

# Comparing math instruction in California public schools before and after implementation of new framework

The first draft of a new California Mathematics Framework was released in 2020, and its proposals may significantly alter math instruction in K-12 public schools after it is implemented. The Quad looks at the changes that come with this new framework, as well as its next steps in 2022.

## Current math instruction in public K-12 schools in California

Calculus is the pinnacle of high school mathematics

Programs for accelerated students begin in middle school

Students may begin algebra I in eighth grade

Math knowledge originates primarily from teacher providing lecture-style lessons

No significant focus on social justice

## How math instruction could change if school districts implement the newest mathematics framework

Calculus is less important, greater emphasis on data science and statistics

Programs for accelerated students are discouraged

Algebra I is recommended beginning in ninth grade

Emphasizes a more discussion-based, student-centered learning process

Social justice is a major part of the curriculum

## What comes next in the framework approval process?

**January  
2022**

Second draft of the Mathematics Framework will be released with more guidance for educating accelerated students

**January - April  
2022**

Another 60-day public comment period will begin (first was in 2021)

**July 13-14,  
2022**

The California State Board of Education will formally act on the Mathematics Framework

# Mathematics Framework For California Public Schools K 1

**Steven Hackbarth**



## **Mathematics Framework For California Public Schools K 1:**

**The Federal Role in K-12 Mathematics Reform** United States. Congress. House. Committee on Education and the Workforce. Subcommittee on Early Childhood, Youth, and Families, 2000      **Selected Publications of the California State Department of Education** California. State Department of Education, 1987      *Mathematics Framework for California Public Schools* California. Curriculum Development and Supplemental Materials Commission, 2006 Adopted by the California State Board of Education March 2005 Cover      **Handbook for Planning an Effective Writing Program, K-12** DIANE Publishing Company, 1996-02 This popular handbook is designed to provide teachers curriculum specialists school administrators parents and students with a standard for assessing existing writing programs and a tool for helping them design new programs It includes information to help them identify the strengths and weaknesses of existing or proposed writing programs and to select strategies for change Addresses both the content and teaching methodology of a writing program that is what ought to be taught and how it should be taught Award Winner Illustrated      *Handbook of Research on Integrating Computer Science and Computational Thinking in K-12 Education* Keengwe, Jared, Wachira, Patrick, 2019-12-13 As technology continues to develop and prove its importance in modern society certain professions are acclimating Aspects such as computer science and computational thinking are becoming essential areas of study Implementing these subject areas into teaching practices is necessary for younger generations to adapt to the developing world There is a critical need to examine the pedagogical implications of these technological skills and implement them into the global curriculum The Handbook of Research on Integrating Computer Science and Computational Thinking in K 12 Education is a collection of innovative research on the methods and applications of computer science curriculum development within primary and secondary education While highlighting topics including pedagogical implications comprehensive techniques and teacher preparation models this book is ideally designed for teachers IT consultants curriculum developers instructional designers educational software developers higher education faculty administrators policymakers researchers and graduate students

**Standards for K-12 Engineering Education?** National Research Council, Committee on Standards for K-12 Engineering Education, 2010-10-28 The goal of this study was to assess the value and feasibility of developing and implementing content standards for engineering education at the K 12 level Content standards have been developed for three disciplines in STEM education science technology and mathematic but not for engineering To date a small but growing number of K 12 students are being exposed to engineering related materials and limited but intriguing evidence suggests that engineering education can stimulate interest and improve learning in mathematics and science as well as improve understanding of engineering and technology Given this background a reasonable question is whether standards would improve the quality and increase the amount of teaching and learning of engineering in K 12 education The book concludes that although it is theoretically possible to develop standards for K 12 engineering education it would be extremely difficult

to ensure their usefulness and effective implementation This conclusion is supported by the following findings 1 there is relatively limited experience with K 12 engineering education in U S elementary and secondary schools 2 there is not at present a critical mass of teachers qualified to deliver engineering instruction 3 evidence regarding the impact of standards based educational reforms on student learning in other subjects such as mathematics and science is inconclusive and 4 there are significant barriers to introducing stand alone standards for an entirely new content area in a curriculum already burdened with learning goals in more established domains of study

Providing a Foundation for Teaching Mathematics in the Middle Grades Judith Sowder, Bonnie P. Schappelle, 1995-08-03 This book is written primarily for middle grade teachers who are discovering that they now want to teach in ways that create positive mathematical learning environments and instigate rich classroom discourse Many of these teachers are finding that their mathematical preparation did not address the complexities underlying the mathematics they now want to teach In Part One the authors provide a foundation for the mathematics of these grades particularly the mathematics that grows out of concepts of number quantity and arithmetic operations In Part Two through three case studies the authors demonstrate to teachers how a deeper understanding of the mathematics they teach can enhance classroom instruction The book interweaves research and classroom practice Mathematics teacher educators researchers curriculum developers textbook authors and supervisors of mathematics programs will find this book to be useful Teachers both prospective and practicing will benefit most from this book when the chapters are used as catalysts for discussion in classes or professional development programs

Handbook of Education Policy Research Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook s over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students

working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net>

Resources in Education ,1993      California Dreaming Suzanne M. Wilson,2008-10-01 This compelling book tells the history of the past two decades of efforts to reform mathematics education in California That history is a contentious one full of such fervor and heat that participants and observers often refer to the math wars Suzanne M Wilson considers the many perspectives of those involved in math reform weaving a tapestry of facts philosophies conversations events and personalities into a vivid narrative While her focus is on California the implications of her book extend to struggles over education policy and practice throughout the United States Wilson s three dimensional account of math education reform efforts reveals how the debates tend to be deeply ideological and how people come to feel misunderstood and misrepresented She examines the myths used to explain the failure of reforms the actual reasons for failure and the importance of taking multiple perspectives into account when planning and implementing reform      *State of State Standards 2000* Chester E. Finn, Jr.,Michael J. Petrilli,2000-08 Examines several questions about education How good are state academic standards How many states now match solid standards with strong school accountability Are they better than two years ago Chapters overview essay The State of Standards in 2000 analytic essays by reviewers English by Sandra Stotsky history by David W Saxe Geography by Susan Munroe Mathematics by Ralph A Raimi Science by Lawrence S Lerner state documents examined school based accountability 30 charts tables      Guidebook to Examine School Curricula ,1997      **The Educational Technology Handbook** Steven Hackbarth,1996 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e i s t      California Private School Directory ,1987      Eyes on Math Marian Small,Amy Lin,2025 This unique teaching resource provides over 100 engaging full color visuals and explains how teachers can use each image to stimulate mathematics learning to explain mathematical concepts and to assess students mathematical understanding in grades K 8 Readers are provided with a strong mathematical background copies of the visuals they can download and use directly and helpful questions to raise with their students Expected answers for each question and follow up extensions are also provided New to this second edition are suggestions for Notice and Wonder stimuli to get mathematical conversations started with suggestions for teacher responses and probes and suggestions for visuals that students can create to help teachers assess comprehension This user friendly book will help teachers find new ways to clarify concepts that students find difficult It will also help teachers working with students with low reading ability including English language learners and special education students Book Features 130 visuals including color artwork and graphics Questions and tasks to use with students to lead the instructional conversation Expected answers and explanations of why each question is important Prompts for students to show their understanding of a concept by using visuals Important mathematical background and context The visual models in Eyes on Math allow students to see the interconnectedness of mathematical ideas and the provocative images and stimulating questions spark rich

classroom conversations This is a resource that every teacher should have in their library Kudos to Small and Lin for making an amazing book even better Patrick Vennebush Chief Learning Officer The Math Learning Center

**The Tracking Wars** Tom Loveless, 2011-10-01 In the 1980s a nationwide reform movement sprang up in opposition to tracking the controversial practice of schools grouping students by ability and organizing curriculum by level of difficulty Officials in two states Massachusetts and California adopted policies urging middle schools to reduce or abandon tracking In this book Tom Loveless describes how schools reacted to these recommendations and discusses why some schools went along with detracking while others bitterly resisted the reform Loveless explains that the state policies were adopted without strict mandates financial incentives legal threats or new bureaucratic structures They were also adopted without convincing evidence that detracking brings lasting benefits to students But advocates framed tracking reform as a policy supporting greater educational equity In response urban schools low achieving schools and schools serving disadvantaged children have reacted sympathetically to the reform Suburban schools high achieving schools and schools serving wealthier families have been less willing to detrack Drawing on extensive survey and case study data Loveless concludes that this reform's fate is in the hands of local decisionmakers Schools formulate tracking policy based on their own institutional organizational political and technical considerations All school reform entails risks One troubling implication of this study is that the risks of detracking are being assumed by schools with some of society's most vulnerable youngsters

Mathematical Thinking and Problem Solving Alan H. Schoenfeld, Alan H. Sloane, 2016-05-06 In the early 1980s there was virtually no serious communication among the various groups that contribute to mathematics education mathematicians mathematics educators classroom teachers and cognitive scientists Members of these groups came from different traditions had different perspectives and rarely gathered in the same place to discuss issues of common interest Part of the problem was that there was no common ground for the discussions given the disparate traditions and perspectives As one way of addressing this problem the Sloan Foundation funded two conferences in the mid 1980s bringing together members of the different communities in a ground clearing effort designed to establish a base for communication In those conferences interdisciplinary teams reviewed major topic areas and put together distillations of what was known about them A more recent conference upon which this volume is based offered a forum in which various people involved in education reform would present their work and members of the broad communities gathered would comment on it The focus was primarily on college mathematics informed by developments in K 12 mathematics The main issues of the conference were mathematical thinking and problem solving

**Reforming Reading, Writing, and Mathematics** S.G. Grant, 2012-12-06 In this book S G Grant reports his study of how four Michigan elementary school teachers manage a range of reforms such as new tests textbooks and curriculum frameworks in three different school subjects reading writing and mathematics Two significant findings emerge from his comparison of these responses teachers responses vary across classrooms even when they teach in

the same school building and also across the reforms a teacher might embrace reforms in one subject area but ignore proposed changes in another This study of teachers responses to reading writing and mathematics reform and the prospects for systemic reform is part of a growing trend to look at the intersection of curriculum policy and teachers classroom practice It is unique in the way the author looks at teachers responses to multiple subject matter reforms uses those responses as part of an analysis of the recent move toward systemic reform and employs empirical findings as a means of examining the current movement toward systemic reform Reforming Reading Writing and Mathematics is important reading for researchers practitioners and graduate students of educational policy teaching and learning in reading writing and mathematics and elementary education and for policy analysts in universities foundations and government

**Modern Mathematics** Dirk De Bock, 2023-03-08 The international New Math developments between about 1950 through 1980 are regarded by many mathematics educators and education historians as the most historically important development in curricula of the twentieth century It attracted the attention of local and international politicians of teachers and of parents and influenced the teaching and learning of mathematics at all levels kindergarten to college graduate in many nations After garnering much initial support it began to attract criticism But as Bill Jacob and the late Jerry Becker show in Chapter 17 some of the effects became entrenched This volume edited by Professor Dirk De Bock of Belgium provides an outstanding overview of the New Math modern mathematics movement Chapter authors provide exceptionally high quality analyses of the rise of the movement and of subsequent developments within a range of nations The first few chapters show how the initial leadership came from mathematicians in European nations and in the United States of America The background leaders in Europe were Caleb Gattegno and members of a mysterious group of mainly French pure mathematicians who since the 1930s had published under the name of a fictitious Nicolas Bourbaki In the United States there emerged during the 1950s various attempts to improve U S mathematics curricula and teaching especially in secondary schools and colleges This side of the story climaxed in 1957 when the Soviet Union succeeded in launching Sputnik the first satellite Undoubtedly this is a landmark publication in education The foreword was written by Professor Bob Moon one of a few other scholars to have written on the New Math from an international perspective The final epilogue chapter by Professor Geert Vanpaemel a historian draws together the overall thrust of the volume and makes links with the general history of curriculum development especially in science education including recent globalization trends

**Departments of Labor, Health and Human Services, Education, and Related Agencies Appropriations for 2001** United States. Congress. House. Committee on Appropriations. Subcommittee on the Departments of Labor, Health and Human Services, Education, and Related Agencies, 2000

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