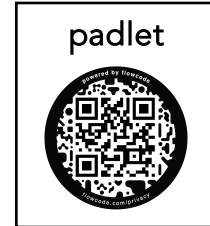


Adult Changes 2018-2019

4 sites

approx. 200 teachers, paraprofessionals,
administrators, and ancillary staff



Instructional Choices

- Use more visuals
- Use manipulatives
 - High contrast math manipulatives, e.g. yellow bears on black felt board
 - Increased manipulatives and choices of manipulatives
 - Using more concrete examples and manipulatives has made math concepts more accessible
- Use math centers
- More use of one-to-one correspondence
- Use different ways to present math to students
- Incorporate subitizing with essential element standards
- Making more connections to real life
- Explaining the “why” behind math procedures
- Involving students in mathematical processes at their individual level
- Learning is more hands on and the focus is on understanding the concept, less on answering questions correctly
- More strategies/differentiation to apply to lessons
- Trying to get students to start thinking about “Does my answer make sense?”
- Using student interests to provide context for math concepts
- Trying new lessons I’ve never tried before
 - Fractions
 - Base ten blocks
- More individualized instruction

Assessment for growth and instructional decisions (as a result of using the Learning Trajectories for assessment)

- Identifying and addressing math gaps
- Using student performance levels to provide more opportunities to show growth.
- Building on student skills that are already in place
- Students have more opportunities to engage in level specific math activities
- Better able to determine the next step for learning for each student
- Better able to assess new students as they come into the class during the year
- Increased level of educator’s understanding of students
- Have a focus and a new way to try instruction with students
- Writing more appropriate IEP goals

Increased time teaching math

- I find more time to work with students 1 on 1 with math
- I teach math concepts more frequently and in a variety of ways
- More math small groups
- Math daily
- We are adding to our current math work load
- More time spent on intentional instruction

Infused math into more parts of the day

- Implemented games to encourage math
- Counting, count, counting everything!
- More math in classroom daily routines and different activities
- More conversations about math
- I do math more often
- Using number lines throughout the day
- More counting opportunities
- Using math terms throughout the day

Representing numbers in many ways for students

- Number lines added for each student at their workspaces
- Number of the day chart to represent different ways to show number
- Interchanging quantity and abstract symbols
- More variety of number related objects around the room
- Created more math file folders to make connections between quantity and digit
- Count more often with students in all areas of the school
- Incorporating tens frames more
- Focus on quantity
- Provide auditory cues for numbers

Created instructional materials and activities

- Made visual math charts
- Using numbers/manipulatives that the visual impairment consultant made
- Created math activity bins
- Created assessment kits

Improved student experience

- Greater access for students
- More engaging lessons, using new lessons to "spice things up"
- More opportunities for interaction with students

More use of AAC

- More use of communication systems in relation to math
- Differentiate modes of answering questions
- AAC has been used directly with math lessons more