



## DISTRICT VISION STATEMENT FOR HQIM MATH IMPLEMENTATION 2022-2023 HANCOCK COUNTY SCHOOLS DISTRICT #340

Hancock County School District will select high quality instructional materials, from the state approved list, that are aligned to the state of Tennessee math standards. HCSD will provide math teachers with professional development from approved vendor, ensure purchase and delivery of teacher or student materials needed for the classroom, and implement new materials with fidelity to decrease gaps in student learning across a vertical alignment in grades K-12.

### DISTRICT TEAM RESPONSIBILITIES, COMMITMENT, and IMPLEMENTATION EXPECTATIONS

Team Members include:

NAME	LOCATION	TITLE
Ashely Hopkins	District Office	Supervisor of Curriculum & Instruction
Deborah Southern	District Office	Federal Programs Director
Angela Kinsler	Middle/High School	Principal
Edwina Blevins	Middle School	Academic Coach
Bobby Keaton	High School	Academic Coach
Brandon Steele	High School	Math Teacher
Valerie Harrison	Elementary School	Principal
Emily Southern	Elementary School	Academic Coach
Sara Holt	Elementary School	Academic Coach
Scarlett Horton	Elementary School	Math Teacher

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## Responsibilities, Commitment, and Implementation

### Administration:

- Provide various, approved by state, HQIM to be investigated by math teachers for adoption.
- Allow K-12 math teachers to collaborate with each other on materials for adoption.
- Purchase and deliver approved, adopted teacher and student materials to appropriate K-12 math teachers in a timely manner.
- Provide all math teachers with professional development in HQIM adopted materials in a timely manner.
- Provide K-12 math teachers opportunities to find gaps created by lack of previous math curriculum and inconsistencies of instruction and create a plan of action to decrease gaps.
- Provide training on IPG (Instructional Practice Guide) to be used during walkthroughs.
- Provide feedback from IPG walkthroughs to ensure movement toward high quality instruction during implementation.
- Provide K-12 math teachers opportunities to adjust pacing guides.
- Academic Coaches will provide any help needed to K-12 math teachers during the adoption, professional development, IPG walkthroughs, delivery of materials, and implementation process.
- Academic Coaches will provide feedback through data reports and IPM meetings to K-12 math teachers.
- Academic Coaches will provide feedback to district personnel regarding implementation of HQIM materials and IPG walkthroughs.

### Teachers:

- Highly effective teachers using high-quality instructional materials results in a culture of learning. This culture of learning includes the three key shifts in math.
  - Focus: The Tennessee State Standards calls for a greater focus in mathematics. Rather than racing to cover many topics in a mile-wide, inch-deep curriculum, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom.
  - Coherence: Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected

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concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years.

- Rigor: Rigor refers to deep, authentic command of the mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators will need to pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.
- Teachers believe that all students are capable of learning and provide support through hands-on, highly engaging lessons.
- Teachers should provide a safe learning environment for students of math to engage in productive struggle.

## **Students:**

- Students should experience math in a culture that uses highly effective and aligned resources to develop and grow students who become persistent problem solvers.
- Students should be actively engaged and learning from peers across all grade levels, with teachers as facilitators of learning, and support from stakeholders.
- A passion of math should be ignited and supported for students through the following:
  - Math-specific professional learning
  - Quality teachers as facilitators of learning
  - Collaboration among students, staff, and stakeholders
  - Highly effective and aligned resources
  - Common academic language
- Students of math must be able to solve real-world problems in multiple ways.
- A safe learning environment is important for students of math to engage in productive struggle.
- Productive struggle: Students should think outside the box, not getting discouraged if initial strategies don't work, persevere and seek the correct solutions.
- Students should thrive when they are held accountable to the standards, given clear focused learning goals, and modeled multiple representations and opportunities to achieve.
- Students should complete assessments to their potential to diagnose student learning, inform instruction and provide evidence for progress toward mastery.