

Guidance around Implementing Core Curriculum Materials *Pearson's Connected Math Program 3*

Over the past three years, teachers across New York City have been working to integrate the Common Core instructional shifts in their classrooms. Last spring, the vast majority of schools with elementary and middle school grades decided to purchase at least one of the Core Curriculum options that the New York City Department of Education (NYCDOE) recommended in ELA and math. For those schools, successful implementation of these programs—either with fidelity or simply as resources to supplement other curricula—requires making instructional decisions about how to adapt these curricula to enable all students to access and learn the material. This frequently asked questions document is designed to assist principals, assistant principals, and teachers in thinking about implementation.

The Core Curriculum programs were selected because they are high-quality, Common Core-aligned options. They offer a wealth of material to use to develop units and lessons. However, no purchased curriculum can meet everyone's needs and none of these programs are intended to be followed verbatim.

For example, math teachers have asked if they have to administer all of the assessments in a given program. The answer is no, teachers should only use the assessments that make sense given the overall assessment picture for their class and school. Math teachers are also making adjustments as they choose which problems to give to students as they practice new learning. By carefully selecting these problems, teachers are able to better address the individual needs of their students, while also making more effective use of class time.

Grappling with these kinds of instructional decisions is essential to the implementation of new curricula. Teachers and teacher teams, in consultation with school administration, should engage in professional dialogue about adapting the materials to meet their students' learning needs. This can happen as part of ongoing lesson planning and/or during teacher team time.

Please see reverse for responses to other frequently asked questions from teachers about **Pearson's *Connected Math Program 3***.

Frequently Asked Questions about Pearson's *Connected Math Program 3*

What are the key components of *CMP3*?

CMP3 is designed based on the understanding that math is coherent and relevant in the real world and that while math content is divided into domains, these domains are all connected and students will learn math best if they understand these connections. All of the *CMP3* problems are grounded in real-world context, which naturally integrates many mathematical concepts into a situation. Students apply prior knowledge to investigate rich problems and, in so doing, learn new math content in ways that are familiar and coherent.

There is so much content to teach, how can I get through all of it?

Especially in the first year of implementation, you may have trouble covering all of the material. You should work with your department and administrators and consult guidance on content emphases to make thoughtful decisions about where to focus in your first year with *CMP3*. *CMP3* is designed to help students make connections between concepts and investigations to support learning. Ideas are introduced early and developed for mastery throughout the units. The sequence of lessons and units is intentional and should be considered when making planning and pacing decisions. The scope and sequence documents provide guidance on how the content can be addressed over the course of a school year. In addition, the NYCDOE and *CMP3* have worked together to create focus questions and graphic organizers to support teachers in knowing the key ideas to develop within each lesson. Planning these adjustments can happen as part of ongoing lesson planning and/or during teacher team time, in consultation with school administration.

How can I adjust the *CMP3* curriculum given the needs of my students while still ensuring that what I am teaching is Common Core-aligned?

CMP3 is Common Core-aligned, which means that the material will be a big stretch for some students during this transitional time. The curriculum should form a basis from which you can meet your students where they are and continue to build toward grade-level skills using your professional judgment. As always, when making adjustments, you should prioritize providing learning experiences for students to engage with grade-level content in ways that connect to and reinforce prior knowledge rather than provide direct instruction to address gaps.

How do I effectively use assessment as part of *CMP3*?

Teacher teams should develop an assessment plan that makes best use of the assessment opportunities and types available by first identifying the types of data and evidence of student understanding that would be most helpful. There are many options in *CMP3* for both formative and summative assessment, including baselines, check-points, partner quizzes, unit projects, unit tests, reflections, and ACE problems. It is not expected you will administer every assessment provided. Understanding the options will prepare you and your team to make a strategic assessment plan on which you can base your instructional decisions.

What online supports are available for *CMP3*?

You can access the NYCDOE *CMP3* professional learning community on *Teachability* by going to www.pearsonschool.com/nyccmp3 and adding the following user license code to your personal profile: NYCDOE-RE9FQ01QMZIWMTMX. You can also register for Dash, an online dashboard that will provide educators with access to *CMP3* content and program information, and set up teacher and student accounts in MathXL for School, an online tutorial program for students that includes additional skills practice, automatically-graded assignments, and personalized practice and study plans. Webinars to support implementation of *CMP3* are also now available on *Teachability*. For questions related to content, email nyccmp3support@pearson.com.