OUTCOME BASED MATH PATHWAYS
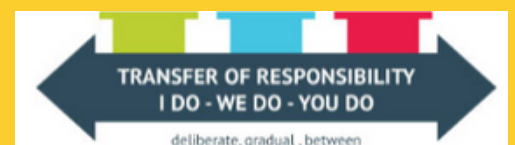
Implementation Process

1 Establish Collective Responsibility

2 Create a common schedule for teaching math

3 Decide which teachers are involved and who is responsible for what

4 Map students to previously achieved outcomes & determine gaps (areas to address)

5 Decide how to group students – fluid and flexible

6 Set timelines with staff consensus

7 Readiness Assessments – Pre-test (optional)

8 Group students based on readiness assessments or what was agreed upon in step 5

9 Facilitate Students' Meeting Learning Outcomes:

Throughout the Process Please Include the Following Opportunities

A Provide a variety of different blended and or personalized learning strategies based on Transfer of Responsibility (I do, We do, You do), readiness and learner profiles.

TRANSFER OF RESPONSIBILITY
I DO - WE DO - YOU DO
deliberate, gradual , between

B Explicitly teach how to find and use resources for self-directed learning. E.g., teaching one resource a month (resourcebank.ca)

C To develop mastery, provide opportunities for mixed practice to ensure comprehension beyond specific learning content. E.g., including daily cumulative review warm up activities and Friday 5

A Introduce targeted outcome(s) to students using "I CAN" maps & set learning goals

B Provide an opportunity to challenge the post-test (if applicable)

C Provide direct instruction (I Do) on targeted outcome
- Procedural fluency
- Application
- Conceptual Understanding

D Provide students with activities/playlists to practice the required skills and provide feedback regarding their learning

E Use exit slips daily to assess learning and provide feedback (these may used to group for reteaching as needed)

F Re-teach as needed to ensure students are successful

G When ready – students complete post-test

H Re-teach or provide enrichment/extension activities or start the next outcome

I Students & teachers track met outcomes or outcomes that need to be revisited