

Math Design COLLABORATIVE

Colorado Integration Project



What is the MATH DESIGN COLLABORATIVE?

“Forcing rote memorization is not going to cut it anymore. These new methods are about immersion and making sure there is understanding.”

-Escalante Middle School Math and Science Teacher

The Math Design Collaborative (MDC) provides teachers with formative assessment lessons and professional development so they can use evidence of learning to adapt teaching, minute to minute and day to day.

Central to MDC are sets of Formative Assessments Lessons (FALs). Each lesson is research-based, aligned to the Common Core State Standards (CCSS),

and fit within CCSS-aligned courses of study. The FAL's represent a major innovation in teaching and learning math. Their hybrid model of assessment and instruction is designed for medium-cycle formative assessment—the type that teachers can use every two weeks.

More information on the FAL's can be found at the Shell Centre website at www.mathshell.org.

Why MDC?

MDC provides teachers with tools and individual coaching to enable teachers to respond to the instructional shifts necessary with the CCSS.

- A vehicle for delivering content while incorporating reading and writing tasks
- A tool for guiding rigorous instruction and backwards design
- Strategies to differentiate instruction
- Formative assessments
- Common language and structure to facilitate collaboration across schools, districts and the nation
- Instructional strategies that foster student engagement while delivering Colorado Academic Standards, including CCSS

Benefits to Educators:

1. A tool for guiding rigorous instruction and backwards design
2. Strategies to differentiate instruction
3. Formative assessments
4. Common language and structure to facilitate collaboration across schools, districts and the nation
5. Instructional strategies that foster student engagement while delivering Colorado Academic Standards, including CCSS

What is the Colorado Integration Project?

The Colorado Integration Project is a collaborative effort to pilot a more integrated model of teaching and learning designed to significantly improve the number and rate of students who graduate from Colorado high schools college and career-ready while providing a more professional and rewarding environment for educators.

This is not just another initiative, and it goes beyond implementing required legislation. It aims to ensure the highest possible performance for both educators and students by aligning academic content, educator performance, student achievement, and professional growth. It uses promising tools to integrate these components together in a way that creates greater

results than would be possible if done in isolation. The project builds on work that districts are already doing to create systems that support good teachers and provide students with meaningful, engaging learning experiences. It elevates the environment for teaching and learning while advancing achievement by creating differentiated instruction for students and differentiated professional development for educators.

The Integration Districts are leading this work by serving as “learning laboratories” to capture lessons learned and inform best practices for local and statewide implementation.

About The Colorado Education Initiative

The Colorado Education Initiative (CEI) is an independent non-profit organization that works in partnership with the Colorado Department of Education and public education stakeholders to accelerate bold improvement in student achievement through innovation, collaboration and capacity building.

CEI believes that increased student achievement for all Colorado students requires effective leaders in every school, effective educators in every classroom, and healthy and engaging environments that ignite a passion for learning in every student.

To learn more about the LDC in Colorado, please contact Amy Spicer, Director, Research and Impact at aspicer@coloradoedinitiative.org or (720) 502-4707.

“I can’t get my kids to stop talking about things. Even kids who barely spoke are now speaking up in class. Instead of being asked to simply solve a problem, they’re being given the problem and being asked, ‘How would you solve that?’ I learn from their approaches everyday.”
-Educator

