Anchorage School District

Council of Great City Schools: Teacher Survey

Report Date: 2-16-2011

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

	Yes	No

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

- 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 problem
-

- 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.
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- 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 basedconcepts so they are not forgotten and t

- 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 nfor basic math facts
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- 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 le
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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.
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- Information taught not consistent with state grade level expectations. Spiraling skips about and thus students do not have the

- 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
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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.
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- 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 sice wconce[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 computate wc
- 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 additeonal math actevity that they may want to do with theer 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 en 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 mastereng 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.
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- 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 another22

- 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.
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- 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

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

- 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

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

- 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 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 a.4551oi7(sucerrieor mea6(wiade)6 me2 up.TJ24.3.6347 TD-.0009 Tc.0425 Tw[no .9(tileallyizthem thi
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- 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.
-

- 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
-

- 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.

e r o What do you see as the strengths of the math textbook you are using with students? [illegible] stracta0 Tc0 lwtole cla(ir 5)11 1.7964 -1-0 Tpt

- 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.

- 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

- 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 homew

- 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

- 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 e . a

x

-

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 *f* 03 Tw (Lots of problems, Notet

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 stan

My ƒN/A ƒ**N/A** My ƒN/A I would likƒELL students Nctice for H-6(t I a) I s On A povivities are tƒt moves too actice for ctice-6.7and I enndpƒ

- 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, ti

- 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

Table 12: ELEMENTARY STAFF ONLY-

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%

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%

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 School	3	5.56%	13	24.07%	23	42.59%	15	27.78%	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			

PROFESSIONAL DEVELOPMENT

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

	Yes	No

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

- 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
-

- 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
-

- 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,
-

- 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
-

- 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

- how to take an abstract concept and make it more tangible for bilingual students or below grade level learners
-

- 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.
-

- 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 nep more competent math teachers

- 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 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

I would like Trans Math

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	

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 %	

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%

Table 48: I enjoy teaching math.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable

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

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%								

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

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

Open Responses:

How well-prepared are students entering mathem

- 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
-

- 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,

- 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:

- 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.

the challenging conceptual concepts. There are many ki

- 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.
-

- 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 ar0004 Tt759twe6 TD( )T

- 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

-

- 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
-
- x individual attention and suer tuto

Reteaching individually
More 1-on-1 assistance
Peer buddy or one-on-one

- 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.
-

- 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.
-

- 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

- 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.

- 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

- 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 peer

-

- 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
-

- Last year one of the math coaches came to my class and modeled a lesson.

- 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 intex mxaterials

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- 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 focusing on what aligns with GLEs

- 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

- 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 lessoneD-.0-4

- 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
-

- Inservices

- 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

-

- 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 %					

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%

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.
- 1lT8

- 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 ca

- 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 asssessms.<007groups bserv6nce aD-M787jja0 TDit2-.0008 Tc.10.6527D Tw[e2 asssessmc

- 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
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year. SBA scores are also used to identify weaknesses in

- 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

- 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 moni

- 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, roundi

- 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 reteac

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- 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.

- 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 traeld5723.2958 0 TD174 TD-.0009 Tc.0121 T8[t pr GLEsstandta

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- 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

- 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

- 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.
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- 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 &

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

- 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.