

# Mcgraw Hill My Math Pacing Guide

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from two math coaches who really know how have you ever wished there were a single resource to help you tackle your most persistent teaching issues once and for all to engage students in more meaningful ways to provide the tools you need to increase students understanding of key mathematical concepts all at the same time math coaches thomasenia lott adams and joanne laframenta have just written it with the help of this book you ll be armed with the know how to employ strategies to achieve the ccss especially the mathematical practices make purposeful teaching decisions facilitate differentiated instruction teach and learn with manipulatives use technology appropriately

the need for a cohesive and comprehensive curriculum that intentionally connects standards instruction and assessment has never been more pressing for educators to meet the challenging learning needs of students they must have a clear road map to follow throughout the school year rigorous curriculum design presents a carefully sequenced hands on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keeps all areas tightly focused and connected

in the current educational climate teachers in low performing schools are experiencing pressure from state and district policy makers to raise student performance on state tests some district administrations have undertaken various measures including implementing numerous and specific mathematics content standards adopting particular curricular packages and requiring teachers to use them as their primary instructional materials and even creating pacing guides with uniform timelines for presenting lessons to students these efforts have had the cumulative effect of urging teachers to stick closely to a standard curriculum in order to raise student test scores teachers must also interpret and attend to the needs of their students and ideally teach their students to understand mathematical concepts and processes as opposed to narrowly mastering procedural skills it may not always be possible to both follow administrative mandates about instruction and meet student needs and teachers may have to make a compromise between these two objectives in this study i examined how elementary school teachers in a particular accountability pressured school decided to teach mathematics drawing on multiple interviews and ten classroom observations per teacher i created portraits of the mathematics instructional choices of four second grade teachers including their use of instructional materials such as textbooks i drew on an analytical framework adapted from stein grover and henningsen 1996 to assess various features of the lesson in order to note the interaction between the materials and the teachers decisions about how to use them i developed a lesson signature for each teacher a visual representation of the typical organization of the teacher s lessons and how materials were used within them my findings indicated that the teachers individual goals for their teaching beliefs about their students needs and interpretations of the district s curricular mandates interacted to steer their instructional choices to very different results two of the teachers dutifully followed the textbook while two essentially disregarded it in favor of other materials teachers own senses of their autonomy to make curricular decisions and their support for their students autonomy in learning math emerged as important factors i suggest implications for teacher professional development and curricular materials development

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