

NON-ADOPTED TEXTBOOK APPROVAL FORM

When to Request Approval for Non-Adopted Textbooks

Please use this form to purchase core materials for classes

- without adopted textbooks; **or**
- **when substituting a different core book for adopted core materials;** **or**
- when purchasing supplemental textbooks in addition to core materials.

Note: Before entering a Purchase Requisition (PR) number, complete this form and wait for approval. Once you receive email approval, then generate a PR. If the request is declined, the email will indicate the reason(s).

Ordering information must include title, author (where necessary), publisher, copyright date, ISBN number or catalog order number, and format (hard cover, paperback, consumable, etc.). Textbooks or supplementary texts must be aligned with district curriculum expectations. In addition, materials must avoid stereotyping related to age groups, ethnic or racial groups, sex roles, and handicaps. In some cases, the curriculum coordinator may ask for a catalog description of the requested materials (attach description if requested).

Please email this approval form to non-adopted_textbooks@dpsk12.org. This form must be emailed from your principal or assistant principal's computer. For questions, contact Karen Simmons, Division of Teaching and Learning, at 720-423-3359 or karen_simmons@dpsk12.org.

School Name: Denver Green School Requestor: Mimi Diaz

Requestor's Phone Number: 303-918-4508 Department:

Title: Investigations Author: Scott Foresman ISBN varies by grade
see attached component/pricing listNumber: -

Subject Area: Math Grade(s): K-5 Copyright:

Format (click correct box) Hardback Paperback

Textbook Non-Adopted Supplementary Text Don't Know

For Supplemental/ Elective courses: Briefly explain the reason for ordering this non-adopted supplementary text.

For Alternative Core Programs- Answer the following questions.

-What need in student proficiencies does this alternative program address that is not currently addressed in DPS Core materials?

Innovation status will provide DGS with the choice to provide a math curriculum that will more closely align with the DGS instructional model by providing students with more relevance through real-life problem solving. The math curriculum for ECE-6 at DGS will be **Investigations in Number, Data, and Space** from Scott Foresman. The curriculum is designed to support students to make sense of mathematics and learn that they can be mathematical thinkers and focus on computational fluency in the context of real life problem solving. It aligns with the NCTM curriculum focal points, state standards, and RTI.

- The inquiry design of this program integrates much more accurately than Everyday Math, to the Placed Based Education and Service Learning models that will be the real world context for student centered/project based learning.

- Students who participated in high quality service learning programs showed an increase in measures of school engagement and mathematics. (Melchior, 1999)
- When you engage and challenge the brain with investigative activities that require thinking, doing and explaining, students will become mathematical thinkers.
- The focus on discussion activities allow students to make connections by sharing their thinking as well as to provide opportunities to develop oral language skills that are crucial to support the needs of ELL's.
- The ongoing assessments ask students to explain concepts, describe their thinking and evaluate understanding.
- It also provides substantive work in important areas of mathematics-rational numbers, geometry, measurement, data, and early algebra-and the connections among them.
- Investigations engage a range of learners and scaffolds into the Three Tiered model of RTI.
- There is daily progress monitoring with suggested strategies to support students with common problems as well as those who struggle.
- Success Tracker is the online component that can support and monitor learning for all students at every level.
- Math Words and Ideas provide challenges for those students who are in need of going above and beyond.
- There are built in home connections to provide students with supports for homework that promote independence.
- As collaborators and facilitators of learning, teachers will engage in ongoing learning about mathematics content, pedagogy and student learning through effective and differentiated professional development.
- Investigations has been successfully implemented at Goldrick Elementary in DPS as indicated by their continued improvement on CSAP.

-What data support the requested alternative core program?

Based on the lagging progress being made with the current curriculum, it will be essential for DGS to implement a more relevant one that aligns with state standards as well as the DGS instructional model.

2007 2008 2009

Colorado Student Assessment Program (CSAP)

Denver Public Schools - Assessment and Research

Administration Year: 2009

Proficiency Level Detail: District Summary by Content Area

Mathematics 40123 2.2% 33.5% 30.8% 22.9% 10.5% **33.4%** 39948 1.3% 33.6% 30.4% 23.3% 11.4% **34.7%** 40969 1.1% 31.7% 30.2% 24.8% 12.2% **37.0%** 2.3%

What funding source will be used to support initial purchase and ongoing material needs?

The same funding the district provides for Every Day Math curriculum.

-What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Pearson Learning provides 4 hours of initial PD as an overview. They also provide ongoing support as needed for individual teachers. If we are a pilot there would be more extensive PD provided. DGS will provide ongoing differentiated support from the Instructional leaders and experienced teachers in order to enhance the effectiveness of the program as well as to integrate it into our project based

model. In the spring we will be curriculum mapping the concepts and standards of Education for Sustainability into the core instructional programs including Investigations.

-How will mobility of students be accommodated into/out of this alternative core program to the DPS core program?

Because this program is aligned with the standards, it will follow the guidelines and best practices around the math concepts for each grade level. Assessment and ongoing progress monitoring will provide data needed to identify students strengths and needs as well as to inform instruction.

-How will mobility of teachers be accommodated into/out of this alternative core program to the DPS core program?

As teachers come on board at DGS, they will receive PD from the company Rep's as well as experienced teachers currently using it and the Instructional Leaders in the building. They will be able to watch it in action, plan with other teachers, receive coaching and other support as needed.

Vendor: Pearson

Vendor Contact Name: Jana Hamilton

Contact Phone Number: 720.341.2366

Contact Fax Number: 720.367.5364

Email: jana.hamilton@pearson.com

Vendor Street Address: Person Customer Service

POBOX 2500, CS#800-848-9500, fax 877-260-2530

City: Lebanon

State: IN

Zip Code:46052-3009

Price Each: See attached

Quantity:

Subtotal:

Account Number:

Order Number:

Approved by: Mimi Diaz
(Principal or Assistant Principal)

Date: 10/5/09

Approved by:
(Chief Academic Officer or designee)

Date: