ELEMENARY MATH
ADDITIONAL PROGRAM
SELECTION INFORMATION

CONSIDERATIONS FOR PRINCIPALS AND SCHOOLS
“We teach the standards, not a textbook,” has been an ongoing theme in LA Unified Mathematics. We support teachers and administrators in creating what it means to have a student-centered math classroom.”

• Building capacity of our school leaders and teachers
• Distributing Leadership
• Collaborative Settings
INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Division of Instruction

TO: Elementary Principals
Span Principals with Elementary Grades

FROM: Alison Yoshimoto-Towery
Interim Chief Academic Officer

DATE: November 20, 2019

SUBJECT: ELEMENTARY MATHEMATICAL CURRICULA OPTIONS FOR IMPLEMENTATION FALL 2020 - INTEREST FORM

The purpose of this correspondence is to provide information regarding new options for mathematic curricula for use during the 2020-2021 school year.
THE OPPORTUNITY

• All options are being offered concurrently with Cognitively Guided Instruction
  • Continue My Math with supplemental use of the curriculum maps
  • Eureka Math
  • Illustrative Mathematics beta-testing
  • EngageNY reproduction costs
PLAN TO ACCELERATE MATH OUTCOMES

- Standards-aligned curriculum is one part of an overall plan to accelerate math outcomes
- Systems and structures to support effective and equity-based math teaching and learning
  - Collaborate inquiry cycles
  - Professional learning
  - Formative assessment
  - Study of the California framework and standards
THE PROCESS

• Consulting with all stakeholders
  • School leadership team, teachers, parents
  • Principal supervisors and local district leadership
QUESTIONS FOR PRINCIPALS TO DISCUSS WITH STAFF

• How aligned is the math curriculum you are currently using, based on your own school’s curriculum analysis or in reviewing the EdReports reviews?

| My Math EdReports | Engage NY EdReports | Eureka Math EdReports |

• To what degree do your current approaches/programs support positioning children as competent mathematically, building positive, productive math identities?

• What would it look like to spend time collaboratively planning lessons using your knowledge of the California Framework and the standards, and your students as a guide?

• How do these curricula create student-centered classrooms?
### Components

- Overview of lesson are provided for planning, including content and practice standards, scaffolds, assessment summary
- Eureka Math Recorded Webinar “Resource Overview Session” shows online resources currently available (including free resources)
- Eureka Math PD Resources are available for free on the Eureka Math Webinar Library.
- View a Eureka Math Lesson taught by LAUSD teacher and Eureka Math content writer, Lisa Watts Lawton.
- Terminology, suggested tools & representations
- Suggested Lesson Structure (approximately 60-minute lesson) includes:

<table>
<thead>
<tr>
<th>Fluency Practice</th>
<th>Application Problem</th>
<th>Concept Development</th>
<th>Student Debrief</th>
</tr>
</thead>
</table>

### Positive Aspects

- Aligned to the California State Standards
- Highly ranked curriculum on EdReports
- Is the updated printed and online version of the original Engage NY curriculum with additional enhancements
- Content has been included in the curriculum maps
- Includes professional learning for staff and administrators
- Has a wealth of materials to support all learners, including ELs, Special Education
- Can be used to support the District Initiatives of Number Talks, Three-Phase Problem Solving and Talk Moves
- Robust online platform
- Experience of many teachers using the program

### Considerations

- Selecting from the wealth of materials can be challenging for the teacher
- The emphasis on timed fluency is in conflict with mathematical mindset research
- The explicit teaching of strategies can be in conflict with Cognitively Guided Instruction
# OVERVIEW OF ILLUSTRATIVE MATHEMATICS

<table>
<thead>
<tr>
<th>Components</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Learning goals, standards, materials, lesson narrative (background information for teacher)</td>
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<tr>
<td>• <a href="https://www.kendallhunt.com">Kendall Hunt/Illustrative Mathematics Webinar</a> provides a good overview and has a Q&amp;A section with attendees at the end</td>
<td></td>
</tr>
<tr>
<td>• K-5 <a href="https://www.illustrativemathematics.org">Scope and Sequence</a> from Alpha test</td>
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<tr>
<td>• Sample grade level materials for the beta test</td>
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</table>

## Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade
---|---|---|---|---|---

<table>
<thead>
<tr>
<th>Warm-Up</th>
<th>Activity 1 and Activity 2</th>
<th>Center Activities</th>
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<tbody>
<tr>
<td>• Number Talk</td>
<td>• Task Statement</td>
<td></td>
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<tr>
<td>• Which One Doesn’t Belong</td>
<td>• Launch/Activity</td>
<td></td>
</tr>
<tr>
<td>• Notice &amp; Wonder</td>
<td>• Student Response</td>
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<tr>
<td></td>
<td>• Synthesis</td>
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</table>
Positive Aspects

- Developed with Dr. William McCallum, one author of Common Core State Standards
- Mathematics, aligned to the California State Standards
- The elementary curriculum is currently in beta-testing of the newly developed materials for release in 2021-2022
- The middle school and high school curriculum is already released and highly rated by EdReports
- Clearly structured to support the District initiatives: Number Talks/Number Sense Routines, Three-Phase Problem Solving and Talk Moves
- Curriculum has already been included in the District curriculum maps
- Robust Center instruction- less components
- Supported with professional learning for teachers and administrators
- Includes scaffolds and support for English Learners (ELs):
  - Culturally responsive lesson structure

<table>
<thead>
<tr>
<th>Based on the work of UL/SCALE at Stanford University (Jeff Zwiers)</th>
<th>Ties in with the work MMED has emphasized and endorsed for ELs</th>
<th>Includes Math Language Routines (MLRs) as scaffolds to support ELs with language development</th>
</tr>
</thead>
</table>

Considerations

- Only limited lessons and centers are available for review currently
- Participating teachers will be asked to teach the program with integrity
- Online platform is in development

Webinar to find out more information: [https://www.illustrativemathematics.org/lausd/](https://www.illustrativemathematics.org/lausd/)
## OVERVIEW OF ENGAGE NY MATH

### Components

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<td>• Problem Set</td>
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<td>• Student Debrief</td>
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<tr>
<td></td>
<td>• Two-day PD to be included, DOI supported</td>
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### Positive Aspects

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<td>Positive Aspects</td>
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<tr>
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<td>• Aligned to the California State Standards</td>
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<td>• Is the open source Engage NY curriculum included in the curriculum maps</td>
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<td>• Assessments are included in the LA Unified Assessment Bank for interim assessments</td>
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### Considerations

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<td>• Printed materials are costly and this option may be discontinued, with schools re-directed to Eureka Math</td>
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ELEMENTARY MATH INITIATIVES

• The three initiatives promoted by all Local Districts:
  • Number talks/number sense routines
  • Three-phase problem-solving
  • Talk Moves

• Cognitively Guided Instruction is the umbrella framework for elementary initiatives:
  • CGI is a framework for teacher professional development
  • Based on 30 years of research
  • Emphasizes eliciting children’s thinking, with teachers using number sense routines and problem-solving for students to create their own sense-making
LOGISTICS

• Schools that select an additional math program will not receive My Math consumables
• Newly selected program materials will arrive prior to the start of the 2020-2021 year, with a goal by this June
• Williams textbook sufficiency lists will be updated to include these options
• All materials and professional development (PD) facilitator costs will be provided by the District
• Schools will be expected to include PD costs (sub-release, x-time, training rate) for initial full-day PD and on-going unit launch/planning in budget development
• We expect to support the selected options of all schools
MATH CURRICULUM OPTIONS: SUPPORT FOR PRINCIPALS

• Participate in a Zoom conference call to discuss the elementary math curriculum options and how to engage stakeholders in conversations about these choices.

<table>
<thead>
<tr>
<th>Date</th>
<th>Times</th>
<th>Zoom Access Information</th>
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</thead>
<tbody>
<tr>
<td>Thursday, December 12th</td>
<td>3:45 p.m. – 4:30 p.m.</td>
<td>Link: 12-12-19 Math Options Zoom</td>
</tr>
<tr>
<td>Friday, December 13th</td>
<td>3:30 p.m. – 4:15 p.m.</td>
<td>Link: 12-13-19 Math Options Zoom</td>
</tr>
<tr>
<td>Monday, December 16th</td>
<td>9:00 a.m. – 9:45 a.m.</td>
<td>Link: 12-16-19 AM Math Options Zoom</td>
</tr>
<tr>
<td>Monday, December 16th</td>
<td>3:30 p.m. – 4:15 p.m.</td>
<td>Link: 12-16-19 PM Math Options Zoom</td>
</tr>
<tr>
<td>Tuesday, December 17th</td>
<td>9:00 a.m. – 9:45 a.m.</td>
<td>Link: 12-17-19 Math Options Zoom</td>
</tr>
</tbody>
</table>

• Principal Interest Survey Due Date: Dec. 18:  TK/K - 5/6 Math Program Options Survey