Elem Math RFI Q & A –

- What would an exemplar math classroom look like in 2024-25? What will whole-group and small-group instruction look like? What will lessons look like on a daily basis?

  Uses the Launch, Explore Discuss model. See an example of the model from NCDPI below:
  Launch-Explore-Discuss Lesson Framework

  Launch: Teacher introduces a task to the students, ensures students are clear on the expectations and that they have access to materials (e.g., manipulatives, etc.).

  Explore: Students work on the task with their partner or in small groups. The teacher only gives instructions and asks questions to support task exploration. An ideal program provides suggestions of prompting questions for teachers to ask and students to look for. Questions should encourage students to make connections from prior knowledge to new learning. Questions may also help students make connections from concrete representations to symbolic notation.

  Discuss: The class comes together to discuss the problem and ways they solved it. Students lead the conversations by sharing work and representations of their thinking. The teacher may select a main focus based on observations and facilitate the discussion. Teacher ensures the learning has been made explicit.

  Follow-up Activities: Students continue to work on the concept throughout the remainder of the lesson with activities, math games, and small group work. The teacher works with small groups for core and differentiated needs.

- To what extent does CMS hope for teachers to lead (vs. facilitate) mathematical instruction and discussion in 2024-25?

  CMS uses the Launch, Explore Discuss model where a teacher's primary role is to facilitate mathematical instruction and discussion. See an example of the model from NCDPI in the question above.

- In an ideal classroom, how much direct teacher instruction should occur?

  CMS uses the Launch, Explore, Discuss model for instruction. The teacher's primary role is to facilitate discussion and pose questions to prompt student thinking. Direct instruction is only used as needed. As stated by NCDPI in the Launch, Explore, Discuss Lesson Framework, "The Discuss portion of the lesson is student-owned and teacher-facilitated, as students share the various strategies and representations that they used during the Explore portion. The teacher should have in mind specific strategies they want to have students share and know which students used those strategies. If there is a strategy that the teacher wanted to be shared that was not done by a student, the teacher has the choice of either introducing the strategy to the entire class or waiting until the follow-up activities in the next portion of the lesson and bringing that strategy up to a small group of students."

- Would CMS be comfortable with students being the primary drivers of mathematical discussion in lower grade classrooms (K-2)? In upper grade classrooms (3-5)?

  Yes, CMS is comfortable with students being the primary drivers of mathematical discussion in both K-2 and 3-5

- How do CMS' current supplemental solutions accelerate impact and achievement in K-5 Mathematics?

  CMS provides supplemental solutions for each unit of study that range from games and activities to supportive additional lessons and small group teaching points. Our goal is to accelerate achievement by offering grade level content aligned to the NCSCS to all students with on-ramps and support suggestions for teachers.

- Are CMS' current intervention solutions sufficiently age-appropriate and engaging?

  CMS's MTSS team has created a list of approved interventions for teachers to implement that are aligned to NCDPI Intervention criteria.

- Please describe an ideal student experience for CMS' Tier 2 and Tier 3 students.

  The ideal experience for a student needing supplemental (tier 2) or intensive (tier 3) intervention would be for the student to receive targeted instruction around one identified specific skill for ten weeks. The intervention would focus on building conceptual knowledge through exploration with physical manipulatives and visual models connecting new understanding to symbolic representations. This process of intervening intensively around specific skills will then allow the student to be successful in core instruction (tier 1) without the need of supplemental and intensive supports.

- What is the most pressing problem CMS seeks to resolve through this prospective adoption?

  Student learning that has a positive impact on student achievement. This problem can be resolved through providing teachers with the support to offer grade level content with on ramps without modifying the standard, providing coherence within and across grade levels K-12 and an increase in Depth and Complexity of the North Carolina Standard Course of Study. (Ex-problems in context, more visual models, less rote memorization, more problems aligned to level 4 and 5 indicators.)

- On page 22 of the RFI, it states “Compliance with Regulation DJ-R Purchasing/Contracting. Appendix 1. Federal Fund Requirements. III General Procurement Standards and Procedures.” There is a link provided, but when I click on the link, it appears that I need a username and password to access the document. Can you please provide this document or provide access to this link?

  https://drive.google.com/file/d/1DymHkicYVM5Lis8Z3NMKh0HDtVzMuE7F/view

- 2.Within the Professional Learning and Support rubric it states that you are looking for *extensive* professional learning experiences and support. Can you please clarify what the district means by “extensive” or provide further details on the type of professional learning you are looking for?

  Please see page 15 for more clarity around the parameters for extensive professional learning