

Mathematics Procedures for David City Public Schools Elementary (K-6)

The adopted mathematics program being used in David City Public Schools is the University of Chicago Math program, called *Everyday Math* at the elementary (K-6) level.

The *University of Chicago Mathematics Project* was designed based upon the findings from extensive research on both learning (brain research findings) and effective mathematics instruction. The program uses the National Mathematics Standards (NCTM^{*}) as its guide for scope and sequence. The Nebraska State Mathematics Standards are based upon the national (NCTM) Mathematics Standards.

Based upon the program authors' intent, it shall be the policy of the District to use the following procedures for mathematics instruction in kindergarten through sixth grades:

Instruction and grading will be based upon the program's scope and sequence. Skills which are labeled by the program and the local curriculum as being "Secure" (mastery expected) will be the primary Standards/objectives for which students will be held accountable in grades and assessments. This will necessitate having skills appearing in the instructional materials identified (either formally or informally) as Beginning, Developing, or Secure, using the program's Scope and Sequence as a guide.

Formal assessment will occur only after the program scope and sequence labels a skill as Secure and/or the teachers' professional judgment is that the skill has been taught and practiced to mastery. Due to the spiraling nature of the program, any given skill might be practiced over the course of several units within a single grade, with mastery ("Secure" status) being achieved only after this extended practice interval.

Program content labeled as Beginning and Developing will be taught as intended by the program and without the expectation of mastery. However, **students will receive regular feedback on the accuracy of their written and oral work products.** Using the instructional materials the way they are designed will help to insure that teachers complete their grade level program, thereby giving students the greatest opportunity to have developed the requisite conceptual framework for the content that follows in subsequent grades.

If the Nebraska Mathematics 4th and 8th grade Standards include knowledge and skills not specifically taught (or labeled as "secure") in *Everyday Math* in grades which would allow the required assessment and reporting of those Standards, supplemental instruction will be given to provide an opportunity for students to reach and demonstrate mastery. However, this instruction should be logically included in the overall scope and sequence (both in terms of grade level and time of year) when the program has developed the skill to its highest level.

Instructional periods: Mathematics instruction needs to be at least an hour a day, five days a week. Ninety minutes a day of mathematics would be preferable, although the time does not have to be in a block.

Computation: The conceptual framework for computation skills is built over an extended period of time. The games that are part of the program are necessary for the development of these skills and should be used. The ideal time allotment is ten minutes a day, but a minimum District expectation is fifteen minutes a day for two days out of a week. If students need practice on basic skills (or skills such as time and money) that should have been mastered by the grade that they are currently in, using skill practice games from previous grade levels is encouraged.

Communication: Communication about mathematics is essential. Regularly-scheduled opportunities for students to communicate with peers, teachers, and parents about mathematical reasoning is required. Teachers will use the Home Links/ Study Links with the accompanying Parent letters and answer keys to give students

* National Council of Teachers of Mathematics

the opportunity to communicate about mathematics with parents. Students will not be penalized (through the grading of these Home Links/ Study Links) for parents who either can not or will not participate in this with their children. Teachers may use these Home Links/ Study Links as part of the notation on the report card about the student's participation in mathematics. Teachers will use their own discretion as to whether any given Home Link/Study Link may be too difficult for a particular group of students and parents to complete together at home. Again, the goal of these home activities is to engage parents and students in meaningful discussions about mathematics.

Continued teacher support: It shall be the school policy to regularly provide teachers with the support and training needed to implement *Everyday Mathematics* with the fidelity required to achieve the desired results.