

23h: Supporting Implementation of Math Recovery Specialists in Michigan

Participating Partnerships Analysis and Discussion Tool

Use the discussion prompts as a guide to help you assess the fit and feasibility of this program. Some answers are already provided by the Leadership Team. Some questions may not be applicable, and some new questions may arise.

Category	Question/Prompt	Notes
Need		
Identification of focus population and subpopulations	Who is the identified focus population? (grade level, teachers, etc)	Partner school districts, math teachers, special education, multi-language, intervention teachers
Use of multiple data sources and disaggregated data to understand needs and assets	What are the identified needs of these population(s)? What are the root causes? What are the assets?	3rd, 4th, and/or 5th grade MSTEP math scores for the district are below the state average
Community perception of needs and assets	Do teachers feel like improving math learning is an area of need? If the program is implemented, what could potentially change for these population(s)?	
Evidence		
Outcome, fidelity, and cost-effectiveness data	Are there research data available to demonstrate effectiveness?	MR research supports the effectiveness of the program
Strength of evidence: for whom and in what conditions	What is the strength of the evidence?	MR research, as well as STEMworks, rate Math Recovery as Accomplished
Fit		
Fit with community values, culture, and history	Are teachers open and willing to learn new practices and make changes?	
Impact on other initiatives	Will this align with other initiatives; are too many things already happening?	
Alignment with other priorities of the implementing site	Is math instructional reform a priority?	

Usability		
Well defined program	Is the program clearly defined? Are core features identified, listed, or named?	Coursework learning is clearly defined; coaches and teachers have/will have the content Coaching models and processes are defined but vary, and will be refined through the project
Adaptations for context and populations	What do we know about the key reasons for previous successful replications?	MR is curriculum agnostic and can be a foundation for high-quality math instruction. MR has been successfully implemented around the country.
Capacity		
Implementation Costs	Are you, or do you plan to pay for a coach, or ISD coaching services?	
Resources needed and available for implementation	Is there someone who can step into this work (specialist) What administrative practices need to be in place?	
	Is leadership knowledgeable about and in support of this program?	
	Have teachers previously attended Math Recovery courses?	
Supports		
Expert Assistance	Is there a qualified “expert” who can help with the implementation over time?	Specialists have or will receive professional learning to provide expert assistance The leadership team and project management have expertise in content and facilitation
External Resources for Implementing Sites	Are there resources readily available?	Ready, Set, Math! and other state-developed resources are available A data management plan will be provided. Orientation/launch event in summer 2024
	Is coaching available for the program?	Coaching support is a requirement of participation. Specialists will provide coaching support to teachers.