

The Math Story:

In 2011-12 a team of Hillsboro math educators, 5th grade to HS, TOSAs, and administrators formed The Math Study Team to review math curriculum (materials and resources from publishers) for grades 6 – Algebra I aligned to the Common Core State Standards and Mathematical Practices. After their review, the team decided to put the adoption on hold until Fall 2012 for the following reasons:

1. Teachers on the Math Study Team were not convinced that the curriculum under review would sufficiently support teachers and students with the new CCSS; waiting until fall would allow publishers to complete various updates for the team to consider.
2. The Oregon Department of Education had not yet completed its identification of approved math materials; the expected date for this to be completed was October, 2012.
3. The team preferred to hold the use of such a large sum of financial resources until the curriculum providers had a more comprehensive product.

In lieu of adopting, a sub-committee of The Math Study team formed to develop a professional development plan to support teachers. This team identified the following components to be incorporated into the PD:

- a collaborative structure,
- learning by doing,
- CCSS standards and practices,
- implementing differentiation and sheltered instruction, and
- academic bridging 6th – 9th.

From this sub-committee the Math Vertical PLC for 6th grade-Algebra I was brainstormed and designed. During the 2012-2013 school year we have over 90 6th - 9th grade teachers, coaches, TOSAs, and administrators involved in this dynamic PD experience.

In Summer 2012, an adoption leadership team formed to plan the next steps of the math adoption process for 2012-2013, which would expand the adoption to include all high school math courses in addition to Algebra I. The Math Adoption Leadership Team also began to explore the use of instructional technology to support CCSS aligned curriculum and the Mathematical Practices.

After much consideration and feedback from multiple parties, we realized placing the technology needs of the entire district on the math adoption was an unfair and unrealistic burden. The district Technology Study Team will facilitate this discussion and decision-making.

Next week we will be reconvening the Math Adoption Leadership Team to refocus our consideration of curriculum materials separate from Technology.

We have contacted publishers to gather materials fully aligned to CCSS, and are developing evaluation criteria on which to pilot and review these materials. Initially, the Math Study Team will look for materials aligned to the Mathematical Practices and CCSS, that are a bridge from *Bridges*, and that have options for accelerated courses in the middle school.

We have backwards mapped a timeline for adoption of math materials this year. In order to meet a late May deadline for board approval we need to conduct an initial review of materials with the Leadership Team and draft a plan to pilot selected materials **before winter break**.