

**2018-2019 State of Florida  
Instructional Materials Adoption  
Publisher Questionnaire (Form IM8)**

**BID #:** 3471

**SUBMISSION TITLE:** *TRANSMATH*

**GRADE LEVEL:** Grades 6–8

**COURSE TITLE:** M/J PRE ALGEBRA

**COURSE CODE #:** 1205070

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**PUBLISHER:** VOYAGER SOPRIS LEARNING, INC.

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**AUTHORS & CREDENTIALS:** John Woodward, PhD, has served as the dean of the school of education at the University of Puget Sound in Washington since 2004. He earned a Bachelor of Arts degree from Pomona College, in Claremont, California, and a Master of Science degree from the University of Oregon. Dr. Woodward began his career as an elementary and secondary special education teacher in Kodiak, Alaska, in 1977 and served as a graduate teaching fellow and senior research associate at the University of Oregon. He was also research associate and co-director of the Eugene research institute in Eugene, Oregon, until 1992, when he was appointed a professor at the school of education at the University of Puget Sound in Tacoma, Washington. Dr. Woodward has co-authored over 20 research publications funded by the US Department of Education’s Office of Special Education Programs (OSEP), focusing on math education, technology-based instruction, and professional learning. Over 60 of his articles have been published in various professional journals, and he has given over 80 presentations at professional conferences in the US, Canada, Australia, and Japan. In addition, John Woodward has worked extensively in the field of education as a reviewer, consultant, and advisory board member to various school districts, publishing companies, and state departments of education.

**STUDENTS FOR WHOM THIS SUBMISSION IS INTENDED:**

*TransMath*® is a pre-algebra program for grades 6–8 that aligns to all of the Mathematics Florida Standards (MAFS) for pre-algebra course 1205070. While *TransMath* provides comprehensive pre-algebra content for grade-level students, it also includes instruction in the prerequisite skills that many students still need to close the grade-level achievement gap. This additional distinctive support for students in need differentiates *TransMath* from other core programs, but the outcome of *TransMath* is the same—attainment of all the MAFS required for successful entry into algebra. The program provides explicit and systematic instruction in procedural fluency, conceptual understanding, strategic competence, adaptive reasoning, and productive disposition.

**1. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.**

*TransMath* has not been piloted in any district in Florida in the last eighteen months.

**2. HOW ARE YOUR DIGITAL MATERIALS SEARCHABLE BY FLORIDA STATE STANDARDS (SECTION 1006.33(1)(E), FLORIDA STATUTES)?**

A list of MAFS standards are located in the front of each Teacher Edition eBook, and these standards are hyperlinked to the lesson and pages specific to each standard. We have also included a correlation document that lists specific locations and page numbers where standards are covered.

**3. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL.**

Educational Approach:

*TransMath* comprehensively teaches the rigorous grade-level MAFS content necessary for algebra readiness while also providing support in the fundamental knowledge and skills that struggling students need to be algebra ready. In doing so, *TransMath* employs the following approaches.

- *TransMath* utilizes **explicit instruction and effective time management** by incorporating a four-part structure in almost every lesson: (1) warmup, (2) guided practice, (3) problem solving, and (4) homework. Students begin with a skills maintenance warm-up activity that provides distributed practice and the opportunity to rehearse relevant background knowledge. The guided practice portion of the lesson, which has its foundation in the effective teaching of literature (Gersten, et al., 2009; Brophy & Good, 1986), allows teachers to present new concepts and probe students' understanding through discussion. The probing of student understanding, particularly as a method for detecting misconceptions, is an important technique found in successful mathematics instruction (Stigler & Hiebert, 1999). Finally, problem-solving activities during the last 20 to 30 minutes of class enable students to work individually, in pairs, or in small groups on challenging problems
- *TransMath* provides **distributed practice and balances computational drills with conceptually driven problem solving** by:
  - Limiting the computational drills early in the curriculum that tend to impede a student's progress toward higher mathematics. For example, students first learn concepts like factors, primes, and multiples before they are asked to work through complex long-division problems. Highly procedural tasks like long division, without the foundational conceptual understanding, can often lead to difficulties with more complex topics.
  - Controlling cognitive load through utilizing a dual-topic lesson format within each unit (moving from conceptual and procedural practice to concept application through problem solving). This allows for distributed practice of fewer topics in greater depth. The dual topic approach is crafted around the learning characteristics of struggling students and English Language Learners. An array of cognitive research as well as valued instructional practices (e.g., regular variations in task difficulty) support this unique curriculum design. The overriding message of a dual topic structure is in keeping with one of Wiggins and McTighe's (2005) central observations about

curriculum; that is, teachers need to use discretion in what they teach students. The content of most textbooks is encyclopedic, and learning needs to be redesigned around core concepts, related skills that are “worth knowing,” and problem solving.

- The following teaching principles also form the structure of *TransMath* instruction:
  - **Use of visual representations:** It is widely accepted in cognitive psychology that information is stored visually as well as textually (Paivio, 1990), so *TransMath* utilizes a variety of models, diagrams, physical, and digital manipulatives.
  - **Varied opportunities for communication:** As Stone (1998) has argued, scaffolding a student’s thinking is difficult to do in a large group, so *TransMath* provides a variety of opportunities for teachers to encourage student explanation of their problem-solving methods.
  - **Multiple forms of assessment:** *TransMath* assesses understanding through performance and formative assessments, daily quizzes, end-of unit assessments, and informal assessment on a daily basis.

### Major Tool - Teacher Components

1. The *TransMath* Florida, Level 1: Developing Number Sense, Teacher Set Major Tool includes the following materials for instruction:
  - *TransMath* Level 1: Developing Number Sense, Teacher Editions (print)
  - *TransMath* Online Teacher Center Access (annual license, includes access to all teacher and student eBooks, online data management, and classroom resources)
2. The *TransMath* Florida, Level 2: Making Sense of Rational Numbers, Teacher Set Major Tool includes the following materials for instruction:
  - *TransMath* Level 2: Making Sense of Rational Numbers, Teacher Editions (print)
  - *TransMath* Online Teacher Center Access (annual license, includes access to all teacher and student eBooks, online data management, and classroom resources)
3. The *TransMath* Florida Level 3: Understanding Algebra: Expressions, Equations and Functions, Teacher Set Major Tool includes the following materials for instruction:
  - *TransMath* Level 3: Understanding Algebra: Expressions, Equations and Functions, Teacher Editions
  - *TransMath* Online Teacher Center Access (annual license, includes access to all teacher and student eBooks, online data management, and classroom resources)
4. The *TransMath* Florida, Level 1: Developing Number Sense, Online Teacher Center Access Major Tool includes the following materials for instruction:
  - *TransMath* Online Teacher Center Access (annual license, includes access to all teacher and student eBooks, assessments, online data management, and classroom resources)

5. The *TransMath* Florida Level 2: Making Sense of Rational Numbers, Online Teacher Center Access Major Tool includes the following materials for instruction:
  - *TransMath* Online Teacher Center Access (annual license, includes access to all teacher and student eBooks, assessments, online data management, and classroom resources)
6. The *TransMath* Florida, Level 3: Understanding Algebra: Expressions, Equations and Functions, Online Teacher Center Access Major Tool includes the following materials for instruction:
  - *TransMath* Online Teacher Center Access (annual license, includes access to all teacher and student eBooks, assessments, online data management, and classroom resources)

#### Major Tool - Student Components

1. *TransMath* Florida, Level 1: Developing Number Sense, Student Set Major Tool includes the following materials for instruction:
  - *TransMath* Level 1 Student Interactive Text (print)
  - *TransMath* Online Student Center Access (provides access to eBooks, assessments, and *VmathLive*)
2. *TransMath* Florida, Level 2: Making Sense of Rational Numbers, Student Set Major Tool includes the following materials for instruction:
  - *TransMath* 3rd Edition Level 2 Student Interactive Text (print)
  - *TransMath* Online Student Center Access (provides access to eBooks, assessments, and *VmathLive*)
3. *TransMath* Florida, Level 3: Understanding Algebra: Expressions, Equations and Functions, Student Set Major Tool includes the following materials for instruction:
  - *TransMath* Level 3 Student Interactive Text (print)
  - *TransMath* Online Student Center Access (provides access to eBooks, assessments, and *VmathLive*)
4. *TransMath* Florida, Level 1: Developing Number Sense, Online Student Center Access Major Tool includes the following materials for instruction:
  - *TransMath* Online Student Center Access (provides access to eBooks, assessments, and *VmathLive*)
5. *TransMath* Florida, Level 2: Making Sense of Rational Numbers, Online Student Center Access Major Tool includes the following materials for instruction:
  - *TransMath* Online Student Center Access (provides access to eBooks, assessments, and *VmathLive*)

6. *TransMath* Florida, Level 3: Understanding Algebra: Expressions, Equations and Functions, Online Student Center Access Major Tool includes the following materials for instruction:
  - o *TransMath* Online Student Center Access (provides access to eBooks, assessments, and *VmathLive*)

#### **4. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS.**

There are no ancillary materials in *TransMath*.

#### **5. IDENTIFY WHICH INDUSTRY STANDARD PROTOCOLS ARE UTILIZED FOR INTEROPERABILITY?**

Voyager Sopris supports roster integration in several different ways: nightly synchronizing via SFTP, the standard OneRoster v1.1 initiative, and LTI- and IdP-initiated SAML v2.0 for single sign-on.

#### **6. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM?**

*TransMath* lessons have a predictable lesson structure, and adjustments can be made to fit multiple scheduling needs. While *TransMath* was built with a flexible implementation design, the ideal implementation is a 50–60-minute block per day. Lessons include instruction in building mathematical concepts and problem solving, skills maintenance, differentiation resources, and homework.

The instructional pacing of the program, without modifications, supports the completion of one level of *TransMath* per school year and three years if completing all three levels. Through an initial assessment, recommendations for student placement are made to ensure students receive the most appropriate instruction to meet their need.

#### **WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE?**

Voyager Sopris Learning believes that training and ongoing professional development is crucial for districts to maximize the success of any implementation. With a variety of services and activities, our team will customize an implementation plan based on the needs of each district and its students. Our top priority is building an effective and sustainable implementation that will allow districts to achieve success in the first year of implementation and continued success each year thereafter. As part of this adoption, we will customize a professional development package for each district, including, but not limited to the following services.

<b>District Launch Trainings for Teachers -</b> <i>Services include but not limited to:</i>	<ul style="list-style-type: none"> <li>• initial fall launch training</li> <li>• new-hire launch training (mid-year)</li> <li>• delayed late-hire launch training</li> </ul>
<b>Leadership Touchpoints for Administrators -</b> <i>Services include but not limited to:</i>	<ul style="list-style-type: none"> <li>• implementation status</li> <li>• data reports and analysis</li> <li>• planning, goal setting</li> <li>• challenges/next steps</li> <li>• classroom observation PD</li> <li>• MAFS-based instruction</li> </ul>
<b>Implementation Support for All Schools -</b> <i>Services include but not limited to:</i>	<ul style="list-style-type: none"> <li>• lesson modeling</li> <li>• curriculum review</li> <li>• data analysis</li> <li>• MAFS alignment</li> <li>• differentiation coaching</li> <li>• side-by-side coaching</li> <li>• classroom visits</li> <li>• principal/coach meetings</li> <li>• progress monitoring</li> <li>• goal setting/action plans</li> <li>• lesson planning/delivery</li> <li>• student grouping</li> </ul>
<b>Priority Support for District-Identified Schools -</b> <i>Services include but not limited to:</i>	<ul style="list-style-type: none"> <li>• custom work sessions</li> <li>• custom data reports</li> <li>• intensive support services</li> <li>• individualized action plans</li> </ul>
<b>Webinars for Monthly Online Touchpoints -</b> <i>Services include but not limited to:</i>	<ul style="list-style-type: none"> <li>• customized topics</li> <li>• sharing best practices</li> <li>• Q &amp; A forums</li> <li>• FSA prep and enrichment</li> </ul>
<b>District Meetings &amp; Customizations -</b> <i>Services include but not limited to:</i>	<ul style="list-style-type: none"> <li>• strategic planning</li> <li>• data analysis</li> <li>• MAFS &amp; FSA alignment</li> <li>• ongoing PD planning</li> <li>• custom pacing guide</li> <li>• SSO integration</li> <li>• customized reporting</li> <li>• goal setting/action plans</li> </ul>

**7. WHAT HARDWARE/EQUIPMENT IS REQUIRED?**

We recommend the following configurations:

**Windows 7+:** Google Chrome; Microsoft Edge; Internet Explorer 10.0+; 1024 x 768+ Display resolution; Acrobat Reader 9.0+; Enable Cookies; Enable JavaScript

**Chromebook:** Chrome OS; Google Chrome; 1366 x 768 Display resolution; Native PDF Viewer; Enable Cookies; Enable JavaScript

**MAC:** OSX 10.12+; Safari 11.0+; Google Chrome; 1024 x 768+ Display resolution; Mac PDF Reader; Acrobat Reader 9.0+; Enable Cookies; Enable JavaScript

**8. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY?**

Please refer to our Master Service License Agreement included with our bid package.

**9. WHAT STATES HAVE ADOPTED THE SUBMISSION?**

*TransMath* is adopted in Utah and Alabama.

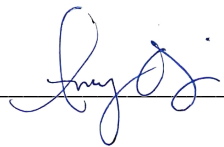
**10. WHAT OPEN EDUCATIONAL RESOURCES RELATED TO THIS BID DO YOU MAKE AVAILABLE(S)?** *TransMath* does not include open educational resources.

**11. ALTHOUGH NOT CALLED FOR IN THE STATE ADOPTION, DO YOU HAVE ADVANCED PLACEMENT (AP) OR ACCELERATED PROGRAM INSTRUCTIONAL MATERIALS AVAILABLE FOR THE COURSE(S) BID FOR ADOPTION?** We do not have AP or accelerated materials, but students in *TransMath* can do more advanced activities in *TransMath's VmathLive* component if students are more advanced than their peers.

**12. WHAT, IF ANY, FOREIGN LANGUAGE TRANSLATIONS DO YOU HAVE AVAILABLE?** While *TransMath's VmathLive* component includes Spanish supports in some areas, our program is mainly in English.

**Preparer:** Amy Otis

**Title:** Director of Bids and Contracts



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