels us the same publisher, such as McDougal (Pre Algebra, Algebra, Geometry) all use the same publisher....it builds and had the same style.
- Allow individual Middle Schools to problem solve and solve their own problems creatively...WITHOUT THE CONTROL OF "TEACHER EXPERTS"!
- Computation is the weakness that I encounter most often. Many of my students (some who have been in ASD for years) struggle with basic multiplication and division. Even though they can understand more complex mathematical

concepts (volume and surface area for example), they struggle to be able to succeed without a calculator because of basic multiplication mistakes.

- Create either and 8th grade Pre-Algebra class or Algebra A and Algebra B in 7th and 8th grade.
- Encourage parents and students to have a positive attitude towards math. Many parent's and student's are constantly saying that they hate math. When students enter in with a negative attitude it hinders their ability to learn math.
- Get rid of Everyday Math and Mathscapes!!!!!!!!!!!!!!!!!!
- Give teachers time to work with other teachers at different schools to create supplemental lessons and share ideas and tests with each other.
- Hold students accountable to their academic success by retaining them when they fail. There was a time when this district did this and students feared being left behind their peers. Now students just don't care because they know they will be moved to the next grade level regardless of their lack of mastery. We should also have math-specific teachers in the elementary grades and go back to drill and practice of math facts.
- Let us teach. Require all students behind in skills to take an extra year long blocked Math class with a mandatory study hall to get work done.
- Listen carefully to what the math teachers say throughout the district and do not be so concerned that we use different delivery methods to teach instruction. Too much time and effort is spent looking for one product, manual or curriculum for an extremely varied population from Girdwood to Mirror Lake.
- More interaction between different grade level teachers about specific math topics whose mastery must be achieved in different grades through Professional development trainings within their respective schools. Teachers teaching topics aligned with their respective grade level. Access to technology by Math teachers in the classroom (laptops for struggling students or excellent students) so that they can work ahead of others or improve their current skills at their own pace during lunch or after-school.
- New curriculum
- Pre Algebra over 2 years in middle school from the Pre-Algebra text with supplemental support for the work there. A pacing guide established to support the standards for each grade level.
- Put teachers in the elementary schools that are Math teachers (HQ in Math). Most elementary teachers aren't HQ in Math. Give middle school math teachers more time to prep and grade. Most of us have 3 or 4 preps while all other subject area teachers have two. We have twice as much work!
- Re-visit the Math 7 and Math 8 textbooks as I don't think they meet the needs of the students.
- Smaller class size, longer periods.
- They need to quit switching the curriculum to a new textbook every 2 to 3 years!! This is causing students to have severe gaps in their comprehension of math concepts. There needs to be a consistency over the years and through the grade levels. Students should also be grouped according to skill level.
- use the same text book (publisher)- through all grade levels especially 7th through 12th grade. Get elementary students proficient in computation. Make middle school meaningful as far as pass / fail and not just move on for the sake of moving on. Our students have learned that no one fails regardless of effort or ability/ knowledge. Forget grade levels and place students at ability levels.
- We need continued district support and access to trainings. At this point it would be best if the trainings are offered but not mandatory. That way teachers could select the trainings that they need most. We need additional resources including extra examples & parent packets that we can share with parents as we begin a unit in Mathscape so they understand more easily the concepts that we're covering and how(&why) we are covering them.

Middle Combo:

- I think students need to take more responsibility to engage with their studies. The teachers are doing their part. Students need to be held accountable to themselves for studying.
- Keep things consistant. If you are using everyday math in 6th grade elsewhere then use it at middle school who teach 6th graders. Use a traditional text book for grades 7-8 to better prepare those students for algebra, geometry, etc.
- Make sure that your elementary teachers are teaching their programs with fidelity and including all students in their instruction and that at least 90 minutes a day is being spent on math.
- We are using a remedial math curriculum, I think it is just about right for our students. It is a little too hard for some students.

No Designation:

- Get rid of Everyday Math at the elementary level 2. Can Mathscape 3. Offer support for hands on activities, and ESL teachers
- ADD MORE HOURS OF MATH EVERY DAY, especially in grades 2-6. STOP rushing through it. Kids can't read today, so they can't read the math. My 5th graders on 1/31/11 didn't know what a diagram is. WE NEED to spend more time on reading. With out reading, who can do math???
- Allow some of the more alternative methods of instruction to be presented to the math teachers in ASD
- Everyday Math is an excellent program, but it does require a block of time each day. I would recommend that teachers allocate about 90 minutes per day for math, possibly split up over the day. A short math lesson that does not allow for student practice and understanding is doing a disservice to our students. More staff development may be needed and principals should have authority to suggest when staff should be trained or retrained.
- Find a curriculum that supports the GLEs andgives the kids lost of computation practice as well as higher level thinking, graphs, story problems. And find a program that is an easy transition for kids when they go to Junior high .
- Find another program to replace EDM. Too much to soon. With State GLE's in place, why can't the state or district create a program to fit these GLE's and not purchase programs that don't meet the needs of what we expect student's to know on the SBAs.
- Get a new elementary text that fits our student (transient, ell, sped, low income)
- Get another serices for all grades but one for special education since we didn't make progress in math.
- Get rid of EDM and have text books for grades 3-6.
- Get rid of Every Day Math - it's too expensive and it has too much emphasis on spiraling over mastery.
- I would like to see other math programs available because I don't believe Everyday math meets all my students' mathematical needs
- I would recommend a curriculum review. I believe there should be consistency across the district with a core curriculum. For example, the students in my program will face barriers to inclusion in the regular classroom setting when there are different adopted curricula. I also believe there needs to be more accountability for teaching the core curriculum with fidelity.
- Implement Algebra concepts at earlier ages. Aim for higher math goals while supplementing with remediation and conceptual understanding activities.
- Look at other math programs and have more than one adoptions for school to choose from. Math program should fit the school and students needs.
- Look at other programs (besides EDM) which might help our diverse student population. If EDM is not replaced, more materials (such as Success Maker, an excellent computer resource for teaching students at various levels), should be provided. Professional development using music and movement to teach math would reach more students.
- Look into another math program.
- Math trainings
- MORE computation skills addressed at the lower elementary grades. Students need to be proficient in these skills before they reach 5th-6th grade. There also needs to be a more realistic pacing guide, although if computation skills were addressed, then maybe the pacing guide would be more realistic.
- MORE PROFESSIONAL DEVELOPMENT ACROSS THE BOARD
- More training at grade level, more focus on math--reading eats into a great deal of time!
- Need a stronger emphasis on making sure all students know and understand the basic function concepts.
- New adoption...get rid of EDM and similar materials K-12. Have progress monitoring (AIMS or???) district-wide. Make sure Sped is in the loop and doing what they should be doing as per the research on effectiveness and/or at least to match what the district is doing. Ensure sped have materials they need to allow students to access the core curriculum.
- provide more math coaches; more professional development opportunities
- Provide Sped. with a better choice of math materials, besides EDM and Number Worlds and provide more manipulatives.
- Re-evaluate the appropriateness of EDM for all programs
- reconsider EDM
- SAXON< SAXON< SAXON!!!!!!!!!!!!!!

- Scrap the math experts and put them back in the classroom or have them retire. Whole group trainings on inservice days that we did in the past was much more effective in my opinion.
- Since I didn't see another spot to share this info, I think it is important to note that many middle school math teachers also use the McDougal-Littel prealgebra and algebra texts. Some even teach geometry and/or algebra II. Mathscapes is only used for students in grade level math (e.g. Math 7, Math 8). I like many things about the recent adoption of the new MD prealgebra and algebra texts. As for possible improvements.... Many students entering 7th grade are not ready to take even Math 7 because they are far below proficient and have not even mastered 4th/5th and/or 6th grade math GLEs. I do not believe math 7 is an appropriate placement for these students. Placing them in math 7 seems to set them up for failure, even with individualizing the best I can. I think they would be able to learn more over the year (perhaps even catch up to their grade level peers) if allowed to work from the level at which they left off in elementary school. I think there should be a math class designed to teach/re-teach 4th/5th/6th grade GLEs with the intent to bring students up to speed, rather than setting them up for stress and failure with math 7. I also think that all 6th grade students should be using Mathscapes 6 in order to build the appropriate foundation for success in Mathscapes 7.
- Teachers College in NYC has a middle school "math camp" that is very good. It's taught by a very experienced, talented middle school math teacher. You learn many student-friendly ways of teaching math concepts and are given lots of handouts and resources.
- To take a serious look at other "research based" curriculums aside from EDM; spiral curriculums are not successful with all students. Those students who are successful with this program will be successful in many math programs; those who are not successful in EDM are truly struggling without the luxury of a long enough time to master a skill before moving on to the next.
- try a different program
- We need a different curriculum. We need a math program that goes back to basics: math facts, mastering concepts before adding to them, strategies that parents recognize and are able to support. One such example might be Saxon Math