

10

EQUITY-RELATED QUESTIONS EVERY DISTRICT AND SCHOOL SHOULD BE ABLE TO ANSWER ABOUT COMMON CORE MATH:

In order to ensure that each and every student in California graduates proficient in math – proficient and ready for a range of postsecondary education options — we must use the Common Core to close math opportunity and achievement gaps. Districts and schools need to ask themselves the following questions and adequately address them:

- 1 Do all our educators believe that each student is capable of achieving at high levels in math? Do each of our district administrators, teachers, principals, and coaches subscribe to and contribute to a culture of high expectations for all students to become mathematically proficient, including expanding access to high-level math courses, providing adequate supports to English learners and students who are struggling academically?
- 2 Does our district provide ample time, coaching, and other supports for teachers to learn, collaborate and plan together, vet and refine curriculum, discuss student work, and approach math instruction with a continuous improvement lens?
- 3 Are there clear and consistent feedback loops among the district central office, the school sites, and the classroom to inform, support, and guide compelling CCSSM implementation efforts?
- 4 Are families routinely informed about and engaged with the instructional shifts embedded in the Common Core, district implementation progress and activities, and opportunities to learn how best to support their child(ren) to succeed in math?
- 5 Is technology being used to supplement the curriculum and provide both review and advancement opportunities tailored to student learning needs?
- 6 Are teachers utilizing teaching strategies and available resources that address the needs of all learners, especially English learners and students with identified special education needs?
- 7 Do the district's Local Control Accountability Plan goals support needed shifts in math instruction and include sufficient investments to make it happen?
- 8 Are there robust assessments and structures in place for measuring progress and holding schools and teachers accountable for helping all students become mathematically proficient?
- 9 Is the district developing partnerships with teacher education programs — either traditional or non-traditional — to provide pathways for effective math teachers to work in high-needs schools?
- 10 Are all students accessing math courses that offer them the content they need to meet and/or exceed the CCSSM standards? Both district and state graduation requirements ought to reflect these expectations.

