

# Reclaiming the Math Classroom: A Framework for Sustainable Differentiation

**Lessons from  
Mayflower School  
District & MCP**

AAEA Conference

July 28, 2026



**Modern Classrooms**  
Project

# Welcome!



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Modern Classrooms Project



**Today's Goal:** Learn how mastery-based, student-centered learning and math curriculum can work together to support every learner.

**Today's Agenda:**

- ★ **Why:** challenges, solutions, and strategies for student-centered learning with HQIM
- ★ **How:** partnered-solution
- ★ **So What:** impact and stories of success
- ★ **Now What:** implementation opportunities
- ★ **Q&A**



MENTIMETER

# How do these rank for your district?

These are some of the key challenges we're hearing from districts across the country. How do these rank in importance to your district?

Join at [menti.com](https://menti.com)

Code: 6748 3598



# Why?

## Identifying Mayflower's Challenges



# Three Challenges We Hoped to Solve



## Teachers

Prevent teacher burnout from unsustainable differentiation demands

Keep the rigor of the HQIM



## Student Behavior

Address behavior disruptions caused by academic variance

Keep the instructional routines embedded within our HQIM



## Tier 1 Intervention

Embedded targeted Tier 1 support within daily core instruction

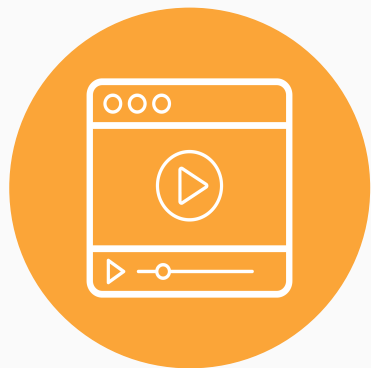
Keep students moving forward within the HQIM while providing help with those that need it

# How?

Finding a solution to meet  
Mayflower's challenges

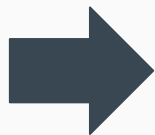


# The Solution: A Differentiated Model to Improve Tier 1 Instruction



## Blended Instruction

Teachers leverage blended resources, freeing up time for **differentiated one-on-one and small-group support**.



## Flexible-Pacing

Students move through each unit in the curriculum at a flexible pace, **collaborating with peers to master the content**.



## Mastery-Based Learning

Teachers use end-of-lesson assessments in the curriculum to decide when **students are ready** to move on to the next skill.

Equipped Mayflower educators with the **training and pre-created resources** they needed to implement **high quality curriculum seamlessly.**

# Mayflower Teachers and Students in Action





**QUICK CHAT**

## **Turn & Talk**

- What instructional practices did you see and hear that were exciting to you?

# Implementation Journey

## Persistent Issues

- A frustrated teacher shared that 60 minute whole group math instruction was failing her students
- ATLAS data confirmed our students were not growing and barely achieving

## Finding and Embracing the Solution

- Needed a structure that included small group instruction embedded within core Tier 1 learning

## Targeted Rollout

- Launched across Grades 4-Algebra 1 with 3 of the 5 teachers being new to our district with personalized MCP training
- Coaching calls and in-person visits throughout the year
- Support when and how we need it

## Sustaining and Expanding

- Expanded to Grades 3 - Geometry
- Year 1 and Year 2 training with the same MCP coaches
- Piloting new initiatives with MCP
- Modern Math Leader and Modern Math Alumni Trainer

# Modern Classrooms in Mayflower

- Frees the teacher from the front of the room
- Leverages flexible pacing to prevent new gaps
- Uses Formative Assessment for immediate, actionable feedback



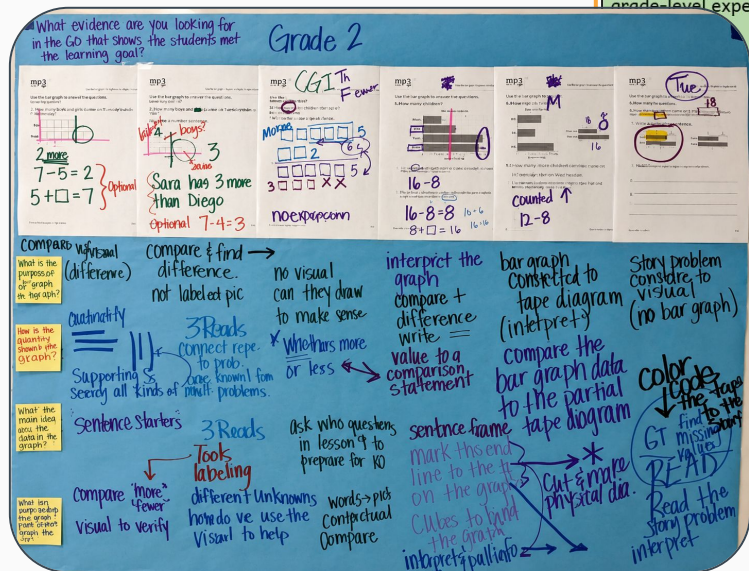
## Modern Classrooms in Mayflower

Instead of intervention being something that happens in a separate room or during a separate period, the MCP model **embeds Tier 1 support directly into the core math block.**

Because the instruction is blended and self-paced, teachers have the **time** and the **exact data** they need to pull small groups and clear up misconceptions in real time, **every single day.**

# The PLC Process - Focus 1: Content

- Standards
- Content knowledge
- HQIM



4 Student demonstrates mastery of content and skills beyond grade-level expectations.

In addition to Level 3, in-depth inferences and applications that go beyond what was taught and expected, the student can ... with no errors

- ☐ Identify and correct errors in addition problems with explanations
- ☐ Identify and correct errors in subtraction problems with explanations
- ☐ Find the missing number (addend, minuend, subtrahend) given a sum or difference

Level 4

3 Student demonstrates mastery of content and skills that meet grade-level expectations.

The student can...with no major errors

- ☐ Add decimals to the hundredths with different place values with models
- ☐ Add decimals to the hundredths with different place values using place value
- ☐ Subtract decimals to the hundredths with different place values with models
- ☐ Subtract decimals to the hundredths with different place values with place value

Level 3

2 Student demonstrates partial mastery of content and skills that meet grade-level expectations with teacher support.

The student exhibits major errors or omissions regarding the more complex ideas and processes requiring help from the teacher to:

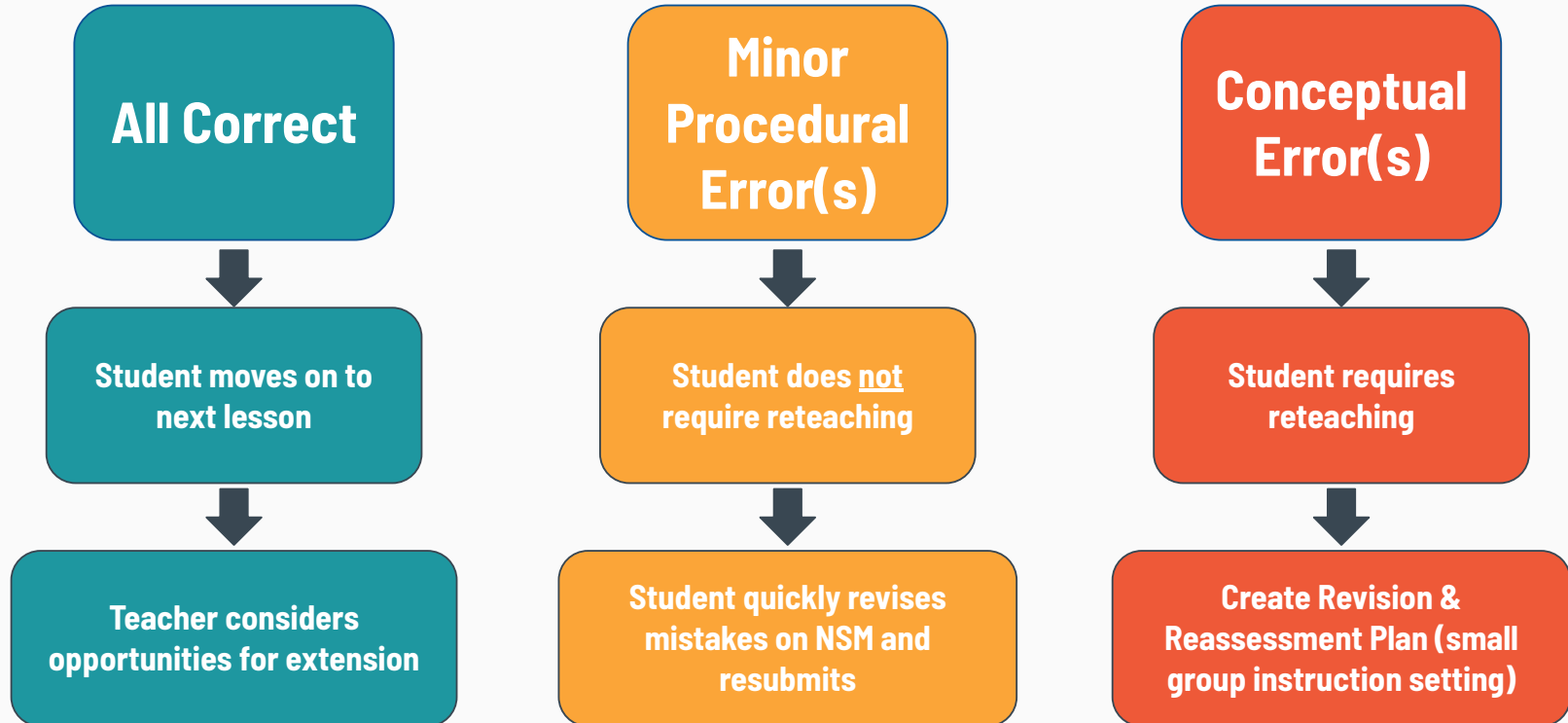
- ☐ Add decimals to the hundredths with the same place value with models
- ☐ Subtract decimals to the hundredths with the same place value with models
- ☐ Add decimals to the hundredths with the same place (no model)
- ☐ Subtract decimals to the hundredths with the same place (no model)

Level 1

Level 2

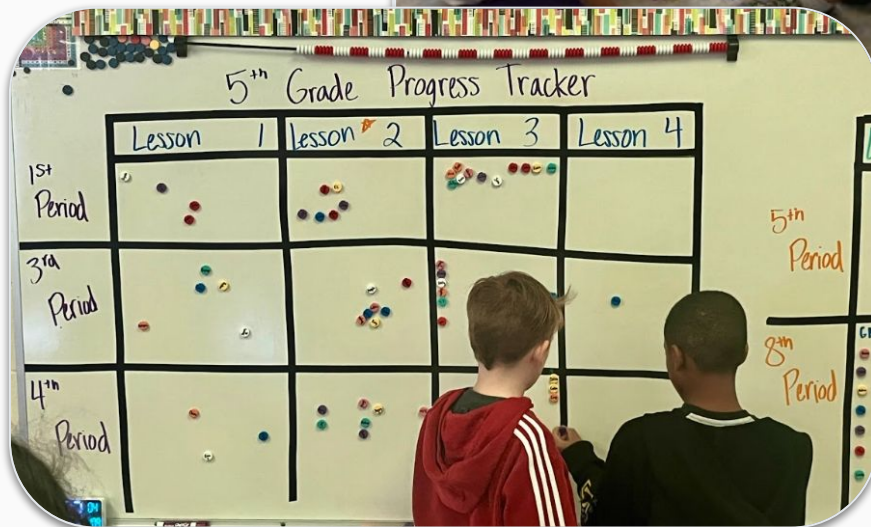
# The PLC Process - Focus 2: Data

As teachers review mastery checks, sort them into three categories:



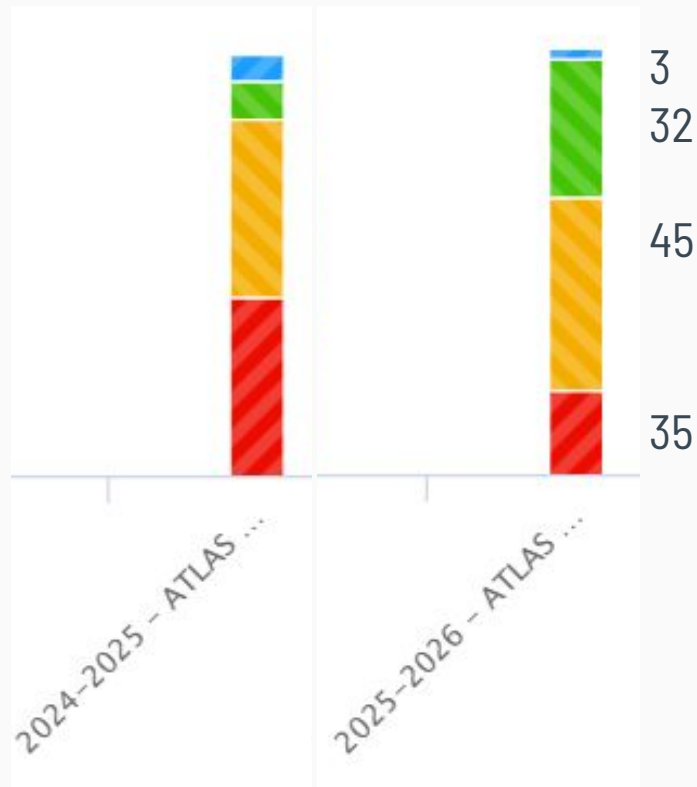
# So What?

What does the data say?

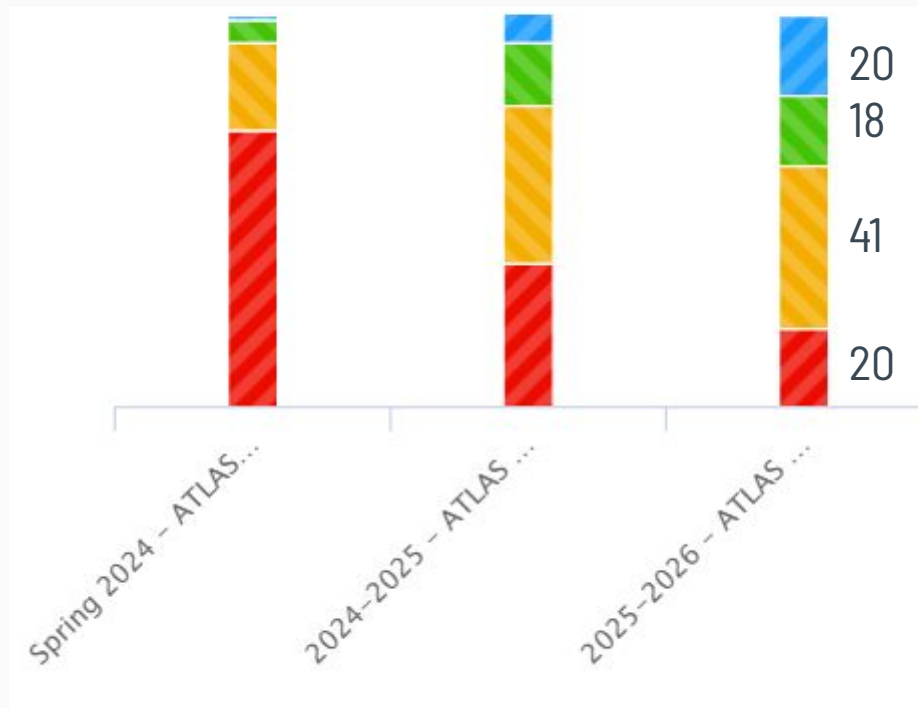


# Early Results Show Promise

Grade 6 Students “That Class” over 2 years



Algebra 1



## Bottom Quartile Data

### Grade 4

$\frac{14}{15}$  Have an IEP,  
504, or Dyslexia

$\frac{13}{15}$  Scores increased  
+6 to +16

### Grade 5

$\frac{13}{14}$  Have an IEP,  
504, or Dyslexia

$\frac{9}{14}$  Scores increased  
+9 to +16

### Grade 6

$\frac{12}{15}$  Have an IEP,  
504, or Dyslexia

$\frac{13}{15}$  Scores increased  
+8 to +30

# What are Mayflower teachers saying?

"I have been able to be **more intentional with working with students** and giving feedback. I am able to better understand my students' needs. **Students have bragged about how much they enjoy math and really enjoy utilizing the materials as their resources for their work.**"

- Allison Wilbanks, 4th Grade Educator

It is easy to use, everything you need is at your fingertips and you don't have to recreate the wheel. **It provides student accountability, drive, and success. My students are confident in their learning and if they are unsure, they actually ask for help. That doesn't happen in traditional teaching classroom.** They are more accountable for their learning and are learning time management and executive functioning skills.

- Ryan Bowden, 8th Grade Educator

"I have already recommended it and stayed on the phone last night explaining my training to a previous coworker. **I made the call because we were both overwhelmed with all the things teachers need to be doing to meet student needs, but never knowing how it really works. Now I have a clear vision.**"

- Delanie Cooper, 5th Grade Educator

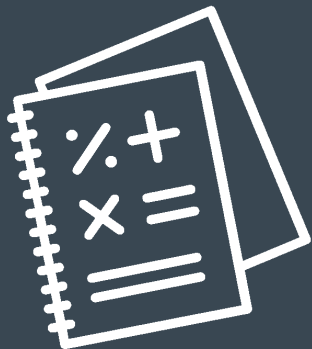
# Key Learnings

- **Leadership Training & Alignment**
  - Can they explain the structure?
- **Ongoing Teacher PD & Coaching**
  - Who is supporting teachers between MCP coaching?
- **Clarity on Core MCP Pillars**
  - Blended Instruction, Flexible Pacing, Mastery-Based Learning



## Now What?

How can AR districts move forward innovative instructional models that support their HQIMs?



# Our Curriculum-Embedded Solution



**QUICK CHAT**

## **Turn & Talk**

How can this approach support you with the top challenges you ranked on the Menti earlier?

# Adapted Curricular Resources - Aligned to AR Math Standards

## Lesson in a Textbook\*

Unit 1, Lesson 1

**Tiling the Plane**

Grade 6

### Preparation

#### Lesson Narrative

In the first lesson of the course, students compare the amounts of a plane covered by different shapes and recall what they know about area. The investigations allow students to experience two important ideas that will be made explicit in the next lesson:

- If two figures can be placed one on top of the other so that they match up exactly, then they have the same area.
- The area of a **region** does not change when the region is decomposed and rearranged.

At the end of this lesson, students are asked to write their best definition of "area." It is important to let them formulate their definition in their own words. It is especially important to encourage Multilingual Learners to use their own words and the words of their peers. In a future lesson, students will revisit the definition of "area" as "the number of square units that cover a region without gaps or overlaps."

While the mathematics that students explore in this lesson is not complicated and offers a low threshold for entry, it does prompt students to make sense of problems and persevere in solving them (MP1). The activities also enable the teacher to begin setting the expectations for mathematical discourse; that is for students to construct logical arguments and listen to the reasoning of others (MP3). The lesson allows some time for the teacher to begin establishing classroom norms and routines.

*A note about terminology:*

In these materials, when we talk about a two-dimensional figure, such as a rectangle, triangle, or circle, we usually mean the boundary of the figure (such as the sides of a rectangle), not including the region inside. However, we also use shorthand language such as "the area of a rectangle" to mean "the area of the region inside the rectangle." The term "shape" could refer to a figure with or without its interior. Although the terms "figure," "region," and "shape" are used without being defined precisely for students, help students understand that sometimes our focus is on the boundary (which in this unit will always be composed of black line segments), and sometimes it is on the region inside (which in this unit will be shown in color and referred to as "the shaded region").

#### Math Community

This is the first exercise that focuses on the work of building a mathematical community. Students have the opportunity to think about what a mathematical community is and to share their initial thoughts about what it looks like and sounds like to do math together in a community.

#### Learning Goals

- Comprehend that the word "area" (orally and in writing) refers to how much of the plane a shape covers.
- Compare (orally) areas of the shapes that make up a geometric pattern.

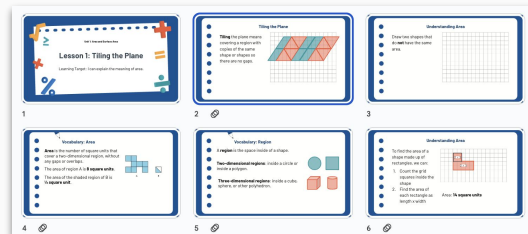
#### Student-Facing Goal

Let's look at tiling patterns and think about area.

Transform

## Ready-to-Use Resources

### Slide Decks



### Task Checklists

1A: Reasoning to Find Area

Student Progress Tracker

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

#### Lesson 1: Tiling the Plane

Learning Target: I can explain the meaning of area.

|                                    |                                                                                                       |              |
|------------------------------------|-------------------------------------------------------------------------------------------------------|--------------|
| <input type="checkbox"/> Due Date: | <input type="checkbox"/> Inquiry Activity 1.2: How Red, Green, or Blue? Whole-Group Section Launch #1 | Must Do      |
|                                    | <input type="checkbox"/> Lesson 1 Video & Notes                                                       | Must Do      |
|                                    | <input type="checkbox"/> Lesson 1 Practice Problems                                                   | Must Do      |
|                                    | <input type="checkbox"/> Lesson 1 Are You Ready for More?                                             | Aspire to Do |
|                                    | <input type="checkbox"/> Lesson 1 Additional Practice                                                 | Aspire to Do |
|                                    | <input type="checkbox"/> Lesson 1 Mastery Check                                                       | Must Do      |

Teacher Sign-Off: \_\_\_\_\_

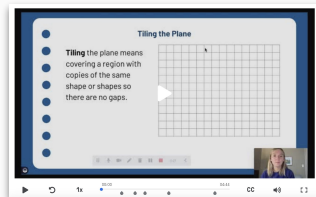
#### Lesson 2: Finding Area by Decomposing and Rearranging

Learning Target: I know how to find the area of a figure by decomposing it and rearranging the parts.

|                                    |                                                                  |              |
|------------------------------------|------------------------------------------------------------------|--------------|
| <input type="checkbox"/> Due Date: | <input type="checkbox"/> Inquiry Activity 2.2: Composing Shapes  | Must Do      |
|                                    | <input type="checkbox"/> Lesson 2 Video & Notes                  | Must Do      |
|                                    | <input type="checkbox"/> Lesson 2 Practice Problems              | Must Do      |
|                                    | <input type="checkbox"/> Inquiry Activity 2.3: Tangram Triangles | Aspire to Do |
|                                    | <input type="checkbox"/> Lesson 2 Additional Practice            | Aspire to Do |
|                                    | <input type="checkbox"/> Lesson 2 Mastery Check                  | Must Do      |

Teacher Sign-Off: \_\_\_\_\_

### Videos



### Guided Notes

Lesson 1

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

#### Learning Target: I can explain the meaning of area.

#### Tiling the Plane

Tiling the plane means covering a region with \_\_\_\_\_

#### Understanding Area

Draw two shapes that do not have the same area.

#### Vocabulary

Area is \_\_\_\_\_

For example, the area of region A is \_\_\_\_\_

The area of the shaded region of B is \_\_\_\_\_

### Mastery Checks

Lesson 1 Mastery Check Version A

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

#### Learning Target: I can explain the meaning of area.

Draw two shapes that do not have the same area.

What is the area of the shaded region in square units? Explain how you found it.

\*We currently support Illustrative Math and Eureka Math<sup>2</sup>

# Teacher and Leader Training



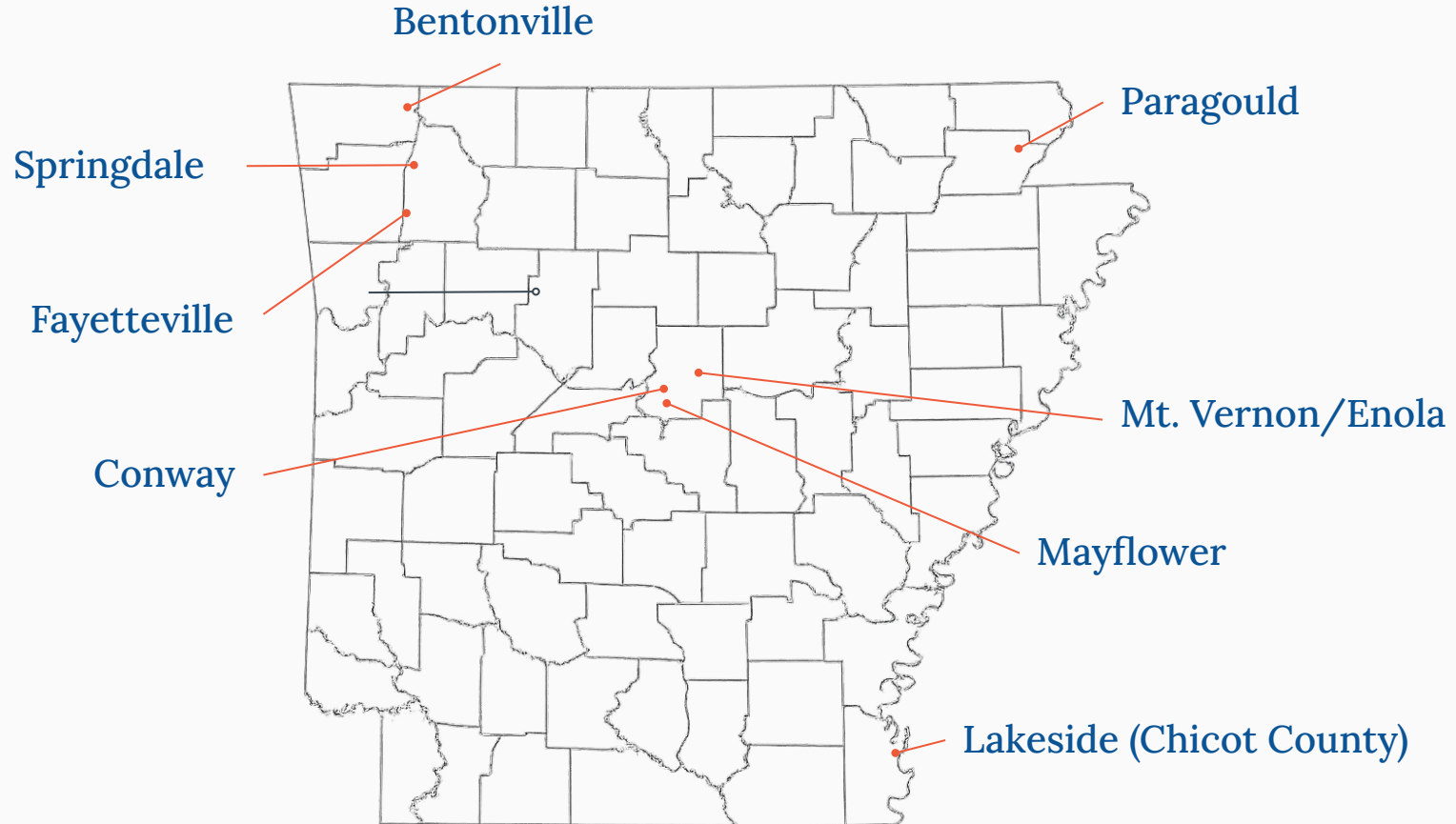
**On-demand support as needed to assist educators during implementation.**

# Support for the Whole Learning Community

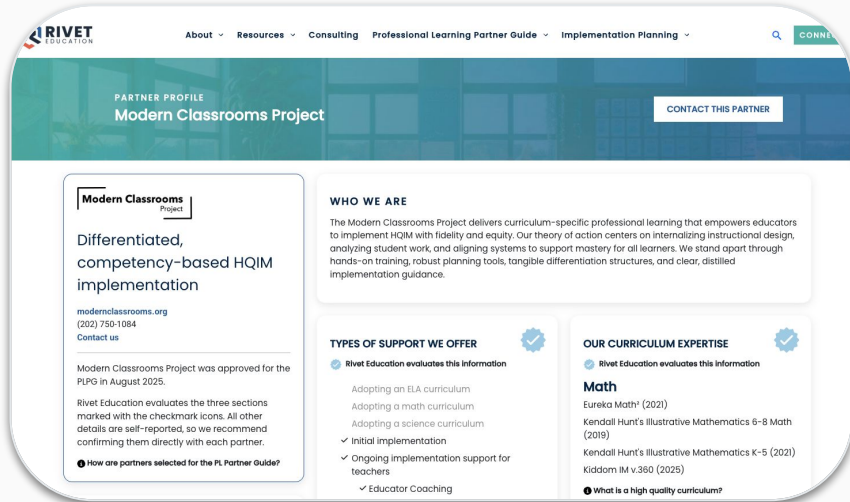
Our goal at Modern Classrooms is to invest in a district's whole learning community.



# Current Partner Districts

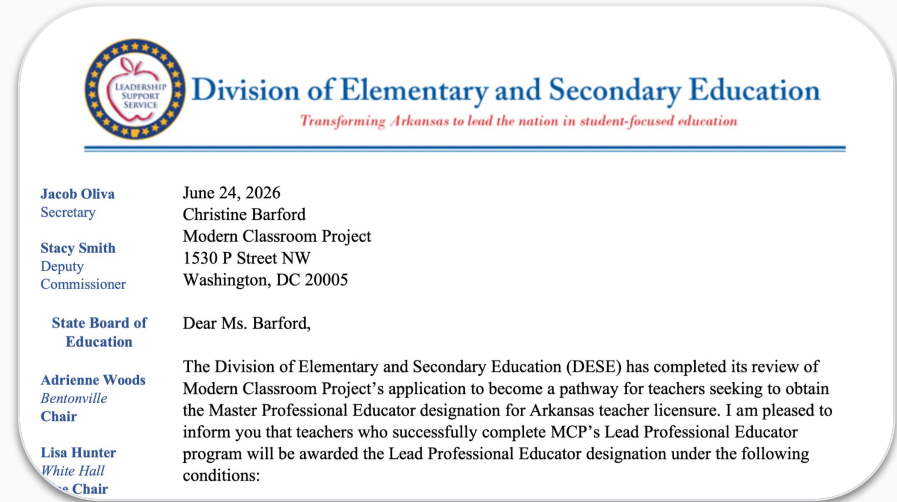


# Approved Professional Development



The screenshot shows the Rivet Education website's 'Partner Profile' for the 'Modern Classrooms Project'. The header includes navigation links: About, Resources, Consulting, Professional Learning Partner Guide, and Implementation Planning. A search bar and a 'CONNECT' button are also visible. The profile section is titled 'PARTNER PROFILE Modern Classrooms Project' and includes a 'CONTACT THIS PARTNER' button. Below this, there is a 'Modern Classrooms Project' section with a description: 'Differentiated, competency-based HQIM implementation'. It lists the website 'modernclassrooms.org', the phone number '(202) 750-1084', and a 'Contact us' link. A paragraph states: 'Modern Classrooms Project was approved for the PLPG in August 2025. Rivet Education evaluates the three sections marked with the checkmark icons. All other details are self-reported, so we recommend confirming them directly with each partner.' Below this is a question: 'How are partners selected for the PL Partner Guide?'. To the right, there is a 'WHO WE ARE' section with a description of the project. Below that is a 'TYPES OF SUPPORT WE OFFER' section with a list of services: 'Adopting an ELA curriculum', 'Adopting a math curriculum', 'Adopting a science curriculum', 'Initial implementation', 'Ongoing implementation support for teachers', and 'Educator Coaching'. To the right of this is an 'OUR CURRICULUM EXPERTISE' section with a list of curriculum titles: 'Math', 'Eureka Math' (2021), 'Kendall Hunt's Illustrative Mathematics 6-8 Math (2019)', 'Kendall Hunt's Illustrative Mathematics K-5 (2021)', and 'Kiddom IM v.360 (2025)'. Below this is a question: 'What is a high quality curriculum?'. The entire profile is set against a background of a grid of squares.

Rivet Education  
PLPG Provider



The image shows the official letterhead of the Division of Elementary and Secondary Education (DESE). On the left is the DESE logo, which features a circular emblem with a star and the text 'LEADERSHIP SUPPORT SERVICE'. To the right of the logo is the text 'Division of Elementary and Secondary Education' in a large, blue, serif font, followed by the tagline 'Transforming Arkansas to lead the nation in student-focused education' in a smaller, italicized, red font. Below this, there is a horizontal line. Under the line, the contact information for the Secretary and Deputy Commissioner is listed. On the left, the names and titles are: 'Jacob Oliva Secretary', 'Stacy Smith Deputy Commissioner', 'State Board of Education', 'Adrienne Woods Bentonville Chair', and 'Lisa Hunter White Hall Chair'. On the right, the date and address are: 'June 24, 2026', 'Christine Barford', 'Modern Classroom Project', '1530 P Street NW', and 'Washington, DC 20005'. Below the address, the text 'Dear Ms. Barford,' is written. At the bottom, a paragraph states: 'The Division of Elementary and Secondary Education (DESE) has completed its review of Modern Classroom Project's application to become a pathway for teachers seeking to obtain the Master Professional Educator designation for Arkansas teacher licensure. I am pleased to inform you that teachers who successfully complete MCP's Lead Professional Educator program will be awarded the Lead Professional Educator designation under the following conditions:'.

Master Professional  
Education Designation

# Modern Classrooms: Arkansas Opportunities



## How to Get Started

- Chat with a team member
- Join a leadership event
- Visit a classroom near you
- Grant funding available

1. Visit Our Website  
[www.modernclassrooms.org](http://www.modernclassrooms.org)
2. Learn More About a Partnership  
[www.modernclassrooms.org/ar](http://www.modernclassrooms.org/ar)
3. Send us an email:  
[sophia.kor@modernclassrooms.org](mailto:sophia.kor@modernclassrooms.org)

**Want to have a follow-up discussion?**

