



# Math MATTERS

Math Achievement through Technology, Teacher Education, and  
Research-based Strategies

## Operational Guide

2014

<http://projectsmart.esc20.net>





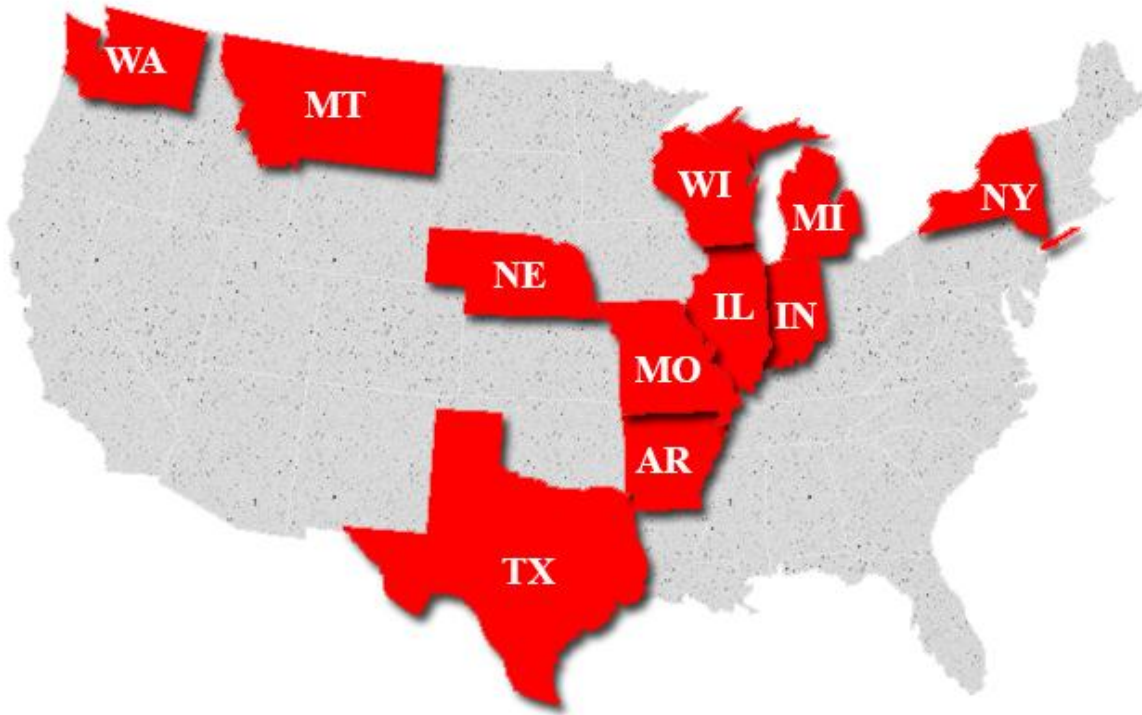
# Math MATTERS 2014 Operational Guide

## Table of Contents

I. Introduction .....	1
Mission and Purpose .....	3
Overview of Math MATTERS Curriculum .....	5
Math MATTERS Delivery Models .....	7
Math MATTERS Teachers .....	7
Math MATTERS Partners .....	8
Math MATTERS Description of Responsibilities .....	8
Math MATTERS Partners' Guide for a Successful Program .....	9
Math MATTERS 2014 Implementation Timeline .....	11
Math MATTERS Secondary Course Information .....	13
II. Instructional Design .....	15
Overview of Instructional Models for Math MATTERS (Kindergarten-8 <sup>th</sup> Grade) .....	17
Guiding Principles for Mathematics Curriculum and Assessment .....	17
College and Career Readiness .....	17
English Language Proficiency Standards (ELPS) .....	18
Balanced Literacy .....	18
Sheltered Instruction .....	19
Cognitively Guided Instruction (CGI) .....	20
References: .....	21
Using the Math MATTERS Curriculum .....	22
Lesson Plan Template .....	22
Using the In-Home Lessons .....	24
Suggestions for Extending Instruction .....	26
Item Analysis Tool .....	26
Math MATTERS Middle School Strand .....	28
Math MATTERS Secondary Strand .....	28
Other PASS Course Availability .....	30
III. General Information .....	31
MAS Space .....	33
MAS Space Navigation Summary .....	37
Enrollment Keys For MAS Space .....	39
Acceptable Use Policy for MAS Space .....	41
Política de uso aceptable de MAS Space .....	42
Copyright Release Letter .....	43
General Broadcast Information .....	44
Math MATTERS 2014 Curriculum Order Form (K-12) .....	45
Math MATTERS 2014 DVD Order Form (K-6) .....	46
Math MATTERS Online Professional Development .....	47
IV. Reporting and Recording .....	48
Enrollment and Withdrawal Procedures .....	50
Instructions for Completing the Math MATTERS Student Roster/Enrollment Form .....	51

V. Evaluation Forms .....	53
2014 Math MATTERS Data Collection Plan .....	55
Statewide Summary – Form 1 .....	56
Site Director Survey – Form 2.....	58
Parent Survey - Form 3.....	60
Teacher/Instructional Staff Survey: Form 4 .....	61
Student Roster and Assessment Scores – Form 5.....	62
OSY Mini-Lesson Report - Form 6.....	64
VI. Contacts for Assistance .....	69
Math MATTERS Contacts.....	71
VII. Questions and Answers .....	73
Math MATTERS Questions and Answers.....	75

# I. Introduction





## Mission and Purpose

Math MATTERS (**M**ath **A**chievement through **T**echnology, **T**eacher **E**ducation, and **R**esearch-based **S**trategies) is a Migrant Education Program Consortium Incentive Grant (CIG) designed in response to substantial needs identified in migrant students in the lead state of Texas and the consortium receiving states of Arkansas, Illinois, Michigan, Missouri, Montana, New York, and Wisconsin (plus Indiana, Nebraska, and Washington participating as partner states not competing for CIG funds). Math MATTERS goals, measurable outcomes, and activities were designed for the most mobile students enrolled in summer programs.

The overarching goal of the project is to improve the math skills of migrant students through scientifically-based instruction, technology integration, professional development, and parent involvement.

Math MATTERS activities include:

- Developing an innovative, needs-based primary grade summer math program that will result in increased math skills of K-6 migrant students, innovative delivery of instruction using video and online networking, and content-based lesson assessments
- Providing lessons and courses to middle school, secondary students, and out-of-school youth (OSY) to promote graduation and college and career readiness
- Providing professional development to ensure fidelity to scientifically-based instruction strategies for all instructors and tutors
- Involving and training parents to promote math learning in school and in the home.

Four goals support the overarching project goal of improving migrant students' math skills and are supported by measurable outcomes.

- GOAL 1:** Students in grades K-6 will demonstrate improvement in their math skills.  
**GOAL 2:** Middle school, secondary youth and out-of-school youth (OSY) will make progress toward graduation or greater college and career readiness.  
**GOAL 3:** Teachers will provide linguistically accommodated math content instruction.  
**GOAL 4:** Parent involvement will increase through the use of evidence-based strategies that support children's math learning.

Math MATTERS will provide televised instruction for migrant students (K-6) from **June 10 through July 17**. Classes will be broadcast regionally (South Texas) on two PBS stations. Pre-taped classes will also be available for purchase on DVD. Televised lessons are designed to model whole group learning activities that complement these strategies and can be implemented on-site or in a home environment to provide unique opportunities for students by addressing the two performance goals of mathematics and reading.

*This guide is developed for administrators, teachers, and Math MATTERS Partners, working with migrant students in Texas and in participating consortium states. Your contributions, diligence, patience, and expertise are critical elements which make Math MATTERS a successful learning opportunity for students.*



## **Overview of Math MATTERS Curriculum**

Math MATTERS features an innovative summer curriculum supported through online connections that facilitate collaborative learning and appropriate instruction based on student needs. The Math MATTERS strategies described below show great promise for being used effectively in a variety of MEP and general school program settings regardless of location (rural/urban), grade level, or migrant student language proficiency or skill level. This collaboration also builds upon the foundation established by four previous consortia: MASTERS, MAS, Math Plus and MATEMATICA, projects that successfully raised migrant student achievement in math. Math MATTERS goes beyond and strengthens efforts from previous consortia by:

- Incorporating English Language Proficiency Standards (ELPS) and College and Career Readiness Standards (CCRS) in professional development and the summer math curriculum
- Reformatting the grade structure to take into account teacher feedback about differentiation of instruction in previous consortia and align objectives to NCTM, TEKS, CCRS and ELPS for the appropriate grade levels
- Formalizing the connection between math and language arts by including Balanced Literacy strategies in the summer math curriculum
- Utilizing data-driven decision making strategies based on pre- and mid-test results by item and skill assessed to target instruction to the skills students have not yet mastered
- Developing new methods of incorporating changing technologies to foster collaboration across states and school districts
- Developing new ways to model effective teaching strategies and instructional decision making
- Providing assistance in the completion of projects (such as through Project Share or MAS Space) as appropriate for student needs

Through these features, Math MATTERS not only will reach its goal of improving math proficiency among migrant students, but also will foster positive behaviors among teachers, parents, and students that will last beyond the scope of this project.

Each Math MATTERS strand is divided into instructional lessons that are correlated with the curriculum's scope and sequence. Lesson plans incorporating the daily routine, classroom lesson, TV lesson, and follow-up activities and extensions are included for each unit. In most cases, there are more activities than time allows. Math MATTERS instruction is strengthened by the Math MATTERS Partners' reinforcement and enrichment of the televised lessons using activities in the curriculum and other resources. In addition, the instruction is enhanced by teacher/student interaction via the online community MAS Space.

**For students in K-6:** The TEA will provide the K-6 strand curriculum for Math MATTERS.

**For students in 7-8:** Math MATTERS will provide updated curriculum from MASTERS Year 2. There are no televised lessons for this grade band.

**For students in grades 7-12:** The National PASS (Portable Assisted Study Sequence) Center will provide the secondary strand curriculum for Math MATTERS. PASS is a nationally recognized program offering mobile secondary students an alternative means to earn full or partial academic course credits. With PASS, a student works semi-independently with the assistance of a mentor/instructor who meets or is in contact with the student on a regular basis. Courses completed can be applied for academic credit because they are aligned with multiple state standards and assessments, including the TEKS. After Math MATTERS ends, courses will continue to be disseminated through PASS Dissemination Centers around the country.

### **PASS Strategies**

- Parallels regular academic courses
- Course materials available in PDF via download from the Project SMART/ Math MATTERS website or hardcopy
- Students are matched with a teacher or mentor who oversees work
- Distance learning provided with a math specialist via toll-free number
- Provides a mentor's manual

**For parents:** The project recognizes the importance of parents as partners with schools and advocates in their children's learning. Specific Math MATTERS activities include:

- Designing math activities and materials for parents in English and Spanish to use with children at home
- Providing opportunities for parent involvement in the school
- Conducting surveys of parent use of parent involvement strategies
- Coordinating with local sites to ensure involvement
- Conducting site visits and observations of parental involvement activities

**For staff and collaborating partners:** Staff and teachers employed by summer migrant programs in Texas and the consortium states will be supported by multiple aspects of Math MATTERS that have been put into place. These include:

- Math curriculum for grades K-8 aligned with Texas standards and assessments
- Additional middle school and secondary curriculum through the National PASS Center.
- Televised lessons (K-6) during which highly qualified teachers model lessons and strategies
- Progress monitoring and assessment tools
- Activity timeline for teachers and administrators

- Instructional/logistical strategies and lessons outlined in the Operational Guide
- PASS mentor's manual and curriculum
- Contact information provided in the Operational Guide
- Math MATTERS Steering Team (MST) that advises on program effectiveness to help project staff and site coordinators make adjustments to improve the project
- Math MATTERS Content Advisory Team (CAT) of migrant math specialists, technology experts, math state directors, and agency math specialists to help ensure the rigor and content validity of the project
- Online community for teachers (MAS Space) including TOT materials and online professional development modules designed to strengthen knowledge of instructional strategies

### Math MATTERS Delivery Models

Education Service Center, Region 20 (ESC-20) in San Antonio will provide six units of televised instruction. The distance learning classes are designed to provide high quality instruction delivered by highly qualified teachers and math and/or ESL specialists; bilingual instruction in the Kinder strand and incorporation of ESL strategies in other strands; continuity in instruction with students having the same teacher wherever they move during the summer; access to coursework that might otherwise not be available; and program services reaching distant areas where traditional programs are not feasible.

Delivery models may include:

**\*Televised Classes:** A number of students in the south Texas area will be viewing via KMBH (Harlingen) and KEDT (Corpus Christi) **from June 10 – July 17**. Schools in those viewing areas should contact their Service Center for broadcast dates and times.

**\*Viewing via DVD:** Students without access to the televised programming will be able to view the classes on DVD. DVDs will be shipping beginning in late May through early-July.

The above have been successfully combined in center-based and/or home-based summer programs. The role of the Math MATTERS partner teacher to prepare the materials and encourage student participation during the televised lesson is critical to the success of the program.

### Math MATTERS Teachers

K (English & Spanish)

Gloria Palomo

Grades 1-2

Monice Kretschmer

Grades 3-4

Kristina Johnson

Grades 5-6

Kristina Johnson

High School

Sally Fox (Teacher of Record)  
[sallyfox@gvboces.org](mailto:sallyfox@gvboces.org)

The K - 6 teachers may be contacted via email through MAS Space. For information regarding the PASS courses, you may contact Sally Fox at 1-800-245-5681.

### Math MATTERS Partners

An integral component of instruction involves Math MATTERS Partners employed by summer migrant programs. The Math MATTERS Partner is a teacher or paraprofessional who interacts with students in both site-based and home-based programs. Math MATTERS Partners are critical team members as they provide the face-to-face interactions necessary to build confidence. The televised teacher will model strategies during the televised lesson that focus on whole group instruction relying on the Math MATTERS Partner to focus on the classroom lesson and follow-up activities.

### Math MATTERS Description of Responsibilities

In a complicated instructional design such as the one for Math MATTERS, responsibility can sometimes be confusing. Here is a broad description of responsibilities:

<b><i>Math MATTERS TV Teacher</i></b>	<b><i>Math MATTERS Partner</i></b>
Plans and delivers instruction using a concept-based approach based upon the TEKS and curriculum.	Incorporates classroom and follow-up lesson activities to strengthen concept-based learning throughout the MATH MATTERS experience.
Models strategies via TV instruction.	Models strategies with students in home or school programs.
Utilizes a hands-on approach to focus on whole group instruction.	Adapts extensions, family fun, and assessment activities to differentiate instruction and fit different instructional models.
Designs lesson plans and activities stimulating higher-order thinking skills based upon the TEKS.	Provides books and other materials to support instruction.
Stimulates use of Teacher-Partner pre-activities and follow-up activities.	Administers curriculum-based assessments.
Communicates with the Math MATTERS Partners and students online via MAS Space (June – August).	Encourages and monitors student participation in MAS Space.
Develop and facilitate MAS Space activities (through mid-August).	Maintains appropriate data and completes necessary evaluation forms.

## **Math MATTERS Partners' Guide for a Successful Program**

One of the challenges involved in distance education or television instruction is changing traditional teaching methods. **A Math MATTERS Partner needs to interact simultaneously with the television teacher and his/her students.** Listed below are some ideas and suggestions which should assist the Math MATTERS Partner in implementing a successful Math MATTERS summer program:

- Attend a Math MATTERS training session offered by the state, region or district. Call your state contact for more information on training dates and times.
- Familiarize yourself with the Math MATTERS curriculum in order to start preparing a seamless integration of Math MATTERS into your existing summer migrant program.
- Familiarize yourself with the indicated teaching strategies to ensure optimum learning in the Math MATTERS classroom. MAS Online offers self-paced online modules focusing on the three core strategies (CGI, Balanced Literacy, and Sheltered Instruction).
- Always make sure to view the televised lesson with your students. Actively involve yourself and your students with the television teacher by encouraging responses. **Active participation is the key to successful implementation.**
- Look over the suggested assessments and plan when you will evaluate your students. The assessments should be given in place of the daily routine before Units 1 and 4 and after Unit 6. An item analysis form is available to provide specific data to differentiate instruction.
- Keep an ongoing record of each student's progress.
- Familiarize yourself with MAS Space (enrollment keys on page 40) and encourage the students to interact with each other and the teacher using this online forum.
- Complete all required paperwork in a timely manner. A complete list of required forms is included in this guide.
- Maintain flexibility and a good sense of humor. Both are important assets when working in an enterprise as dynamic as Math MATTERS. By communicating early, clearly and positively, we can work as a team to resolve issues and problems as they arise.



## Math MATTERS 2014 Implementation Timeline

February/March	April	May
<b>Note: Due to local program implementation dates, actual timelines may vary.</b>		
Disseminate program information to local sites. (State)		
Order curriculum by May 15 in order to guarantee delivery by the end of May. Order form is available on the website ( <a href="http://projectsmart.esc20.net">http://projectsmart.esc20.net</a> ). (Local)		
Download booklist from the website and order books. (Local)		
Identify students in Math MATTERS 2014 according to state guidelines. (State/Local)		
	Order student supplies and manipulatives. Lists will be available on the website in late March. (Local)	
Share information about Math MATTERS online modules and encourage participation throughout the summer. (State/Local)		
Determine viewing method (PBS, DVD) and make necessary arrangements. (See the Math MATTERS website for more information at <a href="http://projectsmart.esc20.net/Broadcast.htm">http://projectsmart.esc20.net/Broadcast.htm</a> .) (Local)		Check the website for information about webinars on MAS Space and the PASS courses later this month. (State/Local)
Order DVDs, if necessary. Order form is available on the website. (Local)		
Make travel arrangements for the TOT in San Antonio on April 9-10, 2014. Information and a registration form are on the website. (Local)		
	Attend TOT in San Antonio. (State/Local)	Review the Math MATTERS curriculum materials. (Local)
Solicit input on summer math activities from Migrant PACs (where applicable). (State/Local)		
Review the Operational Guide (available on the website in March). (Local)		

## Math MATTERS 2014 IMPLEMENTATION TIMELINE (Continued)

May	Summer Program Months	August
Plan and deliver state/local professional development activities. (State/Local)		Enter enrollment, withdrawal, and secondary credit information on NGS. Non-NGS states submit the Student Roster/Enrollment forms to your State Math MATTERS Coordinator. (Local)
	Closely monitor activities to ensure successful program. (State/Local)	Submit all required documentation/forms to local coordinator at end of program. (Local)
	Administer teacher survey at the end of the program (local).	
Encourage teachers to register for at least one online module. (Local)		Submit all evaluation forms to the state agency by the August deadline. Forms are available for download from the website. (Local)
	Provide technology assistance with MAS Space. Log on information is in the Operational Guide. (Local)	Submit all required documentation/forms to the evaluator by August 31. (State)
	Ensure that classroom partners actively participate with students during televised lesson. (Local)	
	Administer student assessments to determine progress. Use item analysis tool to help guide instruction (optional). (Local)	
	Deliver training for parents via in-home lessons, Parent Guide materials, or math nights. (Local)	
	Conduct surveys of parents to determine growth in involvement in children's education. (Local)	



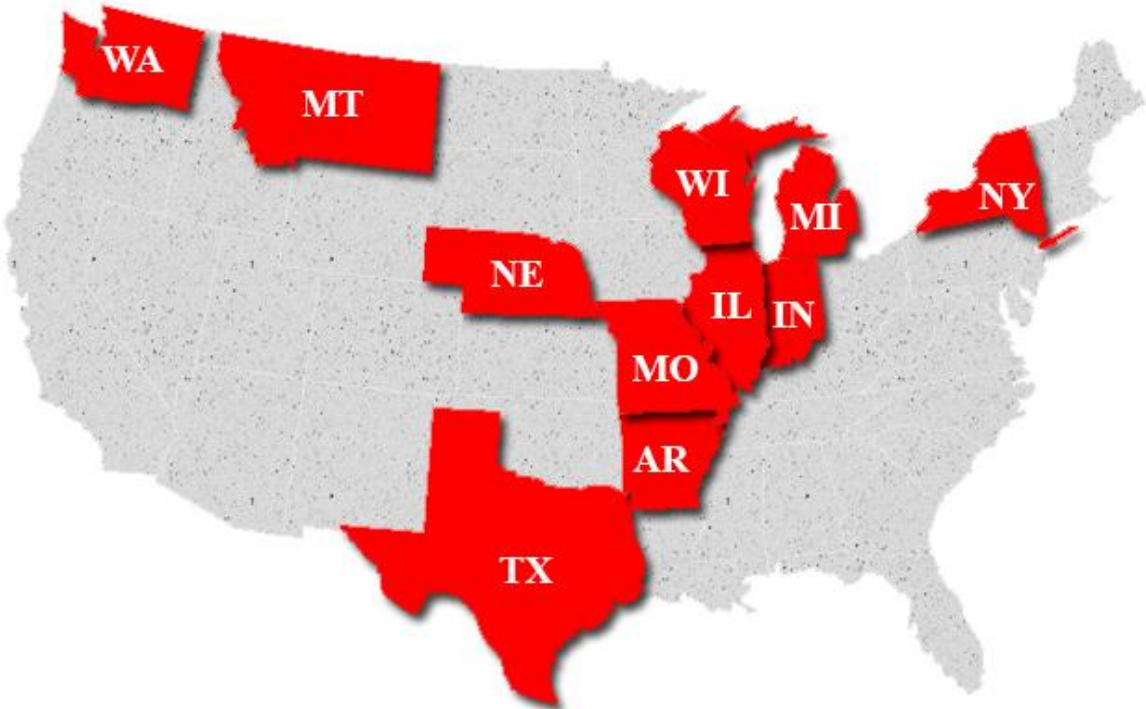
## **Math MATTERS Secondary Course Information**

The following information is directed to those programs that implement a Math MATTERS secondary component:

- Before assigning a secondary course to a student, check the appropriate record tracking system to assess the credit needs of the secondary students in your area. Since credit towards graduation is a crucial element for students' educational success, verify from the home base counselor that credit from PASS courses can be applied as a unit of required or elective credit toward graduation requirements.
- Parents and students should be informed that early notification of intended family moves would facilitate instructional continuity. In case of early withdrawal, student information must still be included on the Student Roster/Enrollment/Assessment form that is submitted to TEA/Math MATTERS as partial credit information. It is especially critical that documentation of student work be forwarded to their next location and hand carried by the student/family to assure that student efforts are honored and applied toward completion of a Math MATTERS secondary course.
- At the end of the summer programs, record all secondary credit information (partial or full credits) on the appropriate student record tracking system. If the option exists, make sure to notate "Math MATTERS" under course type.



# II. Instructional Design





## **Overview of Instructional Models for Math MATTERS (Kindergarten-8<sup>th</sup> Grade)**

Over the past two decades, studies conducted into mathematics education have shown a shift in what students are expected to be able to do, moving from understanding of processes and procedures to knowledge of the appropriate application of math knowledge (Fennema & Romberg 1999). Unfortunately, research shows that Hispanic students are lagging behind white peers in math and are at risk for dropping out of school (Hemphill and Vanneman 2011). Migrant students in consortium states are disproportionately LEP. Math strategies that incorporate English learning strategies allow students to understand mathematical concepts and thereby improve their math proficiency (Chilton and Martin 2009). Specifically, CGI problem solving paired with ELL instructional techniques helps students develop increasingly sophisticated ways of talking about their mathematical understanding (Musanti & Celedón-Pattichis 2007). When teachers use strategies to elicit communication from ELL students about their mathematical thinking, it helps students develop the ability to reason about math and shows that it “makes sense and has meaning” (Aguirre-Muñoz 2011).

## **Guiding Principles for Mathematics Curriculum and Assessment**

To ensure that the curriculum contains the most up-to-date strategies for improving math learning, it follows the Guiding Principles for Mathematics Curriculum and Assessment (NCTM 2009).

The new curriculum for grades K-6 will adhere to principles laid out by the National Mathematics Advisory Panel (2008):

Focus and coherence	Math ideas are integrated and connected to enable students to understand the application of ideas, become proficient in skills, and solve problems.
Important mathematics	Following the NCTM Focal Points, the curriculum focuses on skills needed to develop more math skills and those that help students prepare for the workforce, college, and citizenship.
Articulation across grades	Because most migrant summer school classrooms are small and contain multiple grade levels, articulation is of particular importance. Students will work with similar anchors for instruction but build math understanding using progressively more sophisticated math techniques as the grade level increases.
Depth over breadth	To ensure that students gain skills that will stay with them into the regular school year, the curriculum focuses on a small number of important math concepts needed to be successful, such as fractions, number sense, and measurement.

## **College and Career Readiness**

Programs that provide evidence-based practices for ensuring college and career readiness go beyond minimum levels of proficiency to help students become ready for graduation, college, and a viable career (Westover and Hatton 2011). Math MATTERS will utilize Westover’s (2011) Evidence-based Systems of College and Career Ready Academic Programs throughout the design of its K-6 elementary program and secondary and middle school components:

- Early identification of at-risk students: all states will identify at-risk students using PFS criteria from their Comprehensive Needs Assessments and Service Delivery Plans
- Formative assessment model: assessments are designed to provide teachers with knowledge about student capability for reasoning and mathematical thinking and point teachers to places in the curriculum where skills are taught
- Data driven instructional cycle: teachers are provided with training on understanding assessment data and using that data to make instructional decisions
- Student support: components of the curriculum include mastery of skills, higher order skills, positive academic behaviors, and real world application of mathematical concepts

Components specific to middle school and secondary students will lead to greater college and career readiness (Westover and Hatton 2011):

- College-aligned course sequences: PASS courses are aligned to state standards and to college requirements so that students can enter college courses without remediation
- Pathways to viable careers: PASS courses and lessons include real world connections to life skills and tasks performed on the job in various fields
- College and career knowledge: MEPs implementing Math MATTERS provide college visits and guest speakers regarding postsecondary education and entrance into careers (as appropriate and funding allows)
- Personalized graduation plans: Connections are made with home districts and with MSIX to determine graduation needs and student leadership academies and similar programs help students complete graduation plans for the school from which they will graduate

## **English Language Proficiency Standards (ELPS)**

In 2007, the Texas Education Agency adopted new English Language Proficiency Standards (ELPS) and included district responsibilities for ELPS integration. Districts are to provide linguistically accommodated content instruction that is communicated, sequenced, and scaffolded.

Professional development in Math MATTERS will provide a foundation in the underlying strategies described above and curriculum implementation. In addition, training will specifically focus on accommodating instruction through content and language objectives (Echevarria, Short, and Vogt 2008). Curriculum and training will increase student achievement through instruction designed around big ideas, cooperative instruction, differentiation of instruction and scaffolding, modeling of mathematical reasoning, and connections to student culture and background (Aguirre-Muñoz 2010).

## **Balanced Literacy**

Balanced literacy is a comprehensive and multi-faceted approach to reading and writing instruction that focuses on the three major areas of instruction: reading, writing and word study. Each day, Math MATTERS Partners will involve children in a variety of reading and writing experiences: daily reading; rereading of familiar materials; reading with support or guided reading; and a variety of daily writing opportunities. Throughout, emphasis is placed on the components of a comprehensive reading program: phonemic awareness, phonics, vocabulary, comprehension, and fluency.

Essential Components of Balanced Literacy in Math MATTERS are:

<b>Essential Components of Balanced Literacy</b>	
Modeled Reading and Writing	The Math MATTERS TV Teacher and Math MATTERS Partner select books that promote listening skills and allow more complex comprehension development through discussion and writing. The teacher models reading and thinking.
Shared Reading and Writing	The purpose of shared reading is for students to interact with the print. Because big books, overhead projectors and pocket charts allow large groups of students to see the print from far away, these tools are useful but not necessary when working with just one or two students. Sentence strips used for pocket chart activities can be manipulated on the floor or tabletop. Individual student generated writing is also a useful tool for shared reading.
Guided Reading and Writing	The purpose of guided reading is for students to read material at their instructional reading level (90%-94% accuracy) with teacher support and feedback. The difference between guided reading and shared reading is the level of support the teacher provides. During shared reading, the teacher provides much more support and the reading material may or may not be on the student's independent (95%-100% accuracy) or instructional reading level. During guided reading, the teacher withdraws much of the support and encourages the student to work through reading difficulties. This is why it is imperative that the reading material be on the student's instructional level during guided reading.
Independent Reading and Writing	The teacher provides time and sets up procedures so that the students, the teacher and anyone else in the room can sit quietly for a designated amount of time and read a book of their choice. Students may read independently or read quietly with a partner. After sustained silent reading, teachers may have the students discuss their reading with a partner or volunteers may tell the whole class about their books. During these discussions, students should respond to their reading by not only determining their literal understanding of the text, but also their interaction with the text. Reading comprehension includes the ability to explain information, connect it to previous knowledge and use the information (Harvey & Goudvis 2000).

### Sheltered Instruction

Sheltered Instruction is a philosophy that incorporates a series of methods and techniques that teachers can use to help English Language Learners more easily understand and acquire English and content area knowledge and skills. There are eight key components of sheltered instruction (Echevarria & Vogt, 2008).

<b>Sheltered Instruction Key Components</b>	
Preparation	Explicitly stated content and language objectives ensure that the teacher and student focus on the acquisition of the English language
Building Background	Making explicit links to students' background experiences Linking prior learning and new concepts Emphasizing key vocabulary
Comprehensible Input	Speak appropriately to accommodate the students' proficiency level

	Clearly explain academic tasks Use a variety of techniques to clarify concepts (hand-on materials, visuals, gestures, etc.)
Strategies	Consistently use scaffolding techniques (paraphrasing, partnering, think-alouds) throughout the lesson Employ a variety of question types
Meaningful Interaction	Provide frequent opportunities for interaction and discussion Use grouping techniques (pairs, teams) to support language and content objectives Afford sufficient “wait time”
Practice/Application	Supply lots of hands-on materials Provide activities for students to apply content and language knowledge Integrate language objectives into all lessons
Lesson Delivery	Clearly support content and language objectives Engage the students Appropriately pace the lesson to the students’ level
Review/Assessment	Review key vocabulary Review key content concepts Regularly provide feedback Assess learning and comprehension using a variety of quick reviews

### **Cognitively Guided Instruction (CGI)**

The CGI approach is characterized by a focus on using the students’ mathematical knowledge and thinking in the classroom (Fennema & Carpenter, 1998). Characteristics of CGI highlighted in the MATH MATTERS curriculum include:

<b>Characteristics of CGI</b>	
Posing problems and encouraging problem solving	Every lesson on every day requires students to plan, select and create strategies and solve problems or find the answers to posed questions.
Providing students with opportunities to talk about their thought processes	Students will be constantly asked to explain their thinking, to justify their answers. It is not “THE” strategy that is the focus of these lessons, but rather any and all strategies that make sense to the problem and deliver a reasonable solution. Mathematics is a journey through reasoning and understanding, not just the solution destination.
Encouraging the use of multiple strategies to solve problems	Children are not “taught” strategies for solving problems but are placed in collaborative teams to conjecture, discuss, plan, strategize, solve and verify.
Listening to students’ mathematical thinking and building on that knowledge	Teachers are expected to ask questions, then follow with other questions as pertain to the students’ answers which will probe for deeper understanding.



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- Westover, J. and Hatton, L. (2011). *Closing the Gaps of College and Career Readiness* [White paper]. Retrieved from [http://innovateed.com/docs/InnovateED\\_-\\_Closing\\_the\\_Gaps\\_of\\_College\\_and\\_Career\\_Readiness.pdf](http://innovateed.com/docs/InnovateED_-_Closing_the_Gaps_of_College_and_Career_Readiness.pdf).

## Using the Math MATTERS Curriculum

The Math MATTERS curriculum is designed to provide a variety of activities for use both before and after the televised lesson and in the home setting. Additional suggestions are included for assessments, technology integration, balanced literacy, and family connections. The curriculum provides enough material for a half-day program and is designed for maximum flexibility. Each Math MATTERS Partner will determine how the curriculum best fits into the school's program.

Each week's curriculum includes the following components:

- Weekly "snapshot" or overview
- Unit and daily lesson plan templates
- Unit Writing Workshop
- Unit Project
- Detailed description of the daily routine, classroom lessons, televised lessons, follow-up lessons, and extensions
- Assessments (Units 1, 4, and 6 only)
- Snack Fractions
- Family Fun
- In-home lesson suggestion

***Based on feedback from last summer, this year there will be a table of contents for each grade band.***

**Suggested steps for reviewing each week's curriculum:**

<b>1</b>	Start by reading the objectives for each day. This will help focus on the most important aspects of the week's activities.
<b>2</b>	Familiarize yourself with the key vocabulary.
<b>3</b>	Look over the weekly snapshot. This will help you identify the books and instructional materials that are required for the week. If you choose to use only specific activities, you may not need all of these resources. Check this list again after reviewing the lesson plans.
<b>4</b>	Read over the detailed instructions for the classroom, TV, and follow-up lessons and prepare materials in advance, as required.
<b>5</b>	Have assessments in place (before Unit 1, Unit 4, and after Unit 6).
<b>6</b>	Review "Family Fun" activities to send home with students.
<b>7</b>	Review MAS Space activity/assignment and make arrangements for computer time, if possible.

## Lesson Plan Template

The following lesson template will be incorporated for Kinder, grades 1-2, grades 3-4, grades 5-6, and grades 7-8. In order to further assist Math MATTERS partners and teachers, a description for each lesson component has been supplied.

This lesson plan template was adapted from the Sheltered Observation Protocol (SIOP) developed by J. Echevarria, M. Vogt, and D. Short, Center for Research on Education, 2000.

**Math MATTERS 2014**

Grade Level	Unit/Lesson
-------------	-------------

<p>Daily Routine Math Objectives:          Daily Routine Language Objectives:          Unit Math Objectives:          Unit Language Objectives:          Technology Objectives:</p>	<p><b>A list of instructional objectives to be addressed in the day's activities, with an emphasis on specific TEKS/STAAR standards. An important component of all lessons will be the integration of content and language.</b></p>
---	---

<p><b>Key Vocabulary (math and language)</b>  <b>Vocabulary words critical to student understanding will be listed here. Key vocabulary should be emphasized during the lesson using a variety of vocabulary building strategies.</b></p>
---

<p>Lesson Sequence</p> <ul style="list-style-type: none"> <li>• Daily Routine: (30-45 minutes)</li> <li>• Classroom Lesson: (.5 to 1 hour)</li> <li>• TV Lesson: (30 minutes)</li> <li>• Classroom Follow-up: (.5 to 1 hour)</li> </ul>	<p><b>This section includes general information about the sequence of the classroom lesson, televised lesson, and follow-up lesson. More specific details are given in the lesson plan.</b></p>
---	---

<p><b>Enrichment Activities – These are BEYOND EXPECTATION</b></p>	<p><b>This section includes technology links and other ideas for possible extension activities. These activities are NOT required.</b></p>
--	--

The curriculum will also include detailed instructions for the week. These instructions will be divided into:

- **Daily Routine:** Activities that should be done with the students daily. Some activities are new this year.
- **Classroom Lesson:** Specific instructions outlining necessary site-based activities to be completed in advance of each day's televised lesson. An integral component of the day's lesson, providing and reviewing prerequisite skills, knowledge, and concepts. Timely execution of these activities is critical. This lesson focuses on literacy with a transition to the math (TV) lesson.
- **Televised Lesson:** A synopsis of the day's televised lesson, including procedural highlights and key concepts.
- **Follow-up Lesson:** Suggested activities related to the televised lessons that further build upon the skills, knowledge, and concepts covered during that component of instruction.
- **CGI Problems**
- **Enrichment Activities:** Optional activities to extend the lessons and make connections to other subject areas (science, social studies, etc.).

- **In-Home Lesson:** Suggested template for in-home activities.
- **Family Fun:** Additional related extension activities suggested for parent/child exploration at home. These activities are translated in the Parent Guide.

The lesson plans are divided into two columns. The column on the left is used to annotate strategies that are key to the instructional process. This column also references required materials and contains a synopsis of the activity.

## **Using the In-Home Lessons**

Each unit includes an in-home lesson at the end of the unit. This lesson is designed to facilitate home-based instruction by identifying the core objectives and activities that are aligned with the assessments. Below are suggestions for using the in-home Lesson.

### **Math Objectives:**

The in-home lesson page identifies the math objectives for the unit, where to find the main instruction for each objective in the unit, and what materials are needed for that instruction. For example, the full curriculum may focus on the addition of two-digit numbers in the TV Lesson 2 and focus on the subtraction of two-digit numbers in the TV Lesson 3.

The in-home instructor prioritizes which math objective to use with a particular student, then finds the appropriate lesson, manipulatives, and any recording sheets from the blackline master (BLM) section. The in-home instructor will still need to modify the lesson, as the full curriculum will refer back to activities done earlier in the summer school day, or will address the whole classroom.

Remember to write the math objective and read it with the student, so they know the focus of the lesson.

### **Differentiate:**

The purpose of the in-home lesson is to assist you in finding the parts of the full summer school curriculum that will best meet the needs of your students. The in-home instructor first needs to decide which of the math objectives in the unit are most needed by the individual students. A student's pre-assessment may be a guide to which objectives need re-teaching and which objectives require continued practice.

### **Materials:**

Each in-home lesson includes a complete list of all of the materials required for the lesson. Most of the materials will be included in the guide on the CD to eliminate the need for searching through the curriculum.

### **Questioning:**

Encouraging extended responses by using different levels of questioning is a focus of MASTERS. This section includes a list of questions that students should be able to answer at the end of the lesson.

### **Math Vocabulary:**

The in-home lesson lists the math vocabulary used in this unit. You can find the word cards at the beginning of the unit in the booklet on the CD. The in-home instructor can use the

vocabulary cards to introduce the day's math objective by: asking students what they already know about the words; asking students to use the words in a sentence; and/or writing an example of the word on the vocabulary card. For example: ["add" -  $2 + 9 = 11$ ].

Other ideas: Does the student have a place to put up a math word wall? Can you tape up a 12" x 9" piece of construction paper to tape the cards onto? Can the student keep an envelope of math vocabulary words to read and review each week?

**CGI:**

Each in-home lesson targets one CGI problem for the student to solve. The problems are found on the CGI Chart which is included in the booklet. Ask the student to show the strategy used to solve the problem, as well as explaining the answer.

For more information about using CGI, refer to the CGI section of the Daily Routine explanation, found before Unit 1 in every grade level.

**Journal Writing:**

Each in-home lesson includes one journal writing idea.

**Family Fun:**

Every grade level uses the same game board and playing directions, but each grade level has its own problem cards to answer or a different math skill to use. This way the whole family can play the game together, but each child can practice math at his or her own level. (Preschoolers can roll a die and practice counting and taking turns. Parents can join in by rolling a die to move or sharing cards with one of their children.)

The in-home Lesson identifies what manipulatives are needed in the **Materials** section. The games are designed to practice the math objectives of the day, so everyone can play the game together and practice the math at the same time.

*\*The cards will travel better if they are not cut ahead of time. Students can cut them for an independent activity while the instructor is working with another student.*

**Snack Fractions:**

All grade levels work with fractions and all grades have a snack section for the in-home lesson. The in-home instructor will need to plan ahead for this activity and set priorities.

**Assessments:**

Administer the pre-assessments to each child in the family before teaching any units. Students are assessed according to the grade level they just completed. Therefore the student who just completed Kindergarten will be assessed at the Kindergarten level, and the student who will enter Kindergarten for the first time in the fall, is not assessed. Administer the post-assessment at the end of your summer program; sooner if you anticipate the family moving.

**In-Home Lesson Guide (available only on the CD):**

A digital In-Home Lesson Guide for each grade band will be included on the Math MATTERS 2014 CD. This booklet will include all of the in-home lessons and blackline masters (BLM) in one easy to print file. *This booklet will only be available on the CD.*

## **Suggestions for Extending Instruction**

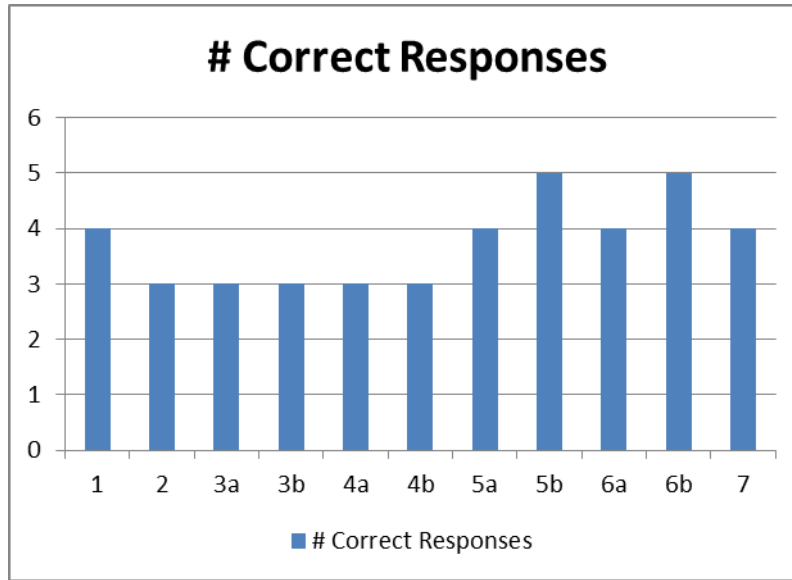
The curriculum is comprised of six units with three, half-day lessons per unit. Not all programs follow this same format. Some programs may require extending instruction for five day or full-day programs. Here are some suggestions:

- Each unit includes a unit project for extension. These projects are designed as school-wide projects.
- There are 18 lessons included in the curriculum. These lessons will provide for 18 one-half days of instruction and may be taught in continuous succession (5 lessons per week).
- Each unit includes a list of enrichment activities that highlight cross-curricular connections. These extensions can be found in the lesson template. Ideas include math walks, suggested websites, and related craft projects.
- Incorporate MAS Space into your daily activities. There are many opportunities for extending instruction, differentiating instruction, and interacting with the MAS TV teacher and their peers. Use the games that are suggested for class time and centers.
- Each unit includes a list of related books that provide opportunities for extension.
- Each Kinder, 1-2 and 3-4 unit is filled with games over and above the Family Fun Game. These games are ideal for additional center activities.
- Have students in grades 3-4 and 5-6 create a game based on the unit's math objectives.
- Have students in grades 3-4 and 5-6 look through a newspaper on the last day of a unit and find as many real-life uses of the skills they learned in that unit.
- It is not recommended to teach two lessons in one day.

## **Item Analysis Tool**

The item analysis tool may be used to evaluate student results on the pre-, mid-, and post-assessments. The tool is available in an Excel spreadsheet and can be downloaded from the website: <http://projectsmart.esc20.net/Evaluation.htm>.

The data allows teachers to evaluate student performance and inform instruction. For example, as the points earned by each student per question are inputted on the spreadsheet, a chart on the right will automatically display the number of correct responses in a bar graph providing immediate feedback on overall class performance.



To help the teacher use this data for instructional purposes, each question is annotated with the unit where the skill is initially introduced in the curriculum and also the primary skill being assessed. The spreadsheet will also generate a percentage grade for each student.

Pre-test Fifth (5th) Grade		Skills introduced in unit:												
		Unit 2	Unit 2	Unit 2	Unit 2	Unit 1	Unit 1	Unit 1	Unit 2	Unit 2	Unit 2	Total	%	
Points Possible		1	1	1	1	1	1	1	1	1	1			
Question Number		1	2a	2b	3a	3b	4	5a	5b	6a	6b	6c		
Student Name	Analysis -->	0	0	0	0	0	0	0	0	0	0	0	0	<-- Analysis
Sample Student		1	0	1	0	1	1	0	1	1	1	0	7	64%
													0	0%
													0	0%

## Math MATTERS Middle School Strand

The following options for middle school students are available for summer 2014:

- Revised MASTERS 2012 curriculum for grades 7-8. Includes updates to align with grant objectives and re-aligned grade band.
- PASS courses including Math 6, Math 7, Math 8, Integrated Math Concepts (IMC).
- *Finanza* lessons

In order to be included in the evaluation, students must complete lessons with pre- and post-assessments. Programs may use other lessons without pre/post-tests, but that data will not be included in the evaluation.

These options do not include televised lessons.

## Math MATTERS Secondary Strand

### Overview

This summer's offerings through the PASS (Portable Assisted Study Sequence) program will be a full range of math courses.

Two-semester courses:

- Algebra I (English and Spanish)
- Geometry
- Algebra II

One-semester courses:

- Personal Finance (English and Spanish)
- Economics

Other offerings:

- *Math for Living/Matemáticas para la vida.*
- Integrated Math Concepts (English and Spanish)
- Career Connections
- Math On the Move (English and Spanish)
- TAKS Exit Level Math Review
- *Finanza* Toolbox

***Math for Living/Matemáticas para la Vida*** includes ten lessons that are available in English and Spanish. Topics include:

- Income and Expenses / Ingresos y Gastos
- Creating and Using a Budget / Elaboración del Presupuesto y Ejercicio del Presupuesto
- Advertisements and Specials / Publicidad y Especiales
- Comparing Prices and Finding the Best Buy / Comparación de Precios y Elección de la Mejor Compra
- Sales / Ofertas
- Layaway / Apartados



- Evaluating Jobs Based on Wage / Evaluando los Trabajos en Base a los Sueldos
- Payroll Deductions and Earnings Statements / Deducciones de Nómina y Recibo de Nómina
- Withholding Allowances / Retención de Exenciones
- Paying for College / Pagando la Universidad

Rather than televised teaching sessions, these courses will be available as semi-independent-study courses. Course materials are provided in Portable Document File (PDF) format that may be downloaded from a password protected website (<http://projectsmart.esc20.net>) or purchased in hard copy. Students are required to be matched by their participating program with a teacher or mentor who will provide support and oversee their work. Each semester of work is divided into five units. When a semester is successfully completed, students will be eligible to receive one-half academic credit. While the content of the courses meets current academic standards, every effort has been made to present the instructional narrative portion of the material at a more easily managed reading level.

#### Tips and Suggestions

- The Adobe Acrobat PDF files require Adobe Acrobat Reader. This is a free online download or update. Use the link provided on the website.

#### Course Specifics

- A comprehensive *Mentor Manual* for each semester contains a standards correlation table, implementation guidance for the teacher or mentor, and detailed answers to student practice problems, except for Integrated Math Concepts, where all answers are given in each module.
- At least one final test and answer key are included for each unit or module.
- Required materials (may vary depending on specific course)
  - spiral notebook (for completion of practice problems)
  - calculator (scientific or simple) a non-Computer Algebra System (CAS) graphing calculator is recommended for the TAKS Exit Level Math Review.
  - 12-inch ruler (students will need a ruler calibrated in both inch and centimeters)
  - compass (Safe-T compass or traditional)
  - protractor
  - straight edge (students may use rulers)
  - highlighter
  - scissors
  - tracing paper (about ten sheets)
  - centimeter and isometric dot paper

The Mentor Manuals contain lists of additional materials that are needed for each specific course.

#### **Toll Free Instructional Support**

To further assist students in successfully completing the coursework, instructional support will be provided by calling **1-800-245-5681**. Telephone tutors will be available throughout the project duration on Monday through Friday from 9:00 a.m. to 5:00 p.m., Eastern Daylight Time.

## Scope & Sequence

A detailed Scope & Sequence of Courses publication covering all courses developed by the National PASS Center is available at [www.migrant.net/pass](http://www.migrant.net/pass) under “Publications,” where it can be downloaded in its entirety or individual course descriptions printed. For a hard copy of the booklet, please email Sally Fox at [sallyfox@gvboces.org](mailto:sallyfox@gvboces.org).

## Other PASS Course Availability

The PASS program offers mobile secondary students an alternative means of earning full or partial course credit. The mathematics courses used in MATH MATTERS were developed under the auspices of the National PASS Center (NPC). These courses, as well as a full range of others in all content areas, are available at any time from NPC licensed PASS Distribution Centers around the country. A **PASS Implementation Guide** is available in PDF format on the NPC web site at [www.migrant.net/pass/pdf/npig1.pdf](http://www.migrant.net/pass/pdf/npig1.pdf). The guide includes a wealth of information about the PASS program — administration, credit accrual, student/mentor responsibilities, distribution sites, and course availability.

### III. General Information





# MAS Space

MAS Space is an online community for teachers and students participating in Math MATTERS. The goal of MAS Space is to encourage interaction between students and teachers. The MATH MATTERS television teachers will facilitate MAS Space from June 11 through August 16. Students will not log in directly to MAS Space, although they are encouraged to participate during class under the teacher's supervision. An Acceptable Use Policy in English and Spanish is included for your convenience in the Operational Guide.

Accessing MAS Space will require you to create an account. You will only need to set up your account once, even if you are registering for multiple sections. If you set up an account last summer, you do not need to set up a new account. To register for a section/course, you will need an enrollment key. Once enrolled, you will no longer need the key to log in.

## Creating an Account

Go to <http://projectsmart.esc20.net> and click on the **MAS Space** login link. From this link, you will be able to access the portals for each grade band, the MAS Online modules (Professional Development), and the TOT materials. Click on the links to register.

If you are already have an account, just supply your username and password in the box provided. If you need to create an account, click on the "Create new account" button. If you have forgotten your username and/or password, click on the "Yes, help me log in" button.

The screenshot shows a login page with two main sections: "Returning to this web site?" and "Is this your first time here?".

**Returning to this web site?**  
Login here using your username and password (Cookies must be enabled in your browser)   
Username:   
Password:    
Some courses may allow guest access  
  
Forgotten your username or password?

**Is this your first time here?**  
Hi! For full access to courses you'll need to take a minute to create a new account for yourself on this web site. Individual courses may also have a one-time enrollment key which you won't need until later. Here are the steps:  
1. Fill out the [New Account](#) form with your details.  
2. An email will be immediately sent to your email address.  
3. Read your email, and click on the web link it contains.  
4. Your account will be confirmed and you will be logged in.  
5. Select the course you want to participate in. You will be prompted for an "enrollment key" - use the one that your teacher has given you. This will "enroll" you in the course.  
7. You can now access the full course. From now on you will only need to enter your personal username and password (in the form on this page) to log in and access any course you have enrolled in.

Yellow arrows in the original image point to the "Login" button, the "Yes, help me log in" button, and the "Create new account" button.

Complete the following information (\*indicates required information):

**Choose your username and password**

Username\*

The password must have at least 6 characters

Password\*   Unmask

**More details**

Email address\*

Email (again)\*

First name\*

Last name\*

City/town\*

Country\*

There are required fields in this form marked\*.

Your user name should follow this format: first initial last name, state and grade (Example: dptasnik.texas6)  
Password:  
Your password should be something easy to remember.

Once you have completed the form, click the Create my new account button. A message asking you to confirm your registration will be sent to the email you provided in your registration. To confirm your new account, you will be asked to click on the link in the email.

A new account has been requested at 'Education Service Center, Region 20' using your email address.

To confirm your new account, please go to this web address:

<http://moodle.esc20.net/login/confirm.php?data=JdNwXzRsboMZAeO/jdoe>

In most mail programs, this should appear as a blue link which you can just click on. If that doesn't work, then cut and paste the address into the address line at the top of your web browser window.

If you need help, please contact the site administrator,

Technical Assistance

---

David Ptasnik  
[dptasnik@esc20.net](mailto:dptasnik@esc20.net)  
(210) 370-5677

## Registering for a Section

Your account is now confirmed. You may register for individual sections (you will not need to create an account for each section). Each section/course will require an enrollment key the first time you register. A list of enrollment keys can be found on the last page of this guide. Find the key for the course you are registering for and type it in the enrollment key box provided. Click Enroll me in course. You will only need the enrollment key the first time you enter a section.



Portal 5-6 2014  
Teacher: Kristina Johnson

Welcome to the 5th grade, 6th grade Activity Center. This is where students can share their ideas and projects.

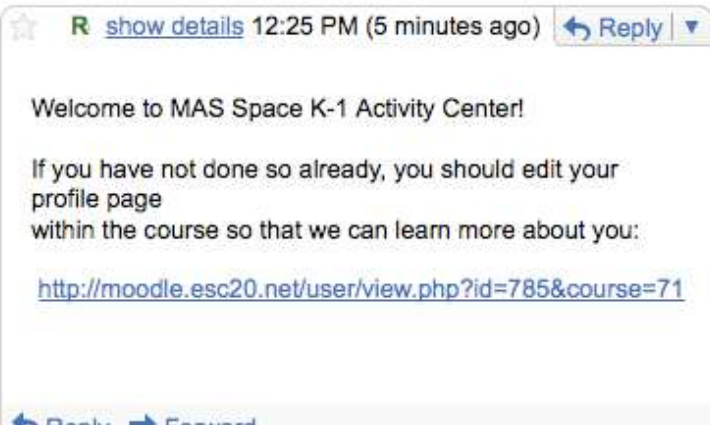
This course requires an 'enrollment key' - a one-time password that you should have received from Kristina Johnson.

Enrollment key:

You will receive this message via email after enrolling in a course.

## Welcome to MAS Space K-1 Activity Center

Inbox | X



☆ R show details 12:25 PM (5 minutes ago) Reply

Welcome to MAS Space K-1 Activity Center!

If you have not done so already, you should edit your profile page within the course so that we can learn more about you:

<http://moodle.esc20.net/user/view.php?id=785&course=71>

After clicking the Enroll Me button, you will be brought to the first page of the portal/course you enrolled in. The following page is a sample of the 5-6 Student Portal.

To leave the course, click the **Logout** link either at the top of the screen or at the bottom.



### Navigating the Student Portals

All the student portals are set up with very simple navigation. Once you learn to navigate in one portal, you will know how to get around the others. Let's take a look at navigating the pages. To access the content for each unit, click on the thumbnail image of the book.





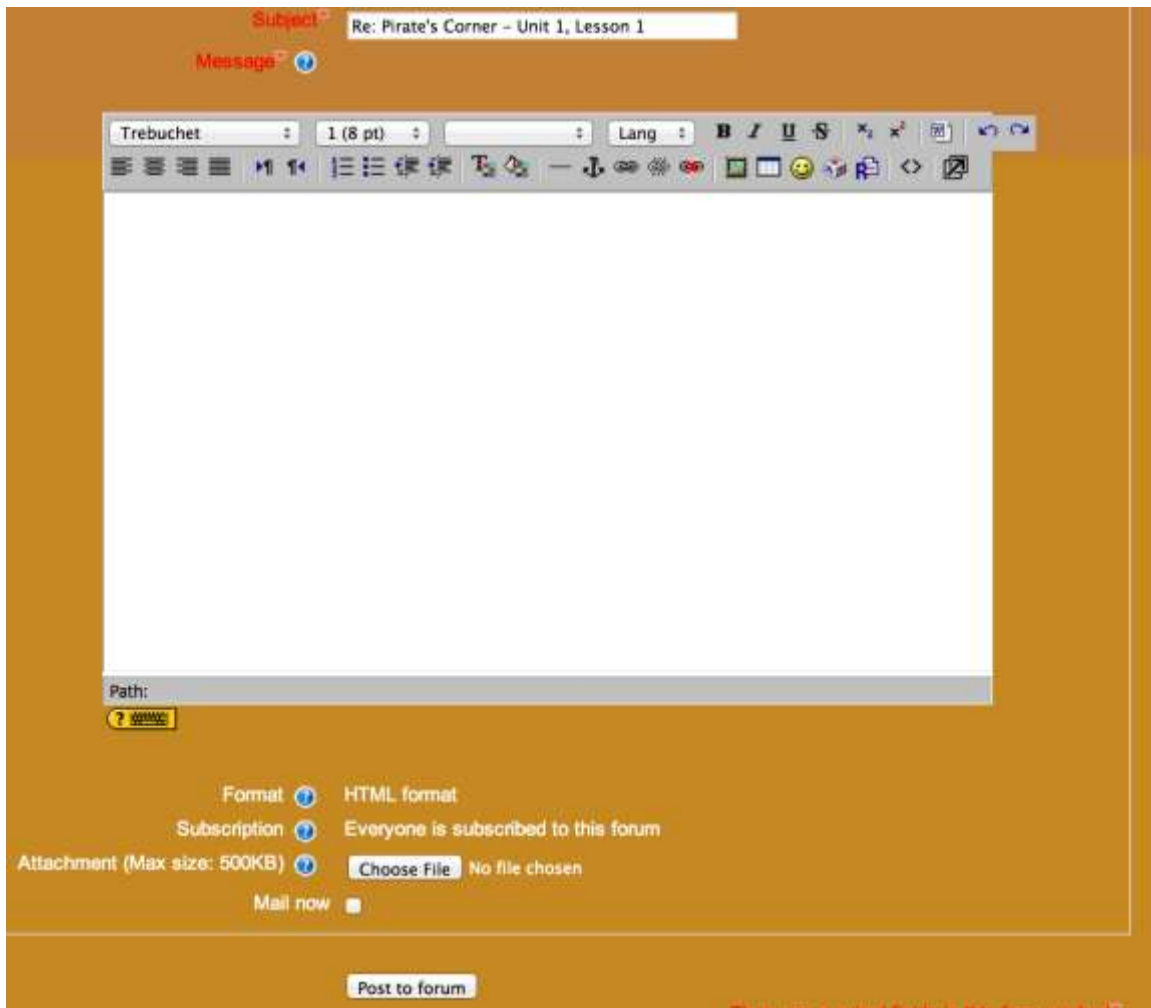
There are six main areas to each unit, each depicted with an image. Click on the section you would like to enter. To navigate back to the home page or other units, use the menu on the left.



To navigate back to the unit home page, click on the unit home button on the left. To reply to a discussion, click on the link under discussion. In most cases, you will not need to add a new discussion.



This is what the reply window will look like. Once you enter your response, choose “Post to Forum at the bottom of the text box.



## Navigation Summary

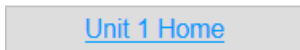
Below is a summary of the navigation system for each portal. Although the colors are different, the functionality remains the same.



This is the first navigation button located on the front page. It will take you to the unit areas.



This is the menu located on all unit pages. It will allow you to navigate back to the home page of the portal or to any other unit content.



This is the menu located at the unit content level. It will only take you back to the unit you are in.



This is the "cookie crumb." Use this link to go to the ESC-20 online campus. Select MAS Space on this home page to go to other portals or professional development.

Discussion	Started by	Replies	Last post
<a href="#">Ask Mrs. Madrid! Pregunta Mrs. Madrid</a>	 <a href="#">David Ptasnik</a>	<a href="#">0</a>	<a href="#">David Ptasnik</a> Tue, 28 Feb 2012, 09:28 AM

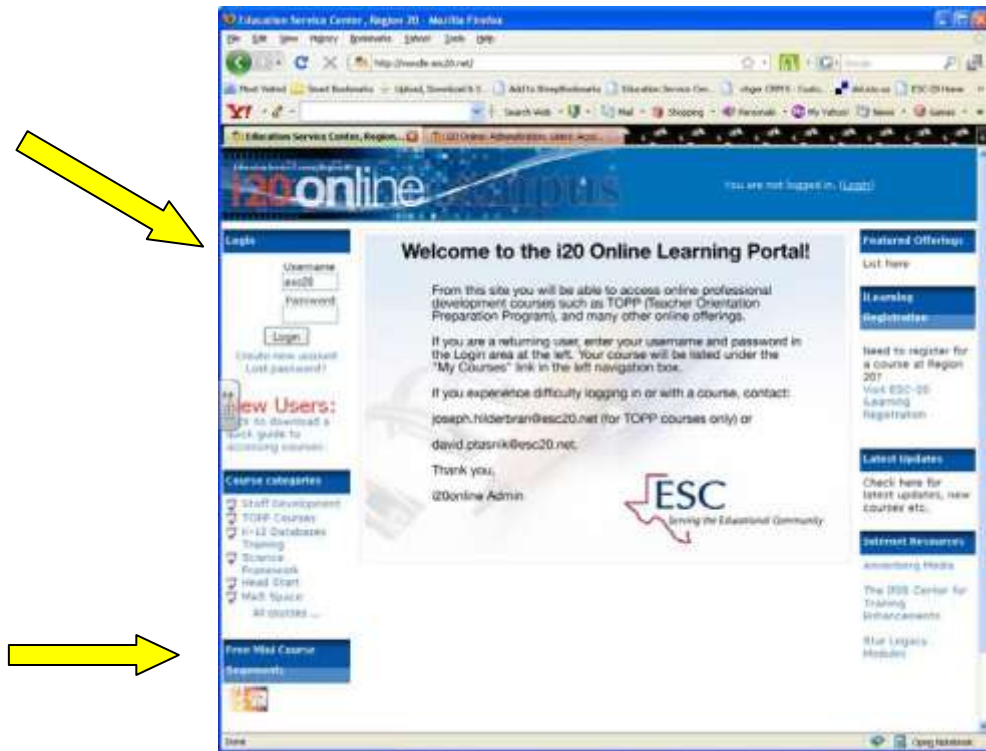
This is a discussion link. By clicking the link, your students will be able to reply to the teacher or other students. This is the main form of communication in MAS Space.



This is the Logout menu located on each page in all portals. Use it to logout of MAS Space.

## Logging Out

Upon clicking i20Online or logging out, you will automatically be directed to the ESC-20 online campus (i20Online). To get back to MAS Space, either return to <http://projectsmart.esc20.net> or log in directly from i20Online (<http://i20online.esc20.net>) by either choosing MAS Space from Course Categories or using the Login feature. Repeat the process outlined above to register for additional sections of MAS Space.



## Enrollment Keys For MAS Space

### Classroom Portals

<b>K</b>	<b>k2014</b>
<b>1-2</b>	<b>122014</b>
<b>3-4</b>	<b>342014</b>
<b>5-6</b>	<b>562014</b>
<b>7-8</b>	<b>782014</b>

### Professional Development Courses

All courses have the same key.  
**maskey2014**

# **Important!**

# **Enrollment Keys for MAS Space**

## Acceptable Use Policy for MAS Space

You are given access to MAS Space through your teacher's log in. Through this online community, you will be able to communicate with your Math MATTERS television teacher and other students around the country. With this educational opportunity comes responsibility. It is important that you read the MAS Space acceptable use policy below and ask questions if you need help in understanding them. Before you are granted access to MAS Space, you and your parents will sign the agreement on the next page. Inappropriate system use will result in the loss of the privilege to use this educational tool.

### RULES FOR APPROPRIATE USE:

- The account is to be used only for educational purposes.

### INAPPROPRIATE USE

- Using the system for illegal purposes.
- Borrowing someone's account without permission.
- Posting personal information about yourself or others (such as addresses, phone numbers, last names). First names only will be used in MAS Space.
- Downloading or using copyrighted information without permission from the copyright holder.
- Posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Using inappropriate language.

### CONSEQUENCES FOR INAPPROPRIATE USE

- Suspension of access to the system. Other disciplinary or legal action may result in accordance with local policy.

### STUDENT

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

I have read the Acceptable Use Policies and agree to abide by their provision. I understand that violation of these provisions may result in suspension or revocation of access to any and all electronic devices and/or systems regardless of whether they are district-owned or personal.

Student's signature: \_\_\_\_\_

Date: \_\_\_\_\_

### PARENT OR GUARDIAN

I have read the Acceptable Use Policies and agree to encourage my child to abide by them. In consideration for the privilege of my child using the District's electronic communications system, and in consideration for having the access to the public networks, I hereby release the District, its operators, and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my child's use of, or inability to use, the system, including without limitation, the type of damage identified in the District's policy.

Signature of parent: \_\_\_\_\_

Date: \_\_\_\_\_

## Política de uso aceptable de MAS Space

Los alumnos en Math MATTERS tienen acceso a MAS Space. Con esta comunidad en línea, vas a poder comunicarte con la maestra y otros alumnos. Esta oportunidad trae responsabilidad. Es importante leer las reglas y hacer preguntas si no las entiendes. Si los alumnos desobedecen alguna de estas reglas su permiso para usar la Internet será cancelado y se les negará el acceso en el futuro. Acción disciplinaria también puede resultar según la póliza del distrito.

Las reglas para usar la Internet y tecnología en la computadora de forma apropiada:

- La Internet solo deberá ser utilizada para obtener acceso a información educativa.

### USO NO ACEPTABLE

- Usar el sistema por fines ilegales.
- Usar la cuenta de la maestra sin permiso.
- Los alumnos no deben proporcionar su información personal o la de otras personas tales como su domicilio, número de teléfono o apellido cuando usen MAS Space. Solamente se utilizarán los nombres.
- Se deben cumplir con todas las leyes de derecho de autor. Todos los materiales deben estar apropiadamente nombrados.
- Los alumnos aceptan no entrar, presentar, publicar, exhibir o imprimir a través de la Internet ningún material difamatorio, incorrecto, abusivo, obsceno, profano, de índole sexual, amenazante, racialmente ofensiva o ilegal.
- Utilizar el lenguaje inapropiado.

### CONSECUENCIAS DEL USO NO ACEPTABLE:

Permiso para usar la Internet será cancelado y se les negará el acceso. Acción disciplinaria también puede resultar según la póliza del distrito.

### ESTUDIANTE

Nombre \_\_\_\_\_  
Escuela \_\_\_\_\_

Leí la **Política de uso aceptable de MAS Space** y estoy de acuerdo de cumplir con las cláusulas. Entiendo que la violación de estas cláusulas pueda resultar con suspensión o revocación al acceso al sistema.

Firma del estudiante \_\_\_\_\_ Fecha \_\_\_\_\_

### PADRES PATROCINADORES O TUTOR

Leí la **Política de uso aceptable de MAS Space**. Considerando el privilegio del uso del sistema de comunicaciones electrónicas del Distrito y por el acceso a las redes públicas, yo, mediante el presente, libero al Distrito, operadores, y cualquier institución con la cual ellos estén afiliados de cualquier o todos los reclamos a daños de cualquier surgimiento natural proveniente del uso o incapacidad para usar el sistema, incluyendo sin limitación el tipo de daño identificado por los reglamentos del Distrito o regulaciones administrativas.

\_\_\_\_\_  
Firma de los padres \_\_\_\_\_ Fecha \_\_\_\_\_

## Copyright Release Letter



March 20, 2014

To interested parties receiving Math MATTERS 2014:

Math MATTERS is composed of video-based classes (televised or DVD) and printed curriculum originating from Education Service Center, Region 20 in San Antonio, Texas. The complete series may be reproduced, rebroadcast, or taped for future use for educational purposes. Resale of either the curriculum or the televised classes is not permitted.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jeff Goldhorn", is written above the printed name.

Jeff Goldhorn  
Associate Director  
Administrative and Instructional Services

1314 Hines Avenue • San Antonio, Texas 78208-1899 • [www.esc20.net](http://www.esc20.net)  
AN EQUAL OPPORTUNITY EMPLOYER



**General Broadcast Information**

**MATH MATTERS 2014**

**June 10 – July 17, 2014**

*Tuesdays, Wednesdays, and Thursdays Only*

**Broadcast Schedule**

**KMBH (Texas Rio Grande Valley)  
KEDT (Corpus Christi)**

**Schools in these viewing areas should contact their Service Center for broadcast dates and times.**

## Math MATTERS 2014 Curriculum Order Form (K-12)

### Math MATTERS 2014 Curriculum Order Form

<p>Ship Materials To:</p> <p>Name: _____</p> <p>School: _____</p> <p>Physical Address (for UPS): _____</p> <p>Mailing Address (PASS ONLY): _____</p> <p>City, State, Zip: _____</p> <p>Phone Number: _____</p> <p>Fax Number: _____</p> <p>Email Address: _____</p>	<p>* P.O. must accompany order form.</p> <p><b>Please send order form and purchase order*, check or credit card information via fax, mail, or email to:</b></p> <p><b>Education Service Center, Region 20</b>          1314 Hines Ave          San Antonio, TX 78208  <b>ATTN: Paula Keyes</b>          paula.keyes@esc20.net          210-370-5470 (phone) 210-370-5754 (fax)          P.O./CC # _____</p>
---	---

Math MATTERS K-8	# of copies	Price (per copy)	Sub-Total
<b>Math MATTERS Curriculum Package (includes CD, printed copies of the K-8 curriculum and training DVDs only)</b> <b>*****TV lesson DVDs, must be ordered separately by completing the DVD order form.*****</b>		<b>\$300</b> (includes shipping)	\$0.00

**PASS Courses**

**DIGITAL** copies of the PASS courses will be available for download at no additional cost. Go to: <http://projectsmart.esc20.net>.  
 To purchase **PRINTED** copies, complete the form below.

PASS Courses Secondary	# of copies	Price (per copy)	Sub-Total	PASS Courses Secondary	# of copies	Price (per copy)	Sub-Total	
TAKS Exit Level Math Review		<b>\$46</b>	0	Algebra 1 A (En)		<b>\$92</b>	0	
Finanza (English/Spanish)		<b>\$35</b>	0	Algebra 1 B (En)		<b>\$92</b>	0	
Math 6 A		<b>\$92</b>	0	Algebra 1 A (Sp)		<b>\$92</b>	0	
Math 6 B		<b>\$92</b>	0	Algebra 1 B (Sp)		<b>\$92</b>	0	
Math 7 A		<b>\$92</b>	0	Algebra 2 A (En)		<b>\$92</b>	0	
Math 7 B		<b>\$92</b>	0	Algebra 2 B (En)		<b>\$92</b>	0	
Math 8 A		<b>\$92</b>	0	Algebra 2 A (Sp)		<b>\$92</b>	0	
Math 8 B		<b>\$92</b>	0	Algebra 2 B (Sp)		<b>\$92</b>	0	
Geometry A		<b>\$92</b>	0	Math for Living (En)		<b>\$92</b>	0	
Geometry B		<b>\$92</b>	0	Math for Living (Sp)		<b>\$92</b>	0	
Integrated Math Concepts (En)		<b>\$92</b>	0	Career Connections (En)		<b>\$92</b>	0	
Integrated Math Concepts (Sp)		<b>\$92</b>	0	Career Connections (Sp)		<b>\$92</b>	0	
Economics		<b>\$92</b>	0	Math on the Move (En)		<b>\$58</b>	0	
Personal Finance (En)		<b>\$92</b>	0	Math on the Move (Sp)		<b>\$58</b>	0	
Personal Finance (Sp)		<b>\$92</b>	0					
<b>PASS orders are shipped separately. For shipping information, contact Sally Fox at <a href="mailto:sallyfox@gvboces.org">sallyfox@gvboces.org</a> or 800-245-5681</b> <b>Prices include shipping.</b>						PASS Sub-Total	\$ 0.00	
<b>Scope &amp; Sequence of all PASS materials and courses can be found at <a href="http://www.migrant.net/pass">www.migrant.net/pass</a></b>								
							<b>ORDER TOTAL</b>	<b>\$ 0.00</b>

**Reset Form**

***K-8 Curriculum will be shipped on or before May 10, 2014. Orders received after that date will be shipped upon receipt.***

To download the order form: <http://projectsmart.esc20.net>

# Math MATTERS 2014 DVD Order Form (K-6)

## Math MATTERS 2014 DVD ORDER FORM (K-6)

Orders are sent via U.S. Postal Service Priority Mail or UPS, unless another shipper is requested. Please add a 10% shipping cost to the order total and include on the P.O.

**Pre-recorded classes (Unit 1 only) will be shipped no later than May 26, 2014. Units 2-6 will be shipped weekly.**

		Quantity	Amount						
<b>Complete DVD Set</b>		<b>All Units K-6</b>							
		@\$384	\$ <u>0.00</u>						
<b>Individual Units/Grade Bands</b> Type the quantity in the blank									
K	U1	U2	U3	U4	U5	U6	0	@\$16 each	\$ <u>0.00</u>
1-2	U1	U2	U3	U4	U5	U6	0	@\$16 each	\$ <u>0.00</u>
3-4	U1	U2	U3	U4	U5	U6	0	@\$16 each	\$ <u>0.00</u>
5-6	U1	U2	U3	U4	U5	U6	0	@\$16 each	\$ <u>0.00</u>
<b>If you are using one P.O. for orders shipped to multiple addresses, please include a copy of this form for each site with shipping and contact information.</b>								SUBTOTAL	\$ <u>0.00</u>
								Shipping 10%	\$ <u>0.00</u>
								TOTAL	\$ <u>0.00</u>

### Shipping Information (Please Print)

\_\_\_\_\_  
Name

\_\_\_\_\_  
School/Organization

\_\_\_\_\_  
Shipping Address

\_\_\_\_\_  
City, State, Zip Code

\_\_\_\_\_  
Cell Phone/Phone Number

\_\_\_\_\_  
Fax Number

\_\_\_\_\_  
Email Address

**P.O. must accompany order form. Please send order form and purchase order, check or credit card information to:**

Education Service Center, Region 20  
1314 Hines Ave, San Antonio, TX 78208  
ATTN: James Medlock  
Phone: (210) 370-5643  
Fax: (210) 370-5754  
Email: james.medlock@esc20.net

P.O. Number: \_\_\_\_\_  
C.C. Number: \_\_\_\_\_

For Education Service Center Region 20 Use Only. Do not mark in this area.									
Grade	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Initials	Date Shipped	Comments
K									
1-2									
3-4									
5-6									
SET									

Reset Form

To download the order form: <http://projectsmart.esc20.net>

## Math MATTERS Online Professional Development



## Math MATTERS Online Professional Development Catalog

- Multiplication and Division “In a Flash”
- Balanced Literacy (2 CPEs)
- Sheltered Instruction (2 CPEs)
- Mathematical Thinking (2 CPEs per module)
  - Module 1: “QUANTITY or DIGIT - What’s the big deal?”
  - Module 2: “What is Algebraic Reasoning, Anyway?”
  - Module 3: “Questions! Questions! Questions!”
  - Module 4: “How Many Ways Can You Represent It?”
  - Module 5: “What Do You Mean I Teach Algebra?”
- Cognitively Guided Instruction (2 CPEs for each module. Modules may be taken independently)
  - Mathematical Thinking and Problem Types
  - Addition and Subtraction: Solution Strategies
  - Multiplication and Division: Solution Strategies and Modeling
  - Multi-digit Number Concepts
  - Using CGI in the Classroom (Wrap-Up)
  - Please note: Participants are required to purchase a book to participate in any of the modules in the CGI series.

### Overview:

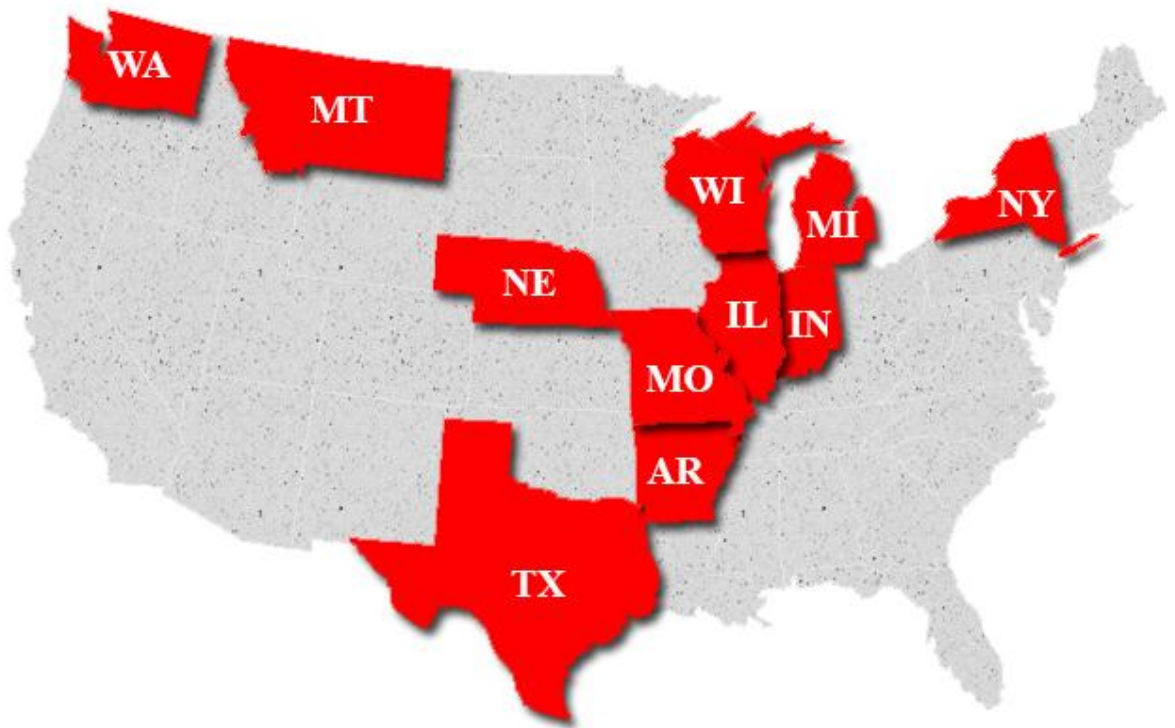
The online modules are designed to provide potential and current Math MATTERS instructors with the skills and knowledge needed to successfully carry out the project goals, objectives, and activities. The goal of this online training is to enrich your knowledge of innovative instructional strategies for migrant students both for Math MATTERS and beyond the scope of the project.

**To access the modules, click on the “Professional Development” portal in MAS Space.**

### Questions? Please contact:

David Ptasnik  
[david.ptasnik@esc20.net](mailto:david.ptasnik@esc20.net)  
(210) 370-5677

## IV. Reporting and Recording





## Enrollment and Withdrawal Procedures

### **TEXAS**

*For ALL students participating in a fully- or partially-MEP-funded summer school program, the following data must be collected and encoded into the New Generation System (NGS):*

**Enrollment:** Summer program enrollment data may be collected using the NGS Multiple Enrollment Worksheet **or** on an individual student basis by using the district's student enrollment roster **or** by completing a new **COE** when the student has a new QAD. Enrollment data must be submitted to the NGS terminal site within two (2) working days after initial summer enrollment **or** within five (5) working days of parent signature date on new COE. Data must be entered into NGS within two (2) working days after receipt of the initial multiple enrollment worksheet or the student roster/enrollment form **or** five (5) working days after receipt of a new COE.

**Withdrawal:** For students withdrawing early, withdrawal information must be submitted to the NGS terminal site within two (2) working days after early withdrawal and must be entered into NGS within one (1) working day after it is received. For students completing the district's Math MATTERS program, withdrawal information must be submitted to the terminal site within five (5) working days after the program ends and must be entered into NGS within five (5) working days after it is received.

**Program Assessment:** For all students who participate in the Math MATTERS 2014 Pre, Mid or Post Test assessments, the district must encode the assessment results on NGS under the **Formal Assessments** link. This information must be submitted to the NGS terminal site within two (2) working days after early withdrawal or within five (5) working days after end of summer services. Data must be entered into NGS within one (1) working day after receipt of early withdrawal data or within five (5) working days after receipt of withdrawal data.

**Supplemental Program Data:** For all students enrolled in Math MATTERS, the district also must indicate, in the NGS Supplemental Program section, that the students are participating in **Math MATTERS 2014**. This information must be submitted to the NGS terminal site within five (5) working days after end of summer services and must be entered into NGS within two (2) working days after it is received.

**Academic and Health Data:** High school students enrolled in a MEP-funded summer program, including Math MATTERS, may earn secondary credit and all students may receive a health service. If applicable, this academic and health data must be submitted to the NGS terminal site within two (2) working days after early withdrawal or within five (5) working days after end of summer services and must be entered into NGS within two (2) working days after it is received.

For additional guidance within Texas, please contact your ESC NGS contact person.

### **NGS MEMBER STATES (Other than Texas)**

*For all students participating in a MEP fully- or partially-MEP-funded summer school program:*

Enrollment, withdrawal, secondary course and supplemental program data must be submitted to the designated terminal site for data entry into the New Generation System according to state guidelines. The **Math MATTERS Student Roster and Assessment Scores (Form 5)** should

be used to record student information for the Math MATTERS 2014 enrollment process. If there are no other forms available for enrollment purposes at your site, make the appropriate copies to record enrollment information to be kept on file and entered into NGS. **Please use the Excel version of the form available on the Project SMART website.**

### **NGS NON-MEMBER STATES**

If you are not an NGS member state, please follow your state guidelines for enrollment procedures for summer migrant programs. A **Student Roster and Assessment Scores (Form 5)** to record individual student information is to be used in the Math MATTERS 2014 enrollment process. If there are no other forms available for enrollment purposes at your site, make the appropriate copies to record enrollment information to be kept on file and entered into your migrant data base.

## **Instructions for Completing the Math MATTERS Student Roster and Assessment Scores (Form 5)**

### **TEXAS**

All school districts providing a fully- or partially-MEP-funded Math MATTERS summer school program must provide certain Math MATTERS data to the Texas Education Agency (TEA) by encoding it directly into NGS by or before the reporting deadline.

#### **1. REPORTING SCHOOL INFORMATION**

Texas school districts should encode appropriate information based on procedures outlined in statewide training.

#### **2. STUDENT INFORMATION**

Texas school districts should encode each student's Math MATTERS assessment scores based on procedures outlined in statewide training.

**NOTE (Texas Only):** Districts will no longer need to complete the **Student Roster and Assessment Scores (Form 5)**. Rather, immediately following the district reporting deadline, the TEA will access each district's data directly from NGS. **Please do not submit Form 5 electronically to the TEA.** For local recordkeeping purposes, districts wishing to do so may access the Project SMART Report in NGS.

### **All Member States (Other than Texas)**

#### **1. REPORTING SCHOOL INFORMATION**

Enter reporting summer school and state, grade level, name of instructor and requested program information.

#### **2. STUDENT INFORMATION**

Enter each student's name, grade, unique identification number (from NGS or other migrant student database) and assessment scores.

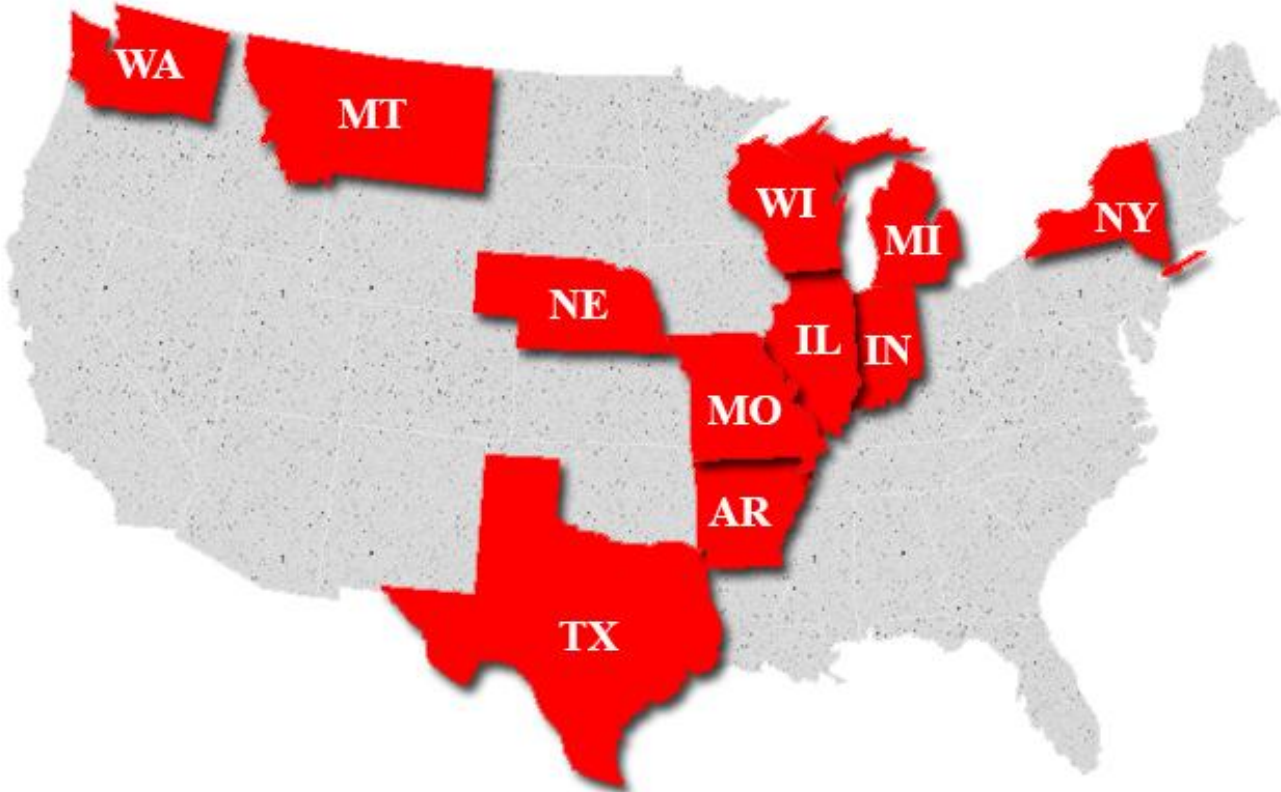
#### **3. ACTION REQUIRED**



Make as many copies as needed in order to complete enrollment information on all participating students. This information should be used for data entry into NGS/state migrant student database if no other enrollment forms capturing this information are being used.

**NOTE: Please submit the Math MATTERS Student Roster/Enrollment Form, in Excel spreadsheet format, via e-mail. Do NOT submit a printed copy.** The Excel file is accessible from the Project SMART website, located at: <http://projectsmart.esc20.net/Evaluation.htm>

# V. Evaluation Forms





## 2014 Math MATTERS Data Collection Plan

### 2014 Math MATTERS Data Collection Plan



Data Collection Form/Instrument	Person Completing	Due to SEA	Due to META	Contents/Measurement
1. Statewide Summary*	SEA	--	8/29/14	Participation, secondary services (Objective 2), narrative comments
2. Site Director Survey (to be summarized by State Directors on Form 1)	SC	8/15/14	8/29/14	Participation, secondary services (Objective 2), narrative comments
3. Parent Survey (Eng/Span)	P	8/15/14	8/29/14	Parent involvement (Objective 4)
4. Teacher/Instructional Staff Survey	T	8/15/14	8/29/14	Instructional strategies (Objective 3), narrative comments
5. Student Roster & Assessment Scores Form (submit electronically)	T	8/15/14	8/29/14	Pre/post assessment results (Objective 1)
6. Out-of-School Youth Student Assessment Score Sheet (for states also involved in the SOSOSY Consortium)	T, SC	8/15/14	8/29/14	Pre/post assessment results (Objective 2)
7. State Assessment Results Spreadsheet (submit electronically)	SEA, SC	10/3/14	10/10/14	Math MATTERS participant proficiency on state standardized assessment (GPRA 3 & 4)
8. Assessment Item Analysis (OPTIONAL—Contact State Coordinator for instructions)	T, SC	8/15/14	8/29/14	Feedback for improving instruction and information for CAT and Steering Team
9. Math MATTERS Project Rubric (OPTIONAL)	T	N/A	N/A	Use the Project Rubric to complete the project table in the Site Director Survey.

**T** = Teachers/instructional staff; **SC** = Site Coordinators/Directors; **SEA** = State MEP Director/State Coordinator; **P** = Parents

\*The Statewide Summary is for the State Education Agency use only. Local program/site directors complete Form 2: Site Director Survey.

#### LOCAL DIRECTORS:

Check with your state's Math MATTERS coordinator for procedures for submitting your local evaluation data. Most sites will send their data to the State, NOT directly to the evaluators.

#### STATE MEP DIRECTORS/STATE MATH MATTERS COORDINATORS:

Please ensure that all of the information listed above is collected and submitted to META Associates no later than **August 29, 2014**. Please call us at any time with questions or concerns.

**META Associates**  
 518 Old Santa Fe Trail, Suite #1-208  
 Santa Fe, NM 87505  
 (406) 855-2594 (Marty)  
[marty@meta1.us](mailto:marty@meta1.us)

# Statewide Summary – Form 1

## Statewide Summary – Form 1 Math MATTERS 2014

Please Check your State

 AR

 IL

 MI

 MO

 MT

 NY

 TX

 WI

**The State Director or Math MATTERS coordinator completes this form for the state. Local directors complete Form 2. Please use the following 3 charts to summarize the site-based activities and include statewide activities not included on local forms.**

1. Please list **secondary/OSY activities** provided in conjunction with Math MATTERS. *Examples:* university campus visit, leadership event, former migrant guest speakers, and goal setting events. List projects and credit-bearing courses on the next page.

Date	Secondary Math Learning and Career Goal Activities	# Students

2. Please list **parent involvement** activities provided in conjunction with Math MATTERS. *Examples:* Family Nights, open house for parents, PAC meetings, and parent-teacher meetings. Include parent meetings throughout the year where Math MATTERS was an agenda item.

Date	Parent Involvement Activities	# Parents

3. Please list **professional development activities** that supported the objectives of Math MATTERS. *Examples:* Math MATTERS professional development, online courses, local trainings related to the math summer program.

Date	Title of Training/Topic	# Staff

4. What are your specific successes, perceptions, and outcomes for Math MATTERS?

.....

.....

.....

.....

5. What **suggestions** would you offer to improve Math MATTERS?

.....

.....

.....

.....

## Summary of State Demographics

**Please summarize information from Site Director surveys in the following tables**

**Number of Students Participating in Math MATTERS**

# K-8 Students	Home-based	Site-based	Total
Grades K			
Grades 1-2			
Grades 3-4			
Grades 5-6			
# Secondary Students	Home-based	Site-based	Total
Grades 7-8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
OSY			
<b>Total</b>			

Complete the following charts for students in grades 7-12 and out-of-school youth.

Course	# Enrolled	# In Progress	# Completed (granted credit)	# Making satisfactory progress (not included in the "in progress" or "completed" columns)
Algebra Ia				
Algebra Ib				
Algebra IIa				
Algebra IIb				
Economics				
Geometry A				
Geometry B				
Integrated Math				
Personal Finance				
Career Connections				
Math 6 (A or B)				
Math 7 (A or B)				
Math 8 (A or B)				
Other:				

**Project-based learning** (see project rubric for definitions of "completed")

Type of Project	# Enrolled	# Completed
Math MATTERS STEM Project		
ePortfolio in Project Share		
Money Matters		
Unit Projects		
State assessment preparation		
Math skill building		
Middle school math course		
Other:		

**GED**

GED Activity	# Enrolled	# Completed
Preparation for GED		
Completion of GED assessment (in # completing, include those passing the assessment only)		

# Site Director Survey – Form 2

## Site Director Survey – Form 2 Math MATTERS 2014

Please Check your State

- AR   
  IL   
  MI   
  MO   
  MT   
  NY   
  TX   
  WI

Site Name \_\_\_\_\_

**Send the following to your State MEP Director or Math MATTERS coordinator by August 15, 2014**

- Completed Site Director Survey (Form 2)
- Completed Parent Surveys (Form 3)
- Completed Teacher/Instructional Staff Survey (Form 4)
- Completed Student Roster & Assessment Score Form (submit via e-mail) Form 5
- Completed Out-of-School Youth Student Assessment Score Sheet (Form 6)
- State Assessment Results Spreadsheet (Form 7)
- Assessment Item Analysis Spreadsheet (OPTIONAL—submit via e-mail) Form 8

1. Please list **secondary/OSY activities** provided in conjunction with Math MATTERS. *Examples:* university campus visit, leadership event, former migrant guest speakers, and goal setting events. List projects and credit-bearing courses on the next page.

Date	Secondary Math Learning and Career Goal Activities	# Students

2. Please list **parent involvement** activities provided in conjunction with Math MATTERS. *Examples:* Family Nights, open house for parents, PAC meetings, and parent-teacher meetings. Include parent meetings throughout the year where Math MATTERS was an agenda item.

Date	Parent Involvement Activities	# Parents

3. Please list **professional development activities** that supported the objectives of Math MATTERS. *Examples:* Math MATTERS professional development, online courses, local trainings related to the math summer program.

Date	Title of Training/Topic	# Staff

4. What are your specific successes, perceptions, and outcomes for Math MATTERS?

.....

.....

.....

.....

5. What **suggestions** would you offer to improve Math MATTERS?

.....

.....

.....

**Participation and Middle School, High School, and OSY Results**

**Number of Students Participating in Math MATTERS**

<b># K-8 Students</b>	<b>Home-based</b>	<b>Site-based</b>	<b>Total</b>
Grades K			
Grades 1-2			
Grades 3-4			
Grades 5-6			
<b># Secondary Students</b>	<b>Home-based</b>	<b>Site-based</b>	<b>Total</b>
Grades 7-8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
OSY			
<b>Total</b>			

Complete the following charts for students in grades 7-12 and out-of-school youth.

<b>Course</b>	<b># Enrolled</b>	<b># In Progress</b>	<b># Completed (granted credit)</b>	<b># Making satisfactory progress (not included in the "in progress" or "completed" columns)</b>
Algebra Ia				
Algebra Ib				
Algebra IIa				
Algebra IIb				
Economics				
Geometry A				
Geometry B				
Integrated Math				
Personal Finance				
Career Connections				
Math 6 (A or B)				
Math 7 (A or B)				
Math 8 (A or B)				
Other:				

**Project-based learning**

<b>Type of Project</b>	<b># Enrolled</b>	<b># Completed</b>
Math MATTERS STEM Project		
ePortfolio in Project Share		
Money Matters		
Unit Projects		
State assessment preparation		
Math skill building		
Middle school math course		
Other:		

**GED**

<b>GED Activity</b>	<b># Enrolled</b>	<b># Completed</b>
Preparation for GED		
Completion of GED assessment (in # completing, include those passing the assessment only)		



# Parent Survey - Form 3

## Parent Survey on Math MATTERS

Please Check your State  AR  IL  MI  MO  MT  NY  TX  WI

How did you participate in the summer math program? (check all that apply)

home visit  home games  parent night

Other parent involvement: \_\_\_\_\_



Rate your level of involvement in these activities.

1 = Not at all	2 = Very little	3 = Sometimes	4 = Often
1. You can talk to your child's teacher about the math taught in the summer program.		1	2 3 4
2. You know games or activities to use at home to help your child in math.		1	2 3 4
3. You use games or activities at home to help your children practice math.		1	2 3 4
4. You feel like you are involved in your child's summer instruction.		1	2 3 4

Indique su estado  AR  IL  MI  MO  MT  NY  TX  WI

¿Cómo participó usted en el programa de verano de matemáticas? (Marque todos los que le apliquen)

visitas a casa  juegos en casa  noche de padres

Otro tipo de participación: \_\_\_\_\_



Evalúe su participación en las siguientes actividades.

1 = No de nada	2 = Muy poco	3 = A veces	4 = Con frecuencia
1. Puede hablar con la maestra de su hijo/a sobre las matemáticas que se enseñaron durante las clases de verano.		1	2 3 4
2. Conoce juegos o actividades que puede usar en casa para ayudar a su hijo/a con las matemáticas.		1	2 3 4
3. Usa juegos o actividades en casa para ayudar a sus hijos practicar las matemáticas.		1	2 3 4
4. Se siente involucrado(a) en la instrucción de verano de sus hijos.		1	2 3 4

# Teacher/Instructional Staff Survey: Form 4



## Teacher/Instructional Staff Survey: Math MATTERS 2014

Please Check your State  AR  IL  MI  MO  MT  NY  TX  W

Site: \_\_\_\_\_ Date: \_\_\_\_\_

Rate your knowledge of how each strategy applies to the summer math program **before and after the training**.

1 = Not at all    2 = Very little    3 = Some    4 = Very much    N/A = Not applicable

Before the training	To what extent can you...	After the training
1 = Not at all    2 = Very little    3 = Some    4 = Very much    N/A=Not applicable		
1 2 3 4 N/A	1. ... clearly support linguistically appropriate content and language objectives throughout the Math MATTERS lessons?	1 2 3 4 N/A
1 2 3 4 N/A	2. ... emphasize key vocabulary within Math MATTERS?	1 2 3 4 N/A
1 2 3 4 N/A	3. ... provide frequent opportunities for interaction and discussion during Math MATTERS lessons?	1 2 3 4 N/A
1 2 3 4 N/A	4. ... employ a variety of question types during Math MATTERS lessons? (for example, using questions focusing on knowing, organizing, applying, analyzing, generating, integrating, and evaluating)	1 2 3 4 N/A
1 2 3 4 N/A	5. ... adapt content through graphic organizers, visual representations (non-linguistic representation), or taped texts for Math MATTERS lessons?	1 2 3 4 N/A
1 2 3 4 N/A	6. ... provide differentiated instruction for students with different math learning needs in the Math MATTERS lessons?	1 2 3 4 N/A
1 2 3 4 N/A	7. ... aid students in writing complete number sentences for CGI problems?	1 2 3 4 N/A

**Help us understand** the effect (if any) Math MATTERS has had on your instruction during the regular term. If you do not teach during the regular term, please circle N/A.

8. Did you teach in a summer math program in previous years (Math MASTERS, MAS, or Math Plus)?	No	Yes
9. If you participated in previous years, did you use any strategies, activities, or skills from the summer program during the regular year?	1 2 3 4 N/A	

**Which Math MATTERS strategies were the most useful in your classroom?**

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**What suggestions do you have for improving Math MATTERS?**

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# Student Roster and Assessment Scores – Form 5

Please download the Excel spreadsheet from the website: <http://projectsmart.esc20.net/evaluation>

## Student Roster and Assessment Scores (Excel) Math MATTERS 2014

State: \_\_\_\_\_ Pre-test date: \_\_\_\_\_ Post-test date: \_\_\_\_\_  
 Site Name: \_\_\_\_\_ Mid-test date: \_\_\_\_\_

**Note to Site Coordinators:**

**A&B** Last and first name columns are provided for your reference. Delete names prior to submitting.

**D** List whether or not (Y or N) a student meets the State definition for priority for services (PFS).

**E** The assessment level (grade) is the grade level of the assessment the student completed.

**F** Please record **raw scores** (number correct) below for each student completing Math MATTERS pre, mid, and post assessments.  
 This form should be **submitted electronically** to the state coordinator by August 15, 2014.

	A	B	C	D	E	F		
#	Last Name	First Name	NGS # (Migrant #)	PFS (Y or N)	Assessment (Grade)	Pre-test	Mid-test	Post-test
	Sample	Student	9999999FFF	N	2	4	8	11
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								

**Please Use Excel Spreadsheet and E-mail to State Coordinator**



OSY Mini-Lesson Report - Form 6

Secondary-aged Youth Assessment Score Sheet  
Math MATTERS 2014

State: \_\_\_\_\_  
Site Name: \_\_\_\_\_

Person Completing: \_\_\_\_\_  
E-mail: \_\_\_\_\_

**Note to Site Coordinators**

- A-C** Name columns and ID column are provided for your reference. If a student completed more than one lesson, repeat the student for each lesson completed. Delete names prior to submitting.
- D** List whether or not (Y or N) a student meets the State definition for priority for services (PFS).
- E** This is the grade level of the student assessed. If the student is not in school, use "OSY"
- F** List the curriculum used including: For your Health, Finanza Toolbox, Vermont Mini Lessons, Math for Living, Parenting, Legal Rights, Healthy House, or other (specify). **Use a separate line for each different assessment score.**
- G** List the title of the lesson used. (See the curriculum packet for lesson titles.)
- H** Please record **raw scores** (number correct). For most OSY lessons, the total number possible is 5. This form should be **submitted electronically** to the state coordinator by August 15, 2014.

	A	B	C	D	E	F	G	H	
	Last Name	First Name	Migrant #	PFS (Y or N)	Grade	Curriculum		Pre Assessment	Post Assessment
	Sample	Student	9999999FFF	N	OSY	Math for Living	Creating a Budget	4	5
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									

Please Use Excel Spreadsheet and E-mail to State Coordinator



Math State Assessment Results – Form 7

Excel file may be downloaded from: <http://projectsmart.esc20.net/Evaluation.htm>

Math State Assessment Results (Excel)  
Math MATTERS 2014

State: \_\_\_\_\_ Assessment Name: \_\_\_\_\_  
Site Name: \_\_\_\_\_

**Note to Site Coordinators:**

*Record only migrants students who participated in Math MATTERS in the summer 2014.*

**A&B** Last and first name columns are provided for your reference. Delete names prior to submitting.

**E** Please record the result of the State Assessment **for math** using the key to the right.

*This form should be submitted electronically to the state coordinator by October 3, 2014.*

#	A Last Name	B First Name	C NGS # (Migrant #)	D Grade	E State Assessment Result
1					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					

**Please Use Excel Spreadsheet and E-mail to State Coordinator**

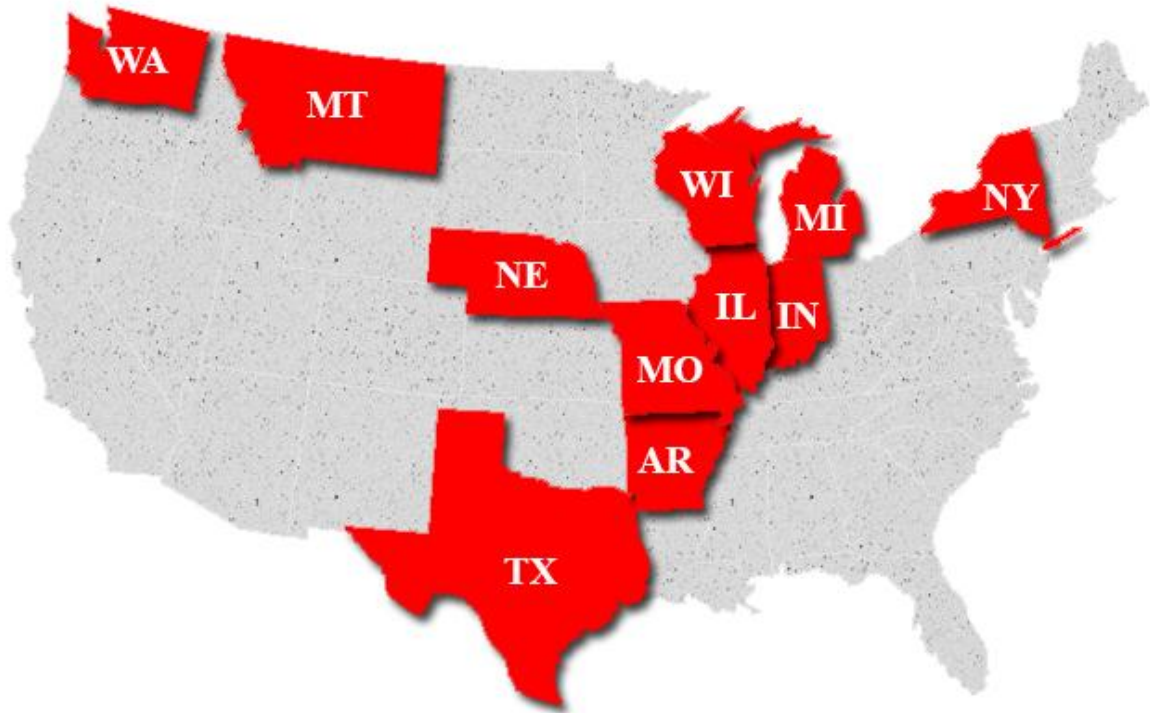
- 1 Basic
- 2 Nearing proficient
- 3 Proficient
- 4 Advanced







## VI. Contacts for Assistance





## Math MATTERS Contacts

Math MATTERS is a highly collaborative effort. Therefore, the exchange of information and assistance are essential to an effective learning experience for students. The following is a list of names and telephone numbers of the various individuals and organizations that are participating in, or could be of assistance with, the planning and implementation of your local Math MATTERS activities.

**To inquire about Math MATTERS in Texas and in receiving states, MEP funded summer programs in Texas, student enrollment on the New Generation System, student tracking, data collection, and using the Internet with MASTERS:**

Susie Coultriss  
State Director, Bilingual/ESL/Title III/Migrant  
Curriculum Division  
Texas Education Agency  
1701 North Congress Ave.  
Austin, Texas 78701  
(512) 463-9581 Tel.  
(512) 463-8057 Fax  
[susie.coultriss@tea.state.tx.us](mailto:susie.coultriss@tea.state.tx.us)

**To receive technical assistance for student enrollment, supplemental program encoding and encoding of secondary credit information on the New Generation System (NGS):**

NGS Technical Assistance Center  
(866) 326-9468

**To receive technical assistance in regard to the PASS (Portable Assisted Study Sequence) courses:**

Sally Fox  
National PASS Center (NPC)  
27 Lackawanna Ave  
Mt. Morris, New York 14510  
Phone: (800) 245-5681  
Fax: (585) 658-7969  
[sallyfox@qvboces.org](mailto:sallyfox@qvboces.org)

**To inquire about K-8 curriculum and instruction and curriculum dissemination:**

David Ptasnik  
(210) 370-5677  
[david.ptasnik@esc20.net](mailto:david.ptasnik@esc20.net)

Susan Altgelt  
(210) 370-5639  
[susan.altgelt@esc20.net](mailto:susan.altgelt@esc20.net)

Education Service Center, Region 20  
1314 Hines Avenue  
San Antonio, Texas 78208  
Fax: (210) 370- 5754

**To order the Math MATTERS DVDs**

Go to <http://projectsmart.esc20.net> to download the fillable form and fax/email to the contact listed.

**To order the Math MATTERS curriculum**

Go to <http://projectsmart.esc20.net> to download the fillable form and fax/email to the contact listed. **Books and manipulatives must be purchased separately from a vendor of your choice.**

**To access MAS Space:**

<http://projectsmart.esc20.net> (link to MAS Space login screen)

**To email the TV teacher (K-8):**

Log on to MAS Space and follow instructions for sending an email.

**To call the PASS secondary teacher:**

(800) 245-5681

**COMPLETE THE FOLLOWING FOR EASY REFERENCE**

**Local Administrator/Instructional Leader:**

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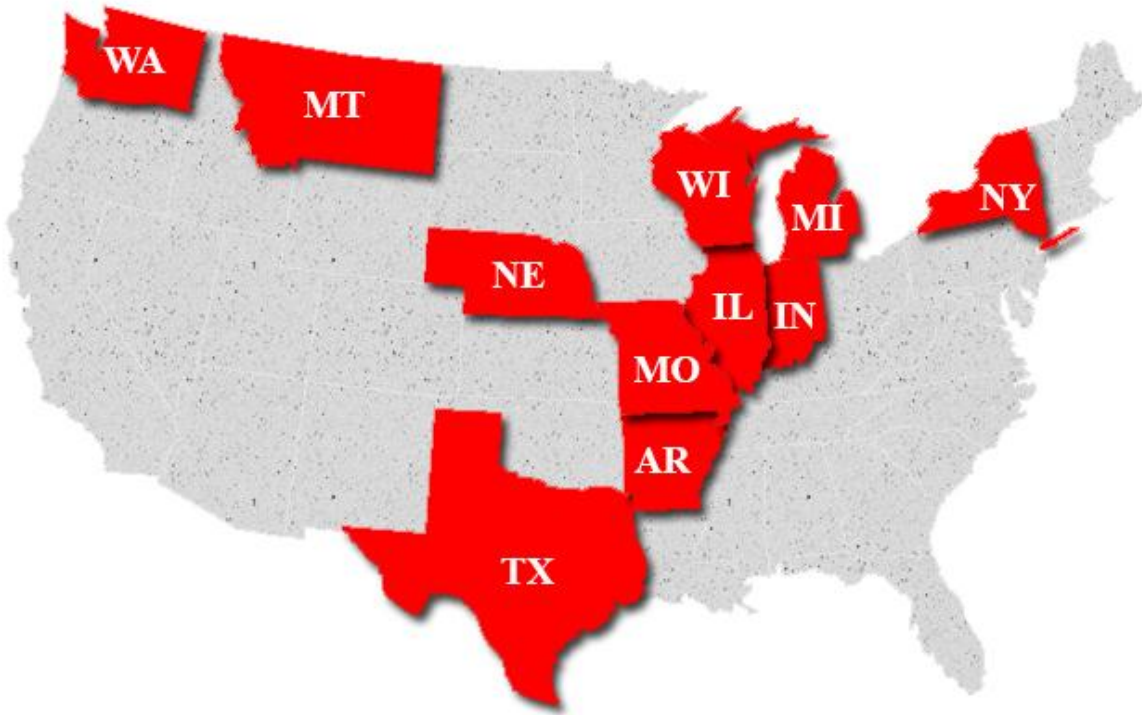
**District Level Administrative/Instructional Contact:**

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**State or Regional Contact:**

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## VII. Questions and Answers





## **Math MATTERS Questions and Answers**

The following questions are typical of those asked about Math MATTERS. For further information, please contact your state or regional migrant education contact or refer to the section in this guide, Math MATTERS CONTACTS FOR ASSISTANCE:

### **How is the Math MATTERS program for grades 7-8 different?**

For grades 7-8, there are several options available including using the revised MASTERS 2012 curriculum or PASS courses. To be included in the evaluation data, middle schools students must complete pre- and post-assessments. If a program chooses to use lessons without pre- and post-assessments, those students will not be included in the data.

### **As a Math MATTERS Partner in Texas, my students are viewing the classes in their homes. How often should I check on them?**

The frequency of interactions between Math MATTERS students who are viewing at home and the Math MATTERS Partner will vary from school district to school district. The secondary course(s) will necessitate the most interaction between Math MATTERS Partners and students because of the credit-bearing nature.

### **Do my students have to complete all of the activities suggested at each of the levels?**

Regardless of whether the Math MATTERS Partner is working with students in homes or in schools, the partner will need to determine the needs of the students and select those activities which best fit. Some of the activities can be assigned and completed independently or with parental help. It is very doubtful that time will allow for all of the activities at the early education, elementary, and middle school levels to be completed.

### **I'm an out-of-state Math MATTERS Partner. What do I do when a student enrolls after classes are well underway, and when I have students who leave before the end of the classes?**

Students will be entering at different times during the Math MATTERS classes. The instructional design for all levels incorporates units that equate to one week of instruction. Each of the units is somewhat independent of the others. Ideally, students receive the instruction in the sequence outlined. However, if that is not possible, it is suggested that the student start on whatever lessons/unit is being broadcast at that time. It is very important to administer both a pre- and post-test to all students, regardless of when they enter and exit the program. For the secondary course(s), it is critical to determine what material has been missed and develop a schedule and strategy for making up missed work. Making up work in the other instructional strands is less important, since they are not credit bearing and are considered supplemental instruction.

### **What about STAAR? How does the Math MATTERS program instruction relate to the Texas Assessment of Knowledge and Skills?**

The summer instruction was designed to meet the needs of migrant students in the reading, writing, and math areas of the STAAR at the elementary, middle and high school levels. Activities targeted to STAAR have been added to the Daily Routine. TEKS objectives in these levels were used in curriculum development.



**How do I obtain DVDs of the classes?**

The order form can be downloaded from the website.

**Can I receive the curriculum before mid-May?**

The annual curriculum renewal process is a very extensive undertaking requiring months of development, proofreading, and editing. It is not possible for the curriculum to be made available prior to mid-May. Every effort is made to post book lists and materials lists on the website as early as possible to provide ample time for ordering and receiving the required materials.

**If I order a complete set of DVD's, are all of the classes included in one shipment?**

No, the pre-recorded classes are taped weekly beginning in February and ending in early June. DVD's are shipped weekly and you should always have the classes one week prior to the actual broadcast date.

**Are there a lot of forms to complete?**

Efforts were made to keep the paperwork to a minimum. Only the necessary forms for a meaningful evaluation are required. For secondary students all programs will be asked to maintain a student tracking/assessment form showing the grade students are earning for each module.

**How are Math MATTERS students tracked?**

Math MATTERS students are tracked via fax and the New Generation System.

**What about testing, assessment and grades? What do I do about evaluating students?**

Each level of instruction is divided into units. They address different topics and correspond to one week of instruction. Each local district or program should decide how to use the assessment activities, although it is very important to administer both a pre- and post-test when the students enter and exit the program. At the secondary level, however, there are different requirements. Guidelines for evaluating student work and for final assessment are included in the curriculum guide for the appropriate course.

**What about assigning levels to students? For example can fifth or sixth graders take the middle school classes, or do they have to take the elementary ones?**

It is possible that academically strong fifth and sixth grade students will be better placed in the middle school strand which might be more challenging and more interesting for them. At the same time, some second graders might need the review at the early education level. In other words, for the early education, elementary and middle school levels, Math MATTERS Partners and Administrators are asked to evaluate which strand is best for each student based on his/her individual needs and interests. **As a general rule, a student would enroll in the grade most recently completed. All student materials have an icon in the heading instead of the grade level to maximize flexibility.**

**How will my students interact with the teachers?**

The teachers will be available on MAS Space from June 10 – August 15.

**I understand that high school students in secondary courses (except for Integrated Math Concepts, MOM and the TAKS Review) will receive ½ unit of credit?**

Students who demonstrate mastery of the essential elements at a level of 70% or better are eligible to receive ½ unit of elective or required credit.

**If I know that a family is getting ready to move to another location, what can I do to connect them with another Math MATTERS program?**

Call the Texas Migrant Interstate Program (TMIP) at 1-800-292-7006.

**What if I have new students enroll and need additional materials?**

The materials can be copied if you need additional ones.

**Where will the Math MATTERS data collection forms be sent this year (summer 2014)?**

All data collection forms as well as surveys will be sent to the state migrant coordinator. In Texas forms and surveys should be sent to:

Susie Coultriss  
State Director, Bilingual/ESL/Title III/Migrant  
Curriculum Division  
Texas Education Agency  
1701 North Congress Ave.  
Austin, Texas 78701  
(512) 463-9581 Tel.  
(512) 463-8057 Fax  
[susie.coultriss@tea.state.tx.us](mailto:susie.coultriss@tea.state.tx.us)

**Please send forms electronically.**