

## Student Changes 2018-2019

4 sites

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

### Improved attention and engagement

- Increased student attention during lessons
- Improved visual attention due to visual supports and manipulatives
- Students are more engaged
- Increased participation
- Students are more active
- Fewer behavior issues because students are more engaged in the lessons
- Students are more interested in the activities that are presented to them
- Student output has increased

### More confident, capable, and independent mathematicians

- Students counting more confidently (louder)
- Students are showing more confidence
- Students are counting and using math independently
- Students are starting to count on their own during unstructured times
- Students are demonstrating true understanding of quantity concepts
- Students are thinking more about numbers
- All students have moved up levels on the trajectories
- Fractions and money have greatly improved
- Understanding equality, addition, and subtraction using the Equabeam
- Students notice mathematical patterns or phenomena and express their own ideas about it
- Students recognize their accomplishment and growth because I can communicate specific goals better to them

### Becoming better counters

- Students are more accurate with counting
- Students have a better sense of how to organize counters to determine quantity
- Improved 1 to 1 correspondence using a number line
- More students are counting objects
- Students have made connections between symbol and quantity
- Students using a variety of manipulatives (m&ms, seashells,
- Students counting to higher numbers

### Number and symbol understanding

- Students now use the number line on their desks
- Students point to the number line on their desks and say “count”
- Students use numbers lines to count a variety of items throughout the day, even when it is not math time
- Students point out their number lines when they hear counting
- Number recognition – students recognize more amounts
- More awareness of numbers

### Students make connections between math and their world

- Students are aware that math can be a part of everyday life activities
- Because math is being used “cross-curricularly” students are becoming more and more aware that math is present in many aspects of our lives

### Student communication and language has improved

- Students math vocabulary has increased, not just during math time, but all day
- Students are using more academic vocabulary
- Trying to use the core vocabulary more often
- Students ability to talk about math has improved, they can explain what they mean when they are stuck because they have a better idea of why we are doing what we’re doing