

TEACHER LEARNING PRACTICE PROTOCOL

Analyzing and Adapting Curriculum

Overview of this Protocol

While many teachers choose to create their own math tasks for their students (e.g. writing a story problem, choosing numbers, etc.), groups of teachers might find it useful to engage with each other to analyze and adapt the curricular materials they have available and are familiar with. The goal of this protocol is to apply a CGI lens to already existing curricular resources. We want teachers to consider how they might take up and use curriculum to support mathematical learning in their own classrooms, drawing from their own knowledge and experience of their students, their teaching, and children's mathematical thinking.

Preparation (to be completed before meeting)

- **Form a small group** of teachers who would like to collaborate around curriculum together. They do not all need to be in the same grade level, but somewhat similar grade levels might be helpful.
- **Select one common resource**, likely from a printed curriculum (e.g. one lesson in MyMath, Eureka, Envision, Everyday Math, etc.) that you/your group would consider implementing within the next week or two.
- Make sure each group member **has access** to the resource at the meeting.

Analyzing and adapting curriculum protocol (during the meeting)

- Group members **complete "Step 1: Lesson Analysis"**. This can be done individually or in pairs. (~5 min)
- **Discuss each person's analysis**. What is common across your analyses? What differs? What issue do you want to dive into more deeply? (10-15 min)
- After the group discussion, **complete "Step 2: My Own Lesson Implementation"**. Again, this can be an individual or pair effort. (5-10 min)
- **Share out your adaptations**. Whenever possible, provide rationale for your decisions related to children's mathematical thinking. (10-15 min)

Possible follow-ups to this protocol (after the meeting)

- Group members implement the adapted lesson, then debrief at the next meeting.
- Teachers observe one another implementing the adapted lesson.
- Teachers bring artifacts (photos, student work, etc.) to next meeting and discuss these artifacts.
- Share your lesson adaptations with others outside the group.

*Protocol adapted from TEACH Math
Teachers Empowered to Advance Change in Mathematics Project
and Empson, S. & Jacobs, V.*



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Name: _____ Lesson (Resource/Page): _____

Step 1: Lesson Analysis	
What are the central mathematical goals of this lesson? What do the lesson authors hope children will take away from this lesson?	
What kinds of spaces exist for each of your students to share and discuss their mathematical thinking with the teacher and the class?	
Choose and describe one component of this lesson that would give your students the best opportunity to make sense of the mathematics and develop/use their own solution strategies.	
Within your chosen lesson component, what details of your students' math thinking do you anticipate you might learn?	
Step 2: My Own Lesson Implementation	
Considering the range of learners, you have in your classroom, how might you use this lesson/resource? What adaptations would you make? Which portions would you use and how would you use them?	

