

Stanislaus County Math Partnership (SCMP) At-A-Glance

Purpose:

To increase student academic achievement through teacher professional development focused on improved content knowledge, pedagogical knowledge, and use of data to inform instruction.

Partners:

Ceres Unified School District, Stanislaus County Office of Education, and California State University, Stanislaus

Participating Teachers:

95 Teachers representing: Ceres Unified School District, Empire Union School District, Keyes Union School District, Modesto City Schools, Newman-Crows Landing Union School District, Patterson Unified School District, Stanislaus Union School District, Sylvan Union School District, Turlock Unified School District

3 Year Program (September 2010 through May 2013)

Summer Intensive Training:

40 hours of math content and pedagogy training

Lesson Study:

32 hours consisting of two cycles of collaborative lesson planning, implementation, observation, and reflection

Coaching:

12 hours of individualized support to create and work toward professional goals

We Believe:

- Teachers' mathematical content knowledge substantially impacts their ability to deliver quality mathematics instruction.
- Building conceptual understanding of math topics lays a critical foundation for students to develop computational proficiency.
- The demands of the 21st Century require students to apply higher-order thinking and reasoning. Both the 1997 CA Math Reasoning standards and the Common Core Standards for Mathematical Practice outline what this looks like in mathematics.
- Academic discussions are a primary mode of sense-making for students. Also, hearing students engage in these conversations gives teachers access to their thinking and allows teachers to adapt instruction to students' current understanding.
- Formative assessment has a high impact on student achievement.

We Support Teachers To:

- Develop their content knowledge through their participation in all of the various grant activities.
- Use manipulatives, visuals, explorations, and classroom discourse to help students develop conceptual understanding before emphasizing math procedures.
- Provide cognitively demanding tasks and scaffold them to ensure student access.
- Implement structures to promote productive academic discourse.
- Use various strategies to check for understanding (CFU) throughout lessons and adjust lessons based on CFU responses.

