



vol 8 issue 1 spring 2017

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### Engaging in the Mission at NCSM & NCTM Conferences

We are looking forward to joining fellow math educators for the Annual NCSM and NCTM conferences in San Antonio, Texas. This year's conference themes are about **Engaging in the Mission** to bring high quality, meaningful and relevant mathematics to ALL students. In our 28 years of attending these conferences, our commitment to helping our most challenged students succeed in math is strengthened, and we come back feeling inspired to work with fellow educators Engaging in the Mission.

This message of inclusiveness and finding ways to help all students rings loud for us, because we live it every day with the stories we hear from students, teachers and administrators. We are proud that the *Moving with Math*® Learning System was designed to give all students access and a chance to learn and understand math. This year we are highlighting exciting results from two customers who have had great success with our programs.

St. Paul Public Schools, MN has used our **Extensions** program district-wide for the past three summers and they have had some fantastic results. Students in grades 1–8 from

this large school district have really made their summer count, with increased understanding and outstanding achievement. This summer, they will again engage their struggling students in Concrete–Representational–Abstract instruction and provide access to a learning system that has proven results.

Another customer, Jersey City Public Schools, NJ, recently shared their special education student achievement successes at the National Title 1 Conference. They are so pleased with their progress that even though their district is going through a curriculum review next year, they have decided that they are continuing and expanding their use of *Moving with Math* for their tiered system of support/RTI program!

This year in Texas we have had more and more requests for additional offerings in Spanish for ELL and ESL students. We are excited that our web-based assessment is now available in Spanish, so that the Spanish-speaking population now has access to this essential component of Formative Assessment. **We invite you to stop by our booths #422 at NCSM or #908 at NCTM to learn more about all our manipulative based RTI Solutions.**

# 35+ years

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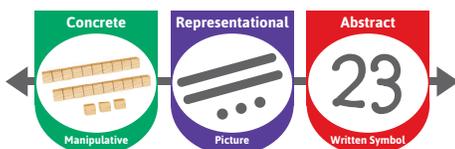


## Product Focus: Moving with Math ELL Solutions Manipulatives are the Universal Language of Math!



The *Moving with Math*® Learning System was developed specifically to meet the needs of second language learners. Manipulatives are the key to crossing the language barrier and developing conceptual understanding and language acquisition. The Learning System employs powerful Concrete–Representational–Abstract instruction coupled with research based strategies to provide ELL, ESL and Dual Language students with the tools they need to become confident, successful students.

### CRA Instruction Model



One of the strategies teachers use is the **Touch It, See It, Say It**. This approach helps to develop language acquisition for ELLs of all ages. Every lesson emphasizes technical math vocabulary and gives students many opportunities for oral and written activities in and out of the classroom. Students develop math glossaries, vocabulary cards, and math journals using real-world examples that aid in language acquisition. Classroom dialog and small group activities give students an opportunity to discuss, explain, and write about their learning.

Although the goal for most educators is to move the students into learning conducted in English, there are several classroom settings that

benefit from having the curriculum in Spanish. Our programs include Spanish student activity pages, assessments, progress monitoring tools, and Parent Handbooks. New in 2017, students now have the opportunity to take any of our Screening and Progress Monitoring Assessments online.

Several of our programs provide the flexibility to meet the needs of English language learners.

**Connections** is a developmentally appropriate, early childhood program that scaffolds instruction and includes research-based strategies and practice to meet the needs of younger learners. This cross-curricular approach uses children’s stories and learning centers to introduce or extend lessons, teach practical vocabulary and connect math to the everyday world.

**Foundations** meets the need for a RTI program for classes that have a high percentage of bilingual students. This program incorporates strategies to build conceptual understanding and language acquisition to prepare students for success in algebra.

**Extensions** was designed for students who need instruction in shorter time periods, such as after school or summer school. This condensed review of key concepts for each grade from K–8 is perfect for use in dual-language settings.

Please visit our web site <http://www.movingwithmath.com/solutions/english-education-learners-dual-language> to review results from several districts who have used the program with much success. Or give us a call to discuss your needs and request a sample.

## Online Assessment Options in Spanish to Screen and Differentiate Instruction

A successful math curriculum begins, continues, and ends with assessment. That is why *Moving with Math* includes a full complement of classroom-proven assessment tools to assist the teacher in identifying student needs and planning learning goals. These assessment tools are now available online in Spanish. Teachers can easily evaluate their English Language Learners’ math proficiency, identify at-risk students for targeted intervention, monitor student progress, and evaluate the effectiveness of the program.



### The Spanish Online Assessment Tools include:

1. Screening Pre-, Benchmark, and Post-Tests by Grade Level
2. Cumulative Pre- and Post-Tests by Math Topic/Strand
3. Check Point Progress Monitoring Assessments

### Immediate Reports

Teachers have access to immediate reports, matched to state standards, to easily differentiate instruction, monitor progress, and provide accountability to all stakeholders. These reports inform teachers on the specific learning needs of their ELL students and direct them where to go in the matching *Moving with Math* program.



## Spotlight Interview: Sean Healy

### Jersey City, NJ Public Schools Special Education— On the Path of Success



Sean Healy, District Lead Teacher for RISE in Jersey City Public Schools Special Education Department, has been guiding his teachers and students on a **path of success**. An accomplished educator, with over 13 years of teaching experience and five as the lead teacher for the Special Education Department, he has been a dynamic leader in raising achievement for this student population. Jersey City, a large urban district with over 38 Title 1 schools, has over 2600 special education students across their city using the *Moving with Math Foundations* program as either a core or supplemental math program. In addition, they use *Connections* and *Extensions* for Tier 3 students in their CHAMPS program. State testing has shown improvement surpassing other districts with similar student populations, leading them to continue to expand their use of the *Moving with Math* programs.



Stepping back several years, this relationship with Jersey City first started out as a pilot program in just a few schools. At the end of the year, we visited with the administrators to discuss results, and ended up being asked to teach a lesson to actual students from the district.

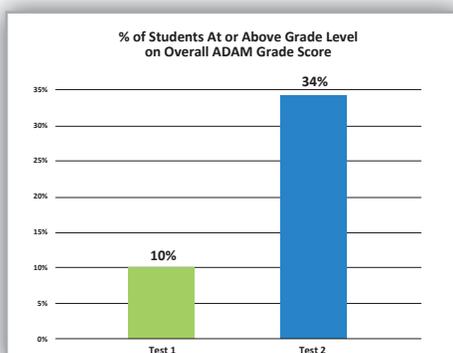
Picture a third grade boy leaning back in his chair with his arms folded sitting at a table with other third grade students. We put base ten blocks on the table and they began to explore. Using a strategy recommended by Marzano, we asked them to tell us how the blocks were *alike* and *different* and made a chart. Together we discovered the special pattern which is key to number sense, “*It always takes 10 of the smaller blocks to make one of the next larger.*” Armed with our new *concrete* discovery, we moved to the student activity books where they saw *representational* pictures of their base ten blocks and *abstract* representations of the concept. We worked the first problem together and the students began to solve the remaining problems on their own. When asked to turn to the next page, the boy who had earlier been disinterested and unengaged did not want to turn to the page until he finished all the problems on page 1!



The group of principals who had been watching were excited by what they saw and the program expanded across the whole district.

Speaking at the Title 1 National Convention in February, Mr. Healy outlined their district’s efforts and their partnership with Math Teachers Press. He noted that his teachers loved that “*Moving with Math provides concrete activities for difficult concepts in an easy to understand format and that students learn to represent and model the abstract math to promote deeper understanding.*”

When asked about his teacher’s favorite lessons he said “*Most of the fraction lessons, especially at the younger grades, get rave reviews. Students being able to see what a fraction really is and compare different fractions with the models, both the circles and the bars, is very powerful.*”



He highlighted how their schools have improved, and math achievement has increased, with a 24% increase in students at or above grade level during the 2015–16 school year on the ADAM. He also shared their district’s outstanding performance versus other large districts in the state on the PARCC assessment. The only other urban district who performed slightly better was Elizabeth, NJ and they also use the *Moving with Math Learning System*!

Mr. Healy noted that the *Moving with Math Learning System* was a “*Perfect fit for New Jersey’s Tiered System of Support and matched well with the spirit and content of New Jersey’s new standards.*” He shared that their future goals were expanded use throughout the district and improved implementation with fidelity. Mr. Healy looks forward to continued support and customization from the staff at Math Teachers Press, Inc.

upcoming exhibits & workshops

**April 3–4, 2017: San Antonio, TX**  
(NCSM) National Council of Supervisors  
of Mathematics Annual Conference  
Booth #422

**April 6–8, 2017: San Antonio, TX**  
(NCTM) National Council of Teachers  
of Mathematics Annual Conference  
Booth #908

**April 19–22, 2017: Boston, MA**  
(CEC) Council for Exceptional Children  
Booth #911

**April 21–22, 2017: Austin, TX**  
Austin Area Association for  
Bilingual Education

**June 12–13, 2017:**  
Washington, DC  
National Charter Schools Conference  
Booth #430

**July 10–12, 2017:**  
Fort Worth, TX  
(CAMT) Conference for the Advancement  
of Mathematics Teaching

**Friday, April 7, 2017:**  
San Antonio, TX  
(NCTM) National Council of Teachers  
of Mathematics Annual Conference  
**Presentation:** "Formative Assessment and  
Hands-On Instruction for RTI Success"

For a complete list visit:  
[www.movingwithmath.com](http://www.movingwithmath.com)

## a message to our valued partners...

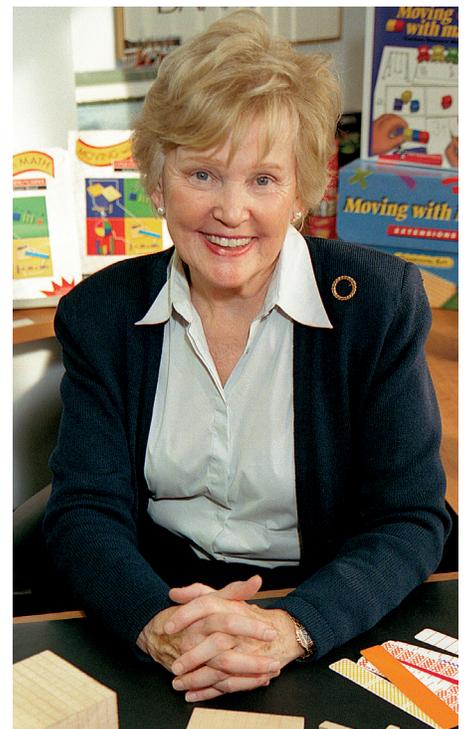
### Dear Friends and Fellow Educators,

Thank you for your continuing efforts to help students understand and become successful in math. We are looking forward to seeing you, hearing of your needs and sharing features of our newest *Moving with Math* programs. We also want to share how the Essential Elements of RTI are, and always have always been, included in the *Moving with Math* programs for over 35 years.

The development of the *Moving with Math* programs originated from the experience and success of teaching math to second language students who had recently been brought to Minneapolis from several Southeast Asian countries. These students were 13 to 20 years old and spoke little or no English.

A screening test, decision-making reports and progress monitoring tools were developed to find the grade level, the math needs within each grade level and review tests to retain their learning. At the center of the instruction was the Concrete–Representational–Abstract (CRA) method described by Piaget. Manipulatives were the major key to success in such a short time period with these ELL students. More than half of the students were able to master understanding of the essential concepts for grades 3 to 8 in one year and successfully enter Algebra.

Since this original program, other programs for Pre-K and K have been developed



bringing this dynamic instruction to even our youngest students. Stay tuned for the new Algebra program that will be available in the fall!

Please visit our booths, so we may share how we are now including children's stories to further develop student interest and awareness of math in the real world. We look forward to seeing you and hearing about your needs.

**Caryl K. Pierson, President**

*Caryl K. Pierson*