

**PR Award #:** S336S220057

**Organization Name:** Pacific University

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**Absolute Priority:** 1

**Competitive Preference Priorities:** 4

**Invitational Priority (GYO):** N

**Requested Total Award Amount:** \$660,454.00

**Project Description:** There has been a dramatic transformation toward using mathematics digital curricula (DC) in elementary classrooms in the past decade that has left most teacher education programs behind. Teacher education programs must prepare new teachers to maximize the affordances of DC while mitigating the constraints, particularly with high needs students. Our primary work will be to create a toolkit for teacher educators, preservice teachers, teachers, principals, and preservice teacher field mentors that enhances the enactment of digital curricula, the development of elementary students' social, emotional, and rigorous academic skills, and addresses issues of equitable access and use of DC resources.

**Project Expected Outcomes:** The outcomes of the project will include: 1. The TEDC toolkit that will incorporate the video of instruction with DC, audio reflections/interviews, and lesson plans regarding elementary mathematics teachers' actions and thinking in regard to planning for, implementing, and assessing the impact of their DC (see Tables 3 & 4). 2. An observation protocol that can guide principals, university supervisors, and school site mentors in what to look for when considering feedback to preservice teachers as they implement DC. 3. Evidence of the impact of the TEDC toolkit on preservice teachers implementation of DC, including use of data. 4. Evidence of the impact of the observation protocol on principals', university supervisors', and school site mentors' feedback to preservice teachers.

**Project Special Features:** The goal of this project is to transform the preparation of elementary mathematics teachers to ensure that instruction with DC maximizes students' social, emotional, and academic learning. Our objectives to achieve that goal are the following: 1. Collect video of inservice teachers implementing DC in ways that help their students develop Mathematical Practices and social, emotional, and academic skills. 2. Collect video of in-service teachers explaining their instructional decision making in regard to which DC to use for which mathematical objectives, how they develop SEL during mathematics instruction with DC, how they address equitable access and use of DC, and how they use data from DC to inform their instruction. 3. Collect elementary mathematics teachers' lesson plans as artifacts of their pre-lesson thinking with DC. 4. Collect elementary mathematics teachers' audio reflections regarding their instructional decision making with DC.

**Project Partners:** Oregon K-12 Schools