

## Mcgraw Hill My Math Pacing Guide

Elementary School Teachers' Mathematics Instructional Decision Making in the Context of District Mandates on Instruction Math Plus, 1994 II Te Test Prep Gr2 Math 04 Math Expressions: Student activity book, vol. 1 Harcourt School Publishers MathCracking the SAT 2001 The Elementary Teacher's Guide to Conferences and Open HousesCracking the SAT 2002Cracking the SAT Distributed Leadership in PracticeHarcourt School Publishers MathCracking the New SATHarcourt School Publishers MathHoughton Mifflin Math CentralMathematics for Every StudentMathematics PlusHarcourt School Publishers MathCracking the SAT and PSAT 2000Scott Foresman-Addison Wesley MathematicsFraming Questions, Constructing Answers Heather Anne Martin HB Staff HSP Harcourt School Publishers Adam Robinson Melissa Hughes Adam Robinson Adam Robinson James P. Spillane Harcourt School Publishers Adam Robinson Harcourt School Publishers Dorothy Y. White Harcourt School Publishers John Katzman Noel F. McGinn

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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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demonstrates how connecting real life activities with mathematical concepts and building on students knowledge and experiences can help them excel in the classroom strategies that can immediately be implemented to help students form better connections with the content they are studying are also described from publisher description

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this workbook is an example of an interactive expert system it simulates the relationship between an education policy maker and an informed consultant the consultant interviews the policy maker asking about the performance of the education system the policy maker s answers to each question influence the next question that is asked the consultant discusses results from studies in other countries to help focus questions eventually the questions lead to examples of programs tried out in countries with problems similar to those of the policy maker all aspects of basic education systems are covered finance teachers assessment curriculum material buildings and administration

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