

PROGRAM ELEMENTS

AES Program Elements Related to PFSS Goals

A. Proficiency for all: All students will achieve proficiency in mathematics

- AES goals are based on the Common Core and California Mathematics Standards focus of preparing students for college and careers through developing critical knowledge and skills. Not only are Math Content standards essential, but so are the Mathematical Practices that build student agency and thinking skills that will best prepare them for the 21st Century. The expected outcomes of our work with schools is that students increase their mathematics achievement on district and state tests.
- AES provides a customized math program transformation approach that meets teachers where they are and works with at their point of need. After each session, teachers track data about student learning, and identify instructional Next-Steps that will increase student outcomes.

B. All AES programs build in student engagement and culturally and linguistically responsive instructional practices to promote success for AES is proud to support students across the country who are English Language Learners, those who live in poverty as well as students in need of academic enrichment or intervention.

- AES consultants understand the need to connect learning to students' own lives, so that mathematics is a real tool that students use to understand the world around them. Student agency, questioning, and critical thinking is foundational to the AES approach.
- The AES leverage tools of Math Journals, Anchor Charts, and Talk Moves are language-based. Mathematics is a language, and AES models and supports teacher use of linguistically responsive practices.

C. The AES focus is on simplicity of implementation: Job-embedded professional development in teachers' own classrooms, using their own students, curriculum, and digital platforms provides models for teachers to emulate.

- Teachers learn patterns for making instructional decisions, which serve them in multitudes of instructional situations.
- Teacher feedback to AES consistently includes comments such as, *"I now have a clear plan for teaching problem solving"* and *"I loved the model lesson—now I see what good teaching should look like and sound like with my own students!"*

D. Parent, Community and Student Engagement: Consultants support teachers in sharing priority computation strategies and skills for mathematics with their parents. AES also supports the teacher-parent partnership in site-specific ways.

Proposed Program Objectives for AES Professional Development:

1. Increase student achievement in mathematics on SBAC, on unit assessments, on district interim IAB assessments, and on formative classroom assessments that address the California Framework Mathematics Standards.
2. Develop a consistent school-wide System of Practice using powerful, high-yield instructional strategies and content priorities.
3. Provide professional development for implementation and accountability strategies for teachers, coaches, and administrators.

Proposed AES Approach to Transforming Mathematics in Schools:

- Strengthen Tier 1 and 2 instruction, through developing a consistent System of Practice at school, using mathematics improvement processes from *Small Steps, Big Changes: Eight Essential Practices for Transforming Schools Through Mathematics* by Chris Confer and Marco Ramirez
- Support teachers in implementing powerful teaching practices from *Principles to Action*:
 - o Establishing clear goals for learning
 - o Facilitate meaningful mathematical discourse with high level academic language
 - o Pose powerful questions and tasks that support problem solving
 - o Build procedural fluency from conceptual understanding
 - o Support productive struggle in learning mathematics
 - o Elicit and use evidence of student thinking
- Provide administrators with doable follow-up tools to move *Small Steps* leverage tools to consistent practice across the school.

Proposed Options for Math Professional Development:

1. **Targeted Lesson Study Inquiry Cycles:** Tier I and Intervention Studies
2. **In-depth Planning for Success:** Tier I Instruction and Intervention
3. **Teacher Co-teaching and Coaching with feedback:** Tier I and Intervention
4. **Administrator Support and Coaching** for teacher implementation support.
5. **School-site Workshops for Vertical Discussions and School-wide Consistency:**

Samples: Develop School-wide Success Criteria for Leverage Tools (Anchor Charts, Math Journal, Talk Moves); Tier II and Small Group Intervention planning Analyze current benchmark and formative assessment data; Unpack standards at a deep level, Develop Knowledge Packages through prioritizing and chunking standards, and using this tool to develop units of instruction; Plan with the End in Mind through identifying DOK level, patterns of questions and language of the SBAC test and benchmark assessments; Use SBAC Blueprints and district pacing to select lessons and formative assessments and to develop an anchor chart for the unit; Plan lessons with effective engagement strategies, strategies for supporting English Language Learners; Apply quality questioning strategies to lessons, by developing Quick Writes, Quick Write Summaries, and Exit Tickets, as well as and other formative assessments; Address effective differentiation; Develop strong math content understanding for teachers, and effective use of instructional resources.

EXHIBIT B-1 (REVISED)

PRICE SCHEDULE

Associates for Educational Success (AES) proposes a fully burdened fixed Unit Rate cost structure:

- AES provides services in units of a whole day.
- \$2,268 per consultant per day.
- This cost includes all direct and indirect costs and profits, fringe benefits, and all materials, supplies and equipment.