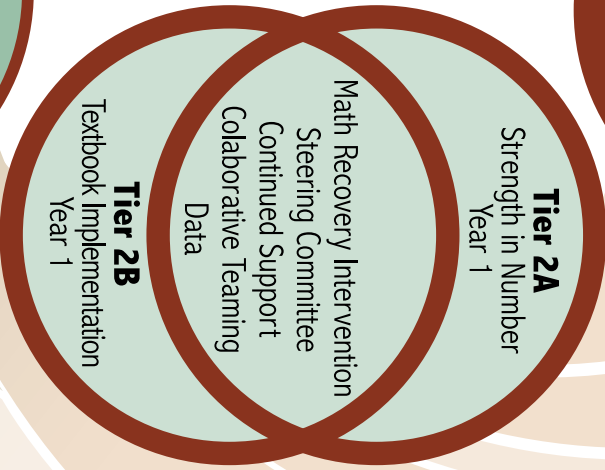


Implementing a Comprehensive Mathematics Program

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Charting a New Future for our Nation's First Children

Achievement in early childhood and elementary education is often considered the most salient indicator of a student's success in later years and into adulthood.

Mission

The National American Indian, Alaskan, and Hawaiian Educational Development Center (NAIAHEDC) provides state of the art professional development for elementary teachers of Native American children in mathematics and literacy with the targeted expectation that Native children will reach, over time, the achievement levels of the majority population.

Grass Roots Program

NAIAHEDC pioneered an innovative model that encompasses exacting instructional strategies that are now used successfully with Native American children. This exemplary approach evolved as local educators realized the disparity in achievement between Native American students and the majority population.

A Comprehensive Mathematics Program

NAIAHEDC's Comprehensive Mathematics Program is a systematic approach including vision and leadership, curriculum, accessibility, best practices, assessment, parents and community, and professional development. By ensuring that all stakeholders in a child's education are knowledgeable and actively involved, a working system is established to provide every child effective and meaningful mathematics instruction.

Integral Professional Development Offerings







Math Recovery Early Intervention

The US Math Recovery Council has partnered with NAIAHEDC to help schools establish powerful early intervention using Math Recovery. Math Recovery Intervention offers diagnostic assessments and instructional tools to accelerate children's mathematical learning through one-on-one teaching over a 10 – 15 week cycle.

Strength in Number

Strength in Number aims to improve math achievement for all Native Americans. The purpose of Strength in Number is to put research-proven theory and practices of Math Recovery in the hands of classroom teachers. Strength in Number is an exciting synthesis of curriculum, assessment and teaching that supports, rather than replaces, the elementary mathematics curriculum. Strength in Number improves teachers' understanding of how children develop mathematically. Collegial teaming and the development of strong local leadership are integral elements. Strength in Number is not a one-time workshop, but rather a path that leads to further growth and change.

NAIAHEDC Model for Implementing a Comprehensive Mathematics Program

-  **Tier 0:** Establishing Communication
-  **Tier 1:** Awareness and Capacity Building
-  **Tier 2A:** Year 1 of Strength in Number
-  **Tier 2B:** Textbook Implementation
-  **Tier 3:** Year 2 of Strength in Number and Systemic Implementation
-  **Tier 4:** Year 3 and beyond of Strength in Number with continued Systemic Implementation

Tier 0 is a time to establish communications. The focus is on providing basic information from NAIAHEDC to the district and from the district to NAIAHEDC. This allows the district to make an informed decision to work with NAIAHEDC and allows NAIAHEDC to gather basic information needed to work in a respectful and appropriate manner with the district and community.

Tier 1 is the Awareness and Capacity Building period to collect data, to begin **Math Recovery Intervention**, to take the first steps to establishing an on-site **Math Coordinator**, and to establish the local **Steering Committee**.

Tier 2A is year 1 of **Strength in Number** professional development and support. In year 2A all or part of the school's staff will participate in **Strength in Number** professional development and coaching while NAIAHEDC continues to collect, analyze, and report data; support and facilitate the **Steering Committee**; support the administration; support the intervention teachers; and provide professional development and support for local leadership.

Tier 2B, in some school locations, the first steps may be the implementation of core textbook resources. Tier 2B includes textbook implementation, professional development and support, while NAIAHEDC continues to collect, analyze, and report data; support and facilitate the **Steering Committee**; support the administration; support the intervention teachers; and provide leadership professional development and support for local leadership.

Tier 3 is when the shift toward school-based leadership and self-sustained professional development and coaching begins to occur. While NAIAHEDC continues to provide some professional development and ongoing systemic support, the local **Math Coordinator** operates in an apprentice role with NAIAHEDC staff.

Tier 4 begins a maintenance routine of on-going support, data collection, analysis and reporting, all within a regionalized model that works closely with the school-based **Math Coordinator** and administration.