

# SUPPORTING COMMON CORE-DRIVEN CURRICULUM ADAPTATIONS FOR HIGH SCHOOL ALGEBRA

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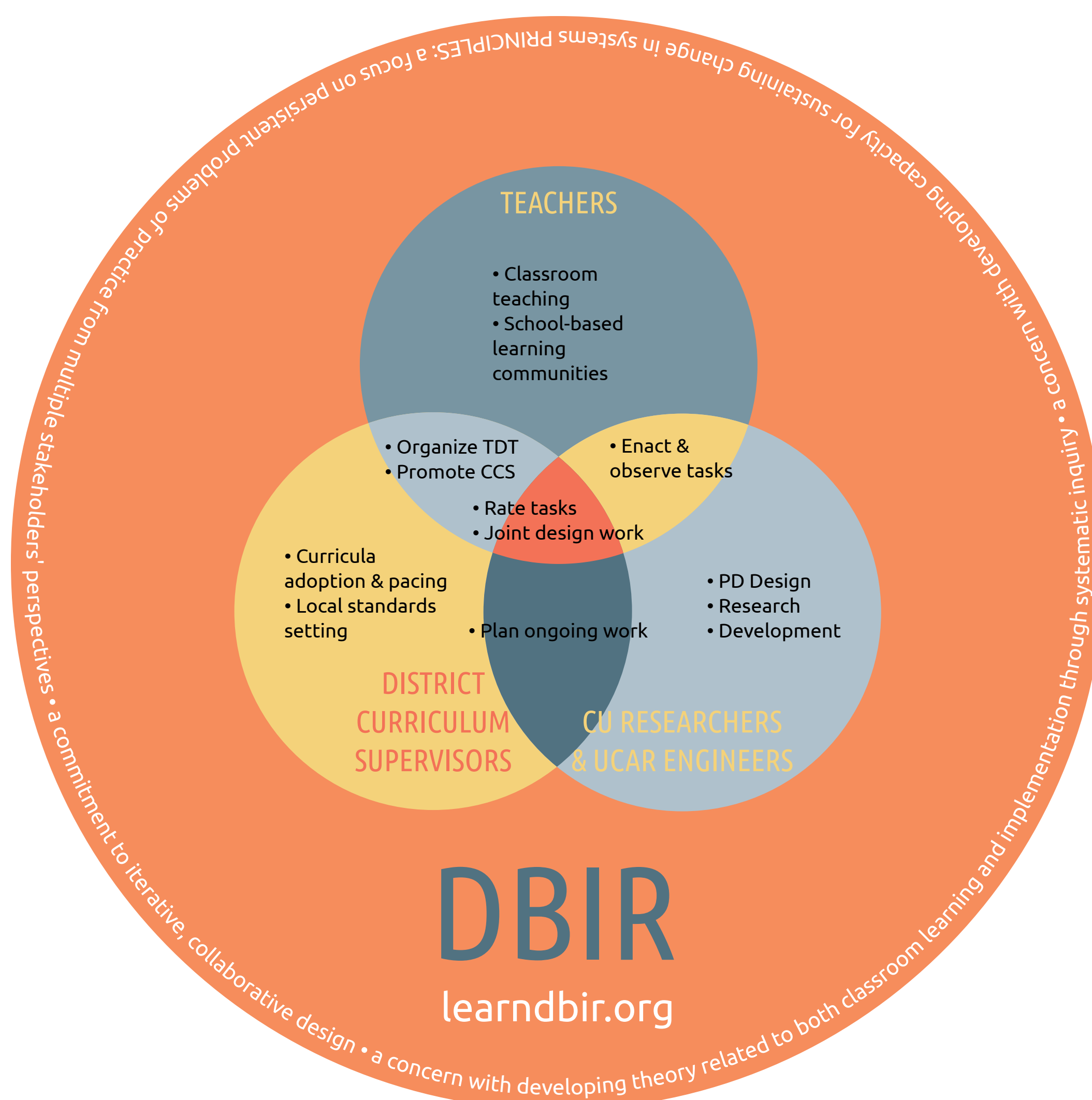
University of Colorado **Boulder**

# QUESTIONS

What products and processes are needed to support high school algebra teachers' Common Core-driven curriculum adaptations?

## How can those products and processes be developed?

What does task implementation suggest about how to revise processes for curriculum adaptation?



# PRODUCTS AND PROCESSES

## DESIGN PRINCIPLES

- CCSSM alignment
- Cognitive Demand (Stein, Smith, Henningsen, & Silver, 2009)
- Language: Task Language and Options for Expressing Understanding (Moschkovich, 2012; Solano-Flores, 2010)
- Technology

## CURRICULAR PRODUCTS

- Primary task sources: Illustrative Mathematics ([illustrativemathematics.org](http://illustrativemathematics.org)), Mathematics Assessment Project ([map.mathshell.org](http://map.mathshell.org)), Discovering Algebra, The Mathematics Common Core Toolbox ([ccsstoollbox.com](http://ccsstoollbox.com))
- Task rating site
- Curriculum Customization Service

## PROFESSIONAL DEVELOPMENT

- Teacher Design Team (TDT) meetings
- Share facilitation of task rating review
- Seek consensus
- Value debate
- Press for evidence and justification of ratings

Spring 2013: 3-4 week microcycles of design supported the development of principles, products, and PD (McKenney, Nieveen, & van den Akker, 2006)

## TASK RATING SITE

<ul style="list-style-type: none"> <li>• <b>Chapter 1 Tutorials</b></li> <li>• 1.1 &amp; 1.2</li> <li>• 1.3 &amp; 1.4</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chapter 1: Basics</b></li> </ul>
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## CURRICULUM CUSTOMIZATION SERVICE

[illegible]

*"Common Core-ready teachers, not just Common Core-ready curriculum."*

- Tamara Sumner, PI

## FINDINGS

### Key design tensions and challenges:

## Results:

- 40 rated tasks
- Pre-discussion rating agreement for cognitive demand was steady around 60%
- Pre-discussion rating agreement for CCSSM alignment varied between about 50-80%

YEAR 2 (2013-2014)

YEAR 3 (2014-2015)

## ONGOING AND FUTURE WORK



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## PARTNERS



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