

Quality Mathematics Education Model – Curriculum

I. District has a curriculum (plan for what and how students learn) that is aligned to the <i>New Mexico Math Content and Process Standards</i>			
a	b	c	d
1) The content and processes considered essential for all students have been identified and communicated to all stakeholders (administrators, teachers, parents, students, community). 2) The essential content and processes can be addressed in the instructional time available to teachers. 3) The essential content and processes are sequenced in a way that students have equitable opportunities for learning and success.	1) The content and processes considered essential for all students have been identified and communicated. 2) The essential content and processes can be addressed in the instructional time available to teachers.	The content and processes considered essential for all students have been identified.	The content and processes considered essential for all students have not been clearly identified.

II. District has adopted standards-based resources that are field-tested and support the <i>New Mexico Math Content and Process Standards</i>			
a	b	c	d
1) District has adopted common, horizontally and vertically aligned, standards-based resources K-12. 2) District is committed to implementing these resources in a way that supports the <i>Process Standards</i> .	District has adopted common, horizontally and vertically aligned, standards-based resources K-12.	District has adopted or uses some standards-based resources. There is little to no consistency across the district.	District has not adopted standards-based resources.

Quality Mathematics Education Model – Curriculum (continued):

III. District provides professional development opportunities for teachers to support implementation of standards-based teaching and learning			
a	b	c	d
<p>1) The district has established robust and long-term professional development for teachers focused on experiencing, implementing, and reflecting on the mathematics and pedagogy of the selected curriculum resources.</p> <p>2) Teachers work collaboratively at their school site to plan, teach, and revise teaching units and individual lessons based on district curriculum and student learning.</p> <p>3) Professional development is aligned with the <i>New Mexico Standards</i>, the district’s selected curriculum materials, and state and district assessments.</p>	<p>The district has established robust, long-term professional development for teachers focused on experiencing, implementing, and reflecting on the mathematics and pedagogy of the selected curriculum resources.</p>	<p>The district provides professional development for teachers to learn about curriculum resources and implementation strategies of curriculum resources.</p>	<p>No organized professional development about the adopted curriculum is provided by the district.</p>

IV. District uses state, district, school, and classroom data as tools to guide implementation of selected curriculum			
a	b	c	d
<p>1) District provides all teachers with useable student-level data (SBA, formative, summative) in a timely manner in order to determine student learning needs and inform instructional changes</p> <p>2) District supports teachers in the use of formative (including short cycle) assessment data to monitor the degree of implementation of curriculum resources and student learning.</p> <p>3) District reviews instruction and assessment data to ensure that all students are provided with multiple opportunities to demonstrate skills and knowledge.</p> <p>4) Students are involved in assessing their progress towards meeting grade-level standards.</p>	<p>1) District provides teachers with data in order to determine student learning needs and inform instructional changes</p> <p>2) District uses formative assessment data</p> <p>3) District reviews instruction and assessment data</p>	<p>1) District provides teachers with data</p> <p>2) District collects formative assessment data</p> <p>3) District reviews assessment data</p>	<p>1) District may not provide teachers with data</p> <p>2) District data is primarily summative</p>