PARTICIPATE IN MATH FOR ALL

A Grant-Supported Professional Learning Program

Enable your school or district to...

» Increase mathematics achievement for students in grades 3–8
» Reduce the opportunity gaps between general and special education students
» Improve teachers' abilities to support students who are struggling in mathematics
» Build staff capacity for leading professional learning
» Strengthen your mathematics program




What is Math for All?

Math for All is a professional learning (PL) program designed to assist schools in implementing high-quality, standards-based mathematics education for a wide range of students, including those with disabilities and those for whom English is a new language (ENLs). Math for All is funded by the U.S. Department of Education to conduct a large-scale research study. Schools that agree to participate in the study will receive the Math for All PL program at no cost.

Math for All provides teachers with tools to adapt their existing curriculum to be more accessible to learners with diverse needs. The program helps schools build a foundation for collaboration among general, special, and ENL teachers as they work to implement student-centered approaches for rigorous mathematics instruction. While the focus is on mathematics, **the skills that teachers learn will be valuable for other content areas as well.** School leaders will ensure the long-term impact of this program by working alongside their teachers and coordinating the efforts for school-wide implementation—an essential part of the program.

Math for All is aligned with initiatives such as Multi-Tiered Systems of Support, standards-based mathematics instruction for all students, and standards for professional learning.

Math for All Impacts

- **Improved mathematics achievement of low-performing students**
- **Enhanced teacher capacity to:**
  - ***assess*** **individual students' strengths and challenges**
  - ***identify*** **potential barriers to students' engagement with mathematics learning experiences**
  - ***implement*** **differentiated instructional strategies and teaching practices that draw on students' strengths and interests to provide access to mathematical concepts and skills**
- **Strengthened collaborative culture among general and special education teachers and other specialists**
- **Increased staff capacity to facilitate professional learning and ongoing collaborative planning to make mathematics lessons more accessible for all students**

APPLY TO JOIN—OPENINGS ARE LIMITED

To apply, visit our website: **https://mathforall.edc.org/pd-information/**

Details About Participation

What is the format of Math for All?

The Math for All program consists of 35 hours of PL which will be implemented over the course of one school year. Participants will engage in five workshops. The implementation schedule will be developed in collaboration with individual schools.

What are the requirements for participating schools?

- **Select two staff members (a coach, specialist, or teacher leader) from your school, network, or district office who are interested in becoming co-facilitators of Math for All.** We recommend that one facilitator has a strong mathematics background and that the other facilitator has experience working with students with special needs. Facilitators will participate in 35 hours of professional learning (including a 2-day summer institute) and will receive ongoing support to prepare them for leading the PL with teachers of grades 3–5 and 6–8.
- **Secure the buy-in of general and special education teachers who teach math within the 3–5 and 6–8 grade bands.** Priority will be given to schools that have all teachers in these grade spans participate in this study.
- **Commit to a two-year, phased implementation. Teachers from grades 3–5 and 6–8 will participate separately during the 2024–2025 and 2025–2026 school years.** The design of our study requires that schools will be randomly assigned to receive the Math for All PL for teachers either in grades 3–5 or grades 6–8 first.
- **Utilize school improvement days or provide release time for teachers to participate in 35 hours of PL per year** during the 2024–2025 and 2025–2026 school years.
- **Provide common lesson planning time for teachers participating in the PL** as part of their regular school schedule.

What will teachers be expected to do?

- Teachers of grades 3–5 and 6–8 will participate in PL workshops in one of the two school years—2024–2025 or 2025–2026. PL workshops will be held at regular intervals throughout each school year and will be led by Math for All coaches and trained, local facilitators. Teachers will receive Continuing Professional Development Units that they can apply toward renewing their teaching license.
- As part of the PL sessions each year, teachers will work in teams to plan adaptations for mathematics lessons from their curriculum, implement the adapted lessons in their classrooms, and document their adaptations, observations, and reflections.
- **ALL** teachers in grades 3–8 will be expected to participate in research activities (i.e., surveys, logs) totaling about three hours per year. These activities come with a stipend and are an important tool for the ongoing improvement of mathematics PL.

What will school leaders be expected to do?

- At least one leader per school will participate in a minimum of 16 hours of PL workshops for each of the two school years—2024–2025 and 2025–2026.
- School leaders will connect with teachers about their planning and implementation of adapted mathematics lessons, for example: attending planning meetings, reviewing a sample of the adapted lesson plans, and/or checking in with teachers about the progress of individual children.
- School leaders will be expected to participate in research activities (i.e., interviews, surveys) for approximately two hours per year. They will receive a stipend for their participation in these activities.

HURRY— OPENINGS ARE LIMITED

To apply, visit our website: **https://mathforall.edc.org/pd-information/**
or contact **Dr. Babette Moeller (bmoeller@edc.org, 212-807-4205)**