

## Aspirations

- I would like a math curriculum that develops strong number sense for each and every kid so that they leave one grade having learned the skills needed for the next.
- A curriculum which teaches the fundamentals and supports all students' future goals with strong ongoing teacher support.
- Materials, instruction, assessments & professional development aligned so that each student succeeds.
- Continuity between the K-12 math programs (seamless transitions) where the children learn the fundamentals, as well as, allow them to be prepared for college level math & secondary education. \*\*Key: professional development (1<sup>st</sup> & ongoing).
- With the information highway at most of our fingertips I would like to see:
  - My child's grades
  - Samples of problems for them & me to work through
  - A curriculum that flows from year to year
- A math curriculum that addresses the needs of all learners to prepare items for their future whatever that might be.
- I would like a systemic math program that supports thinking/understanding that aligns Pre-k through 12<sup>th</sup> grade that is supported with time & resources. \*\*All things lead to the classroom!
- I would like to adopt the best math program to support our students learning to their fullest potential and roll out a professional development plan to support our dedicated staff in using it to the best.
- Implementation help. A curriculum that is aligned well with the new standards, with minimal holes. A curriculum that will meet the needs of each student and allow for differentiation. A curriculum our teachers and parents can easily decipher, K-12.
- To have a process in place that will address concerns, build on successes, and challenge all students as well as teachers.
- As a result of this process, I envision a P-12 math program:
  - comprehensive yet focused
  - aligned yet responsive to our learners
  - systemic, on-going professional development, enhance by well-trained math coaches, and
  - understood & supported by parents and family
- A math curriculum that proves a balanced approach to teaching math using traditional & constructivist strategies.
- A curriculum that meets standards, teachers needs, students needs, and one that parents can understand to help the learning process all in one package.
- I would like to have chosen materials that, everyone on our committee agrees, will be the best we can find for our students, so that we are a united community & school district.
- Study enough math books to be confident we have chosen the very best materials to provide our CVSD students with mastery of math fundamentals that will allow them to succeed all the way to college if they choose.
- Well trained, excited teachers, using best practices, using a curriculum that aligns with state standards and meets the needs of all students.
- With whatever curriculum is chosen, I would like to see ongoing significant staff development and best teaching practices put into place prior to the 09/10 school year.

- A curriculum that can be implemented effectively as well as universally, with remediation and supplemental support.
- World-class curriculum materials with professional development component that supports educators in a systemic manner. ∴: Meet each at-level to develop productive, contributing members of society.
- To have continuity and communication with all stakeholders that results in achievement that spans beyond state standards.
- A set of curricula that:
  - Make logical connections between levels
  - Make appropriate & timely use of technology
  - Make use of current work of teachers
- A seamless math curriculum (K-12) that best meets the needs of all students, while being supported by parents & teachers and is effectively rolled out and supported through development by the district.
- A curriculum choice that teachers are excited to teach (this will lead to better community feelings & higher scores because of teacher buy-in).
- One curriculum K-12 (total, not pieces) with detailed plan of how to:
  - Implement
  - Supplement
  - Remediate
  - Address concerns/needs of high & low groups of students
  - Parent friendly
- How we teach is as important as the books we have.
- It would be nice to have a program K-12 that “fits” together and includes the following:
  - The use of formative and diagnostic assessments
  - A continual review
  - Differentiation of skills
  - A parent/school connection
  - Staff development that is continual & ongoing
- Elementary math to move through the process that has taken place in reading the last several years.
  - Workshop model with skill grouping
  - Gradual release method
  - Ongoing formative assessments that drive instruction
- A math curriculum that enhances and engages children’s minds in mathematics while tying these concepts into family life.
- I would like to see a math curriculum that has continuity of vocabulary and skills, a homework piece that is parent friendly and includes follow up staff development.
- A curriculum that helps kids learn, that parents like, and one that teachers like to utilize. It should be one that connects the elementary, middle and high schools in an effective way!
- I would like to see this committee adopt a math curriculum that addresses the needs of all kids and is parent friendly.
- A traditional math program adopted K-12 like what was generally accepted before No Child Left Behind. Because:
  - Understandable to parents
  - Minimal training for teachers
  - Seamless transfers when people move in or out

- A system of mathematics instruction that encompasses all aspects & supports learning through ongoing, job embedded professional development.
- More basics for creating a better foundation. A balance.
- I would like to see a recognition that instructional strategies that are designed for learning styles and individuals may be as important as any particular curriculum adoption. Diversity in curriculum may be the best option.
- I really would like to end with a user/parent friendly curriculum that would positively impact student learning.
- Have identified & trained teachers in the best instructional math practices. Teachers who are very knowledgeable in standards so that their instruction & assessment is focused and intentional. Resources that are 100% aligned.
- Ongoing, timely, & meaningful staff development in math (curriculum & content).
- All kids have a strong understanding of “their level” that allows them to be contributing members of society (i.e. all kids with a M.I.T. ready math curriculum).
- Home/school connection that is parent friendly. Proper teacher trainings at the front of the new program and on an ongoing basis. Avoid holes.