Charlotte Valley K-6 Math Curriculum Selection Process and Outcome

Why do we need a Math Curriculum?

- Many of the Charlotte Valley teachers have been primarily using Engage NY Modules for math instruction for several years. The modules have had to be supplemented as it was determined that they did not fit the needs of the standards, teachers, and students as well as could be. In addition, the modules are now being archived and will not be readily available. The CVCS teachers, SCEP team, and BOCES specialist, Caitlin Dates, agree that a cohesive program that is more closely aligned with the standards, provides opportunity for scaffolded, engaging, and challenging learning through various platforms is needed. We also feel it's important to have vertical alignment between grades so there is common vocabulary, fluency practice, and structure from grade to grade.

What was the selection process?

- Elementary staff were provided with the opportunity to be a part of the selection process by signing up for a committee. We had grade level representatives from first, second, third, fourth, fifth/sixth, math intervention, and special education.
- Using a rubric, the committee individually voted on their needs for a curriculum. We then pooled our responses and identified the committee's needs for a curriculum.
- Using the rubric and our identified needs, we used Edreports to investigate various curriculums. The committee then voted on their top three choices. We signed up for online samples and independently explored each curriculum.
- We met again as a team and discussed the three curriculums we had previously selected. We then completed a survey independently ordering our interest in each curriculum from 1 to 3. The majority of the committee voted Into Math as their top choice for an elementary math curriculum.
- Caitlin Dates, our BOCES specialist oversaw and led the process including a phone meeting with a representative to order hardcopy samples, ask follow up questions, and to schedule an Into Math Demo for teachers.

Why Into Math?

- Into Math met expectations for alignment and usability on Edreports. It is also user friendly for both teachers and students. Into Math is organized in modules that progress and the lessons follow an "I do, we do, you do" pattern. The lessons also provide opportunities for STEM based learning, concrete and abstract thinking, and provide critical thinking throughout the lesson, rather than just at the end. While no program perfectly aligns with the standards, Into Math has a very strong correlation while being adaptable when the standards change. They provide state specific resources, center activities, large flipcharts for small group instruction, interactive online lessons, a digital toolbox with manipulatives, differentiation resources, online games and family resources. It allows for students to complete lessons and assessments online and compiles data based on student performance.
- Into Math also has an intervention program for students who may be working below grade level or need reteaching. This is a feature we were very interested in as the district has allotted money and positions for math intervention at the elementary level.