



Developing Mathematical Thinking Institute



Professional  
Development



Curricular  
Resources



Assessment



“The Developing Mathematical Thinking Institute (DMTI) is dedicated to enhancing students’ learning of mathematics by supporting educators in the implementation of research-based instructional strategies through high-quality professional development, curricular resources and assessments.”

For more information contact  
Dr. Brendefur at [jonathan@dmtinstitute.com](mailto:jonathan@dmtinstitute.com)



# Engaging Parents in Helping Young Children **Develop Mathematical Thinking** for STEM Fields

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NATIONAL ESEA CONFERENCE  
KANSAS CITY, 2019

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**Sam Strother, MAE**

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# Session Overview

- What does it mean to Develop Mathematical Thinking?
  - DMT Framework
  - Evidence
- Primary Math Assessment
  - 6 predictors of future success
- Parent Portal
- DMTI Professional Development and Resources

# Developing Mathematical Thinking

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EVIDENCE

# Task to Think About

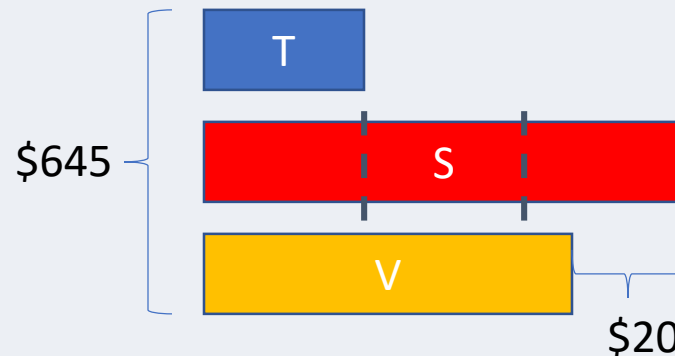
- Solve the following problem:

Tina saved some money.

Sara saved three times as much money as Tina.

Victor saved \$20 less than Sara.

*How much money did Victor save if they saved \$645 all together?*



(NCTM, 2010)

# Task to Think About

- Solve the following problem:

$$T + S + V = \$645$$

$$T + (T + T + T) + (T + T + T - 20) = \$645$$

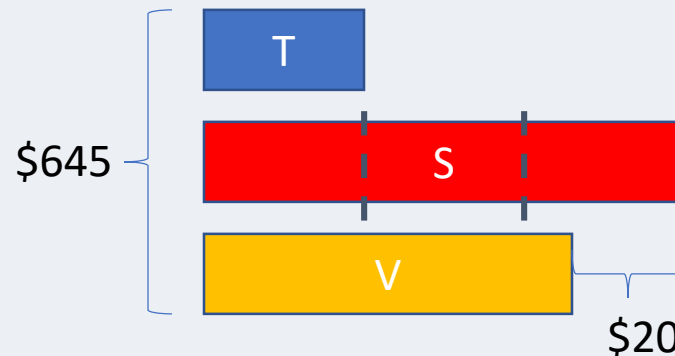
$$7T - 20 = \$645$$

$$7T = \$665$$

$$T = \$95$$

$$S = \$285$$

$$V = \$265$$



(NCTM, 2010)

# Task to Think About

- Solve the following problem:

$$T + S + V = \$645$$

$$\frac{1}{3}S + (S) + (S - 20) = \$645$$

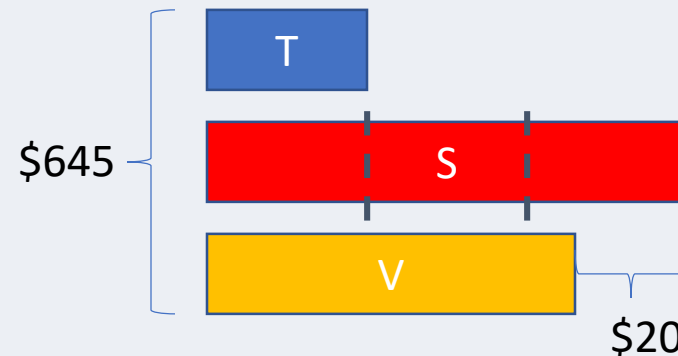
$$2\frac{1}{3}S - 20 = \$645$$

$$2\frac{1}{3}S = \$665$$

$$T = \$95$$

$$S = \$285$$

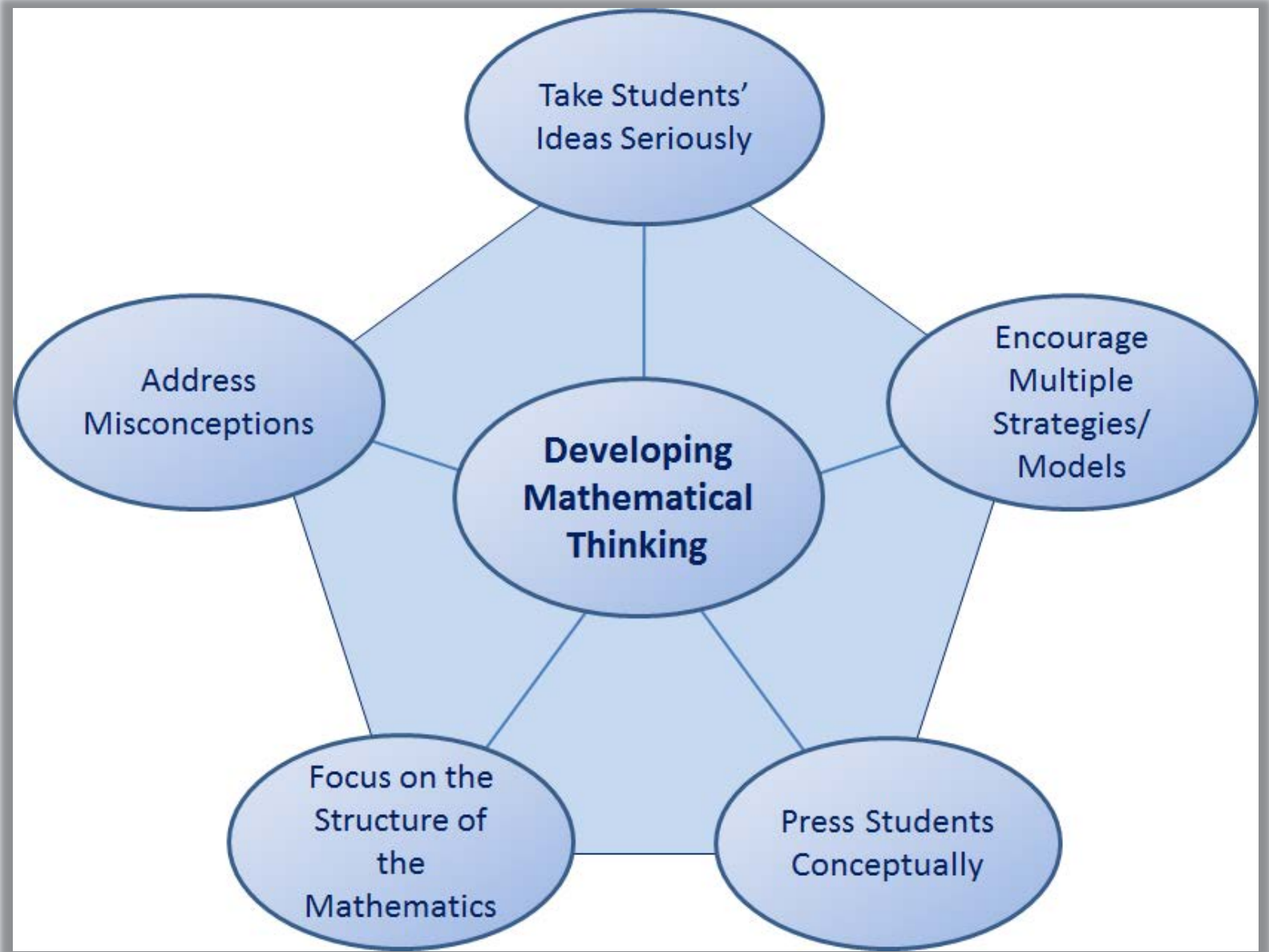
$$V = \$265$$



(NCTM, 2010)



# DMT Framework



Brendefur, 2008

# DMT Makes a Difference

## Large Scale Evaluation Results

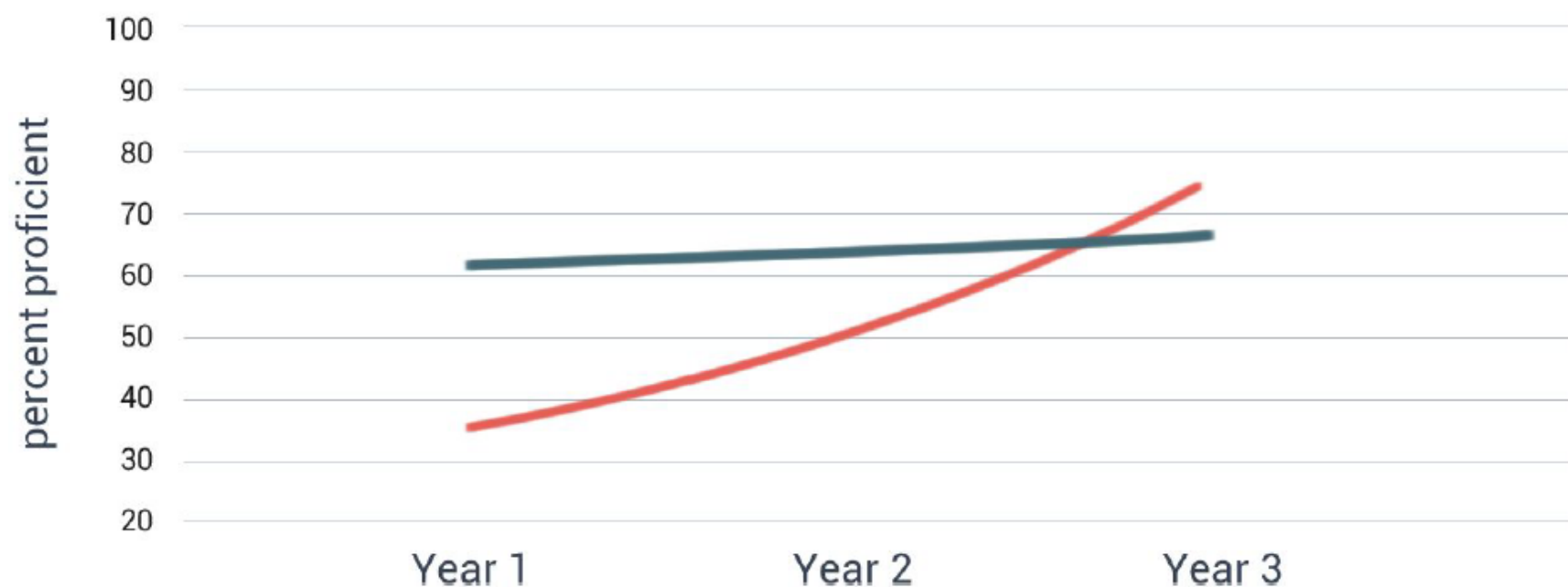
· 79.2% of students in DMT teachers' classrooms scored proficient or advanced compared to 65.7% in control teachers' classrooms · These differences are statistically significant ( $z=2.603$ ,  $p < .01$ )

RMC Research Corp.

Standardized Achievement Test  
Control vs. DMT



# English Language Learners' Proficiency: Grades 3 - 8

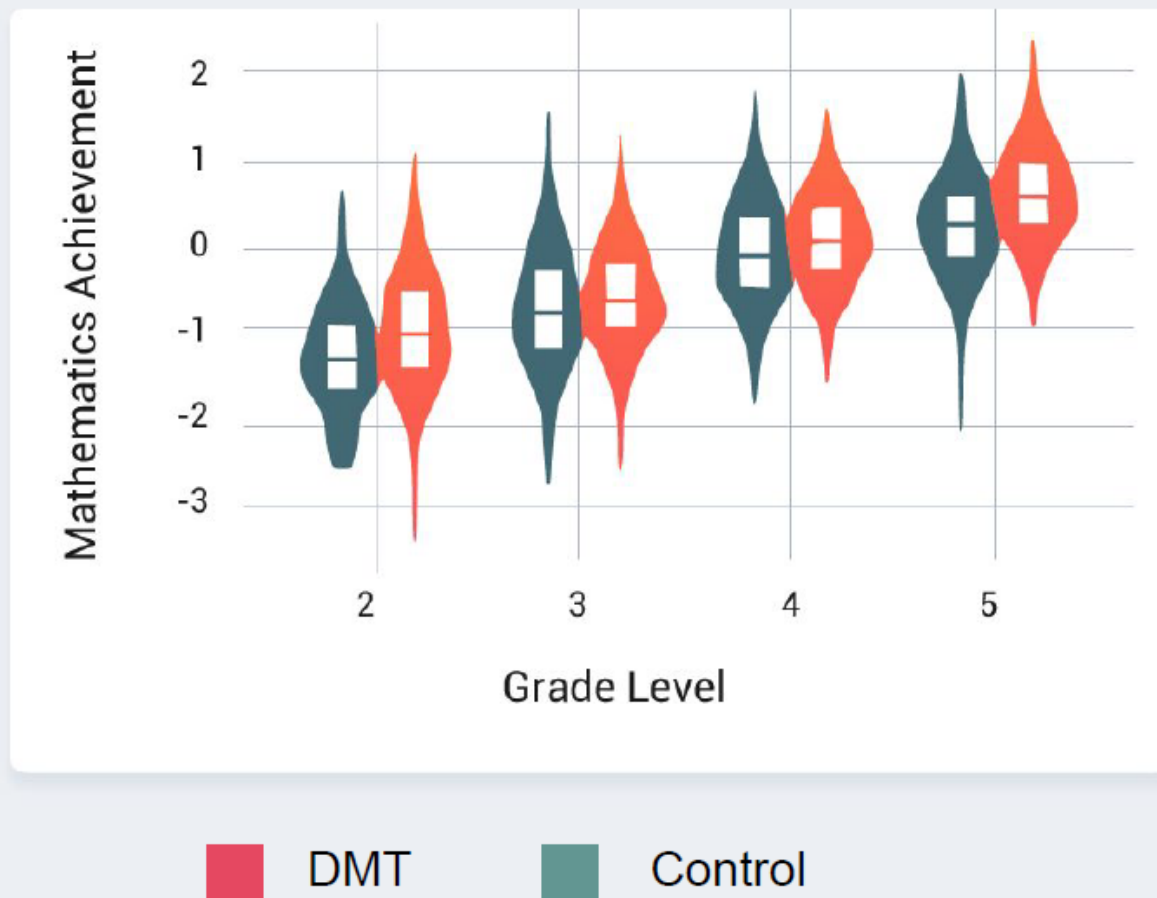


■ DMT ■ Non-DMT

# IES Grant - Randomized Design (2012-2015)

Through an Institute for Educational Science (IES) grant, 8 schools were randomly assigned to receive DMT professional development over a 2 year period compared to a control group.

Using a standardized test, students in grades 2 - 5 increased their achievement levels with an average of .2 standard deviations above the control group.



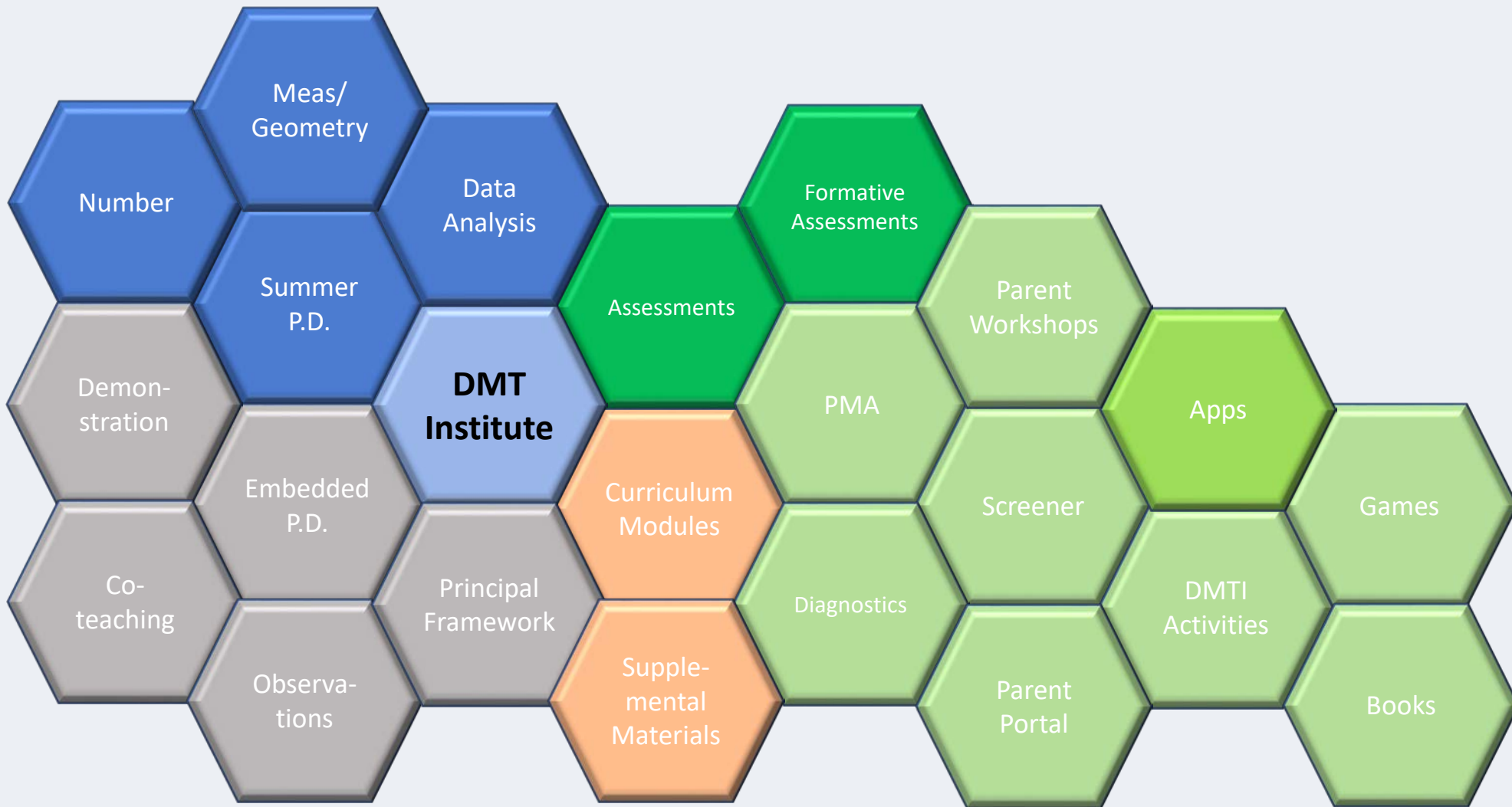
# DMTI Curricular Resources Make a Difference

Results from a statewide standardized achievement test showed DMTI teachers outperforming their grade level colleagues.

Teacher D participated in DMTI professional development and implemented the curricular resources, while the other teachers did not.

Legend: Achievement Levels				
<div></div> %Level 1	<div></div> %Level 2	<div></div> %Level 3	<div></div> %Level 4	
	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
State	1 8882	2434 ±1	50	<div><div>24</div><div>26</div><div>31</div><div>19</div></div>
District	362	2430 ±3	44	<div><div>22</div><div>33</div><div>28</div><div>16</div></div>
School	124	2437 ±6	48	<div><div>21</div><div>31</div><div>27</div><div>21</div></div>
Teacher A	25	2422 ±11	44	<div><div>28</div><div>28</div><div>36</div><div>8</div></div>
Teacher B	24	2441 ±12	50	<div><div>13</div><div>38</div><div>33</div><div>17</div></div>
Teacher C	24	2410 ±16	25	<div><div>33</div><div>42</div><div>17</div><div>8</div></div>
Teacher D	25	2482 ±16	76	<div><div>12</div><div>12</div><div>32</div><div>44</div></div>
Teacher E	26	2431 ±14	42	<div><div>19</div><div>38</div><div>15</div><div>27</div></div>

# Developing Mathematical Thinking (DMT) Institute





# What does it mean to Develop Mathematical Thinking?

- DMT is built on a theoretical foundation drawing from three major learning theories:

Cognitive Theories

Social Interactional Theories

Behaviorism

DMT as a structure...



# Primary Math Assessment (PMA)

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# Purpose and Overview of the PMA

- 6 Dimensions
- Screener and Diagnostic
- Classroom Reports
- Parent and Community Engagement
- Activities and Resources

# Predictors of Success in Mathematics

What do you think are the greatest math predictors of whether a student will be *successful* in mathematics later in school and in STEM fields?

**Interpreting Context**

**Number Facts**

**Number Sequencing**

**Measurement**

**Relational Thinking**

**Spatial Reasoning**

# Predictors of Success in Mathematics

## 6. Number Sequencing and Identification

7, 8, 9, \_\_\_\_

32, 31, 30, \_\_\_\_

# Predictors of Success in Mathematics

## 5. Number Facts

$$8 + 5 = \square$$

$$13 + 14 = \square$$

# Predictors of Success in Mathematics

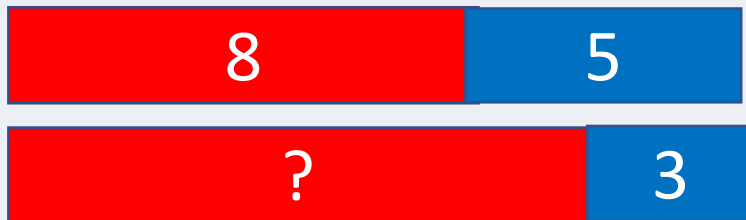
## 4. Interpreting Context

There are 8 black ants and 5 red ants. How many more black ants are there than red ants?

# Predictors of Success in Mathematics

## 3. Relational Thinking

$$5 + 18 = \square + 4$$



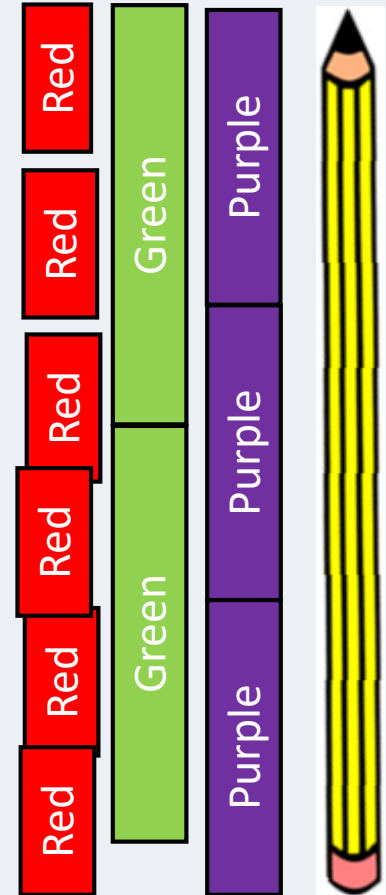
# Predictors of Success in Mathematics

## 2. Measurement

Which measurement is correct?

Structure

- **Unit**
- **Iterate**
- Partition
- Transitivity
- **Zero**



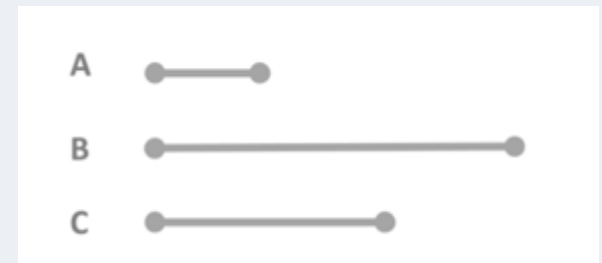
# Predictors of Success in Mathematics

## 2. Measurement

If the top line is split into 4 equal size pieces, which of the lengths would match 1 piece?

### Structure

- Unit
- Iterate
- **Partition**
- Transitivity
- Zero





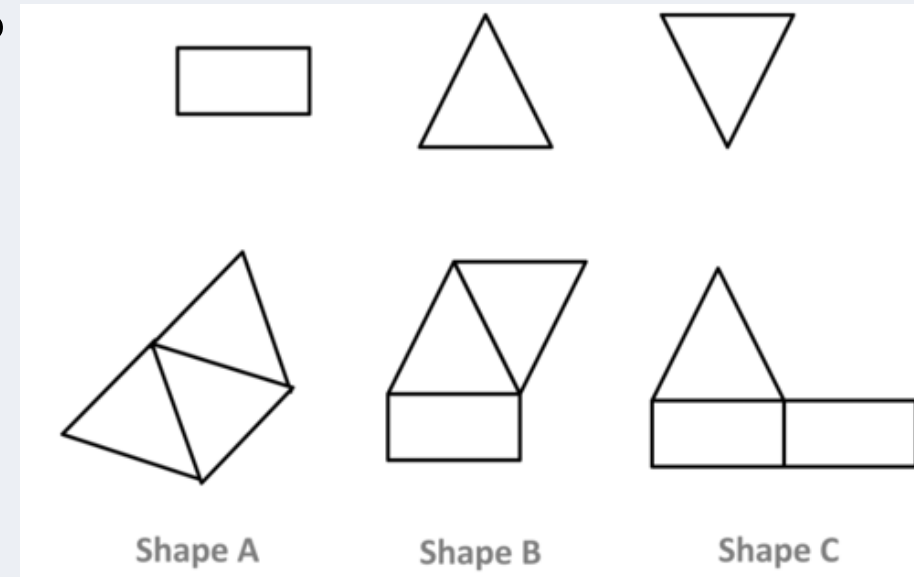
# Predictors of Success in Mathematics

## 1. Spatial Reasoning

Which shape can I make with all the shapes to the right?

### Structure

- **Compose**
- Decompose
- Rotation
- Congruence



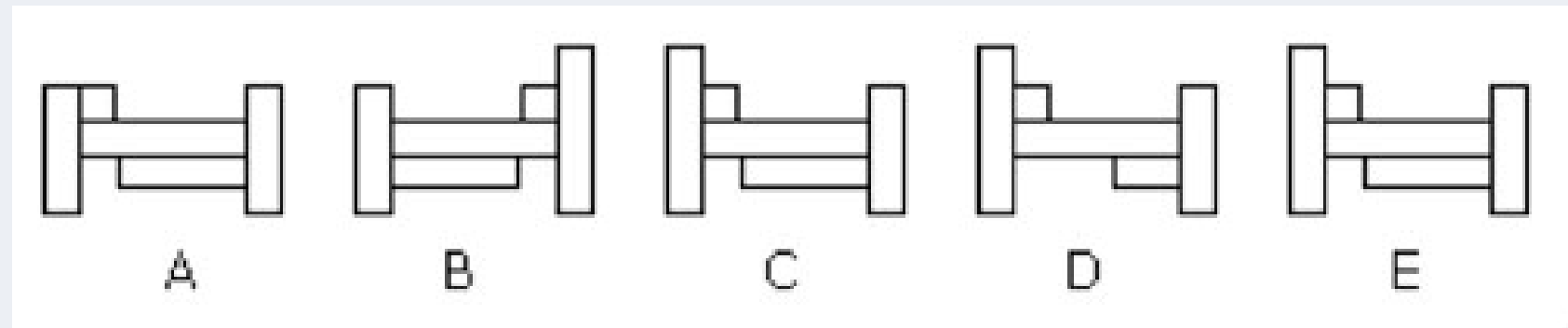
# Predictors of Success in Mathematics

## 1. Spatial Reasoning

Which shapes are exactly the same?

### Structure

- Compose
- Decompose
- Rotation
- **Congruence**



# Predictors of Success in Mathematics

6. Facts
5. Sequencing
4. Interpreting Context
3. Relational Thinking
2. Measurement
1. Spatial Reasoning

(Brendefur et al., 2015)

# PMA Screener

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## REPORTS

DMTI  
Primary Math Assessment

You are a Teacher
Home
Profile
Sign Out

Welcome
Create Students
Manage Students
Administer Tests
Class Reports
Semester Reports

### Class Reports

Please save these reports, they will be inaccessible next year

Select Session
Spring 2017

Print Report

Student	Sequencing	Facts	Relational Thinking	Interpreting Context	Measurement	Spatial Reasoning
Student Names		0-19				80-100
			20-39			
					60-79	
				40-59		

**Class Report** provides a color-coded grid to represent the students' quintile placement for each of the six dimensions assessed by the PMA. The quintile ranges are presented by moving the cursor over the individual cell. Teachers have the option to print the report with quintiles shown and can update their student roster by using the Create and Manage tabs.

[illegible]

## Recommended

Suggested Curricular Priorities and Instructional Support

### Measurement

Class average: 50%

#### First Grade

##### **Me and the Measure of Things**

*Literature*

Joan Sweeney

The energetic narrator of *Me Counting Time* and *Me on the Map* is back, this time introducing young readers to the units of measure. Between a cup and an ounce? What gets measured in bushels and when do you use a scale? Easy-to-understand text and playful correlations teach children the differences between wet and dry measurements, weight, size, and length. And all information is conveyed in a unique perspective, using everyday objects and situations. *Me and the Measure of Things* makes measurement fun—and comprehensible!

##### **Parent Measurement**

*Activity*

##### **Measuring Length**

*Activity*

##### **Match It!**

*Activity*

##### **Find it in the Room**

*Activity*

##### **Covering the Window**

*Activity*

##### **Cover the Shape**

*Activity*

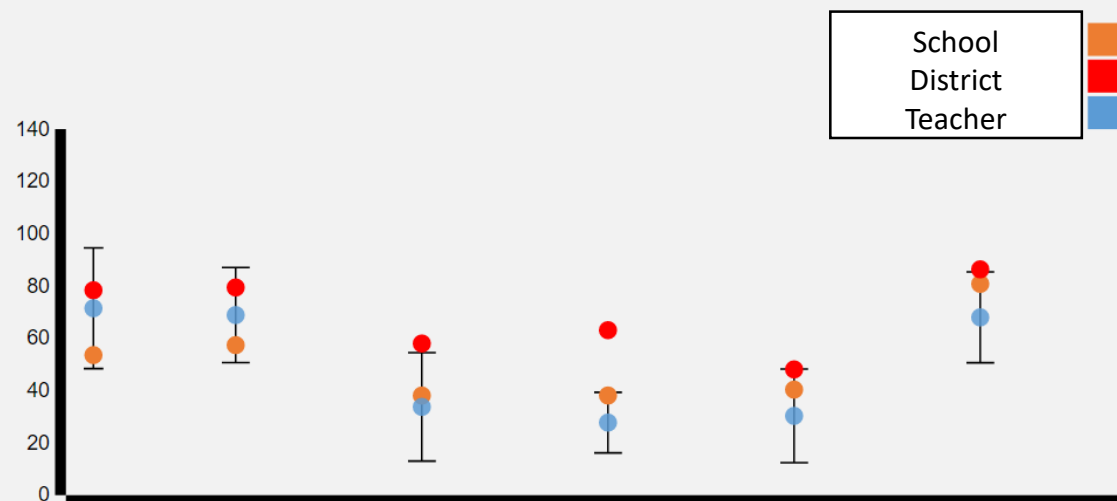
**Recommendations** suggest specific activities (individual, small group, or whole class) to do with students struggling on this dimension. In addition, suggestions are made on which targeted games could be played and targeted children's books to read.

# 1st Grade

Teacher Name

District  
School  
Teacher

Facts	Sequencing	Context	Relational Thinking	Measurement	Space
Winter 2017	Winter 2017	Winter 2017	Winter 2017	Winter 2017	Winter 2017
Ave. 78.37	79.44	58.01	63.11	48.09	86.38
S.D. 50.23	38.95	49.30	49.24	37.18	43.36
Ave. 53.58	57.38	38.10	38.11	40.36	80.82
S.D. 49.85	41.20	47.87	37.12	38.89	40.15
Ave. 71.49	68.88	33.76	27.75	30.32	68.00
S.D. 46.19	36.41	41.45	23.17	35.85	34.72

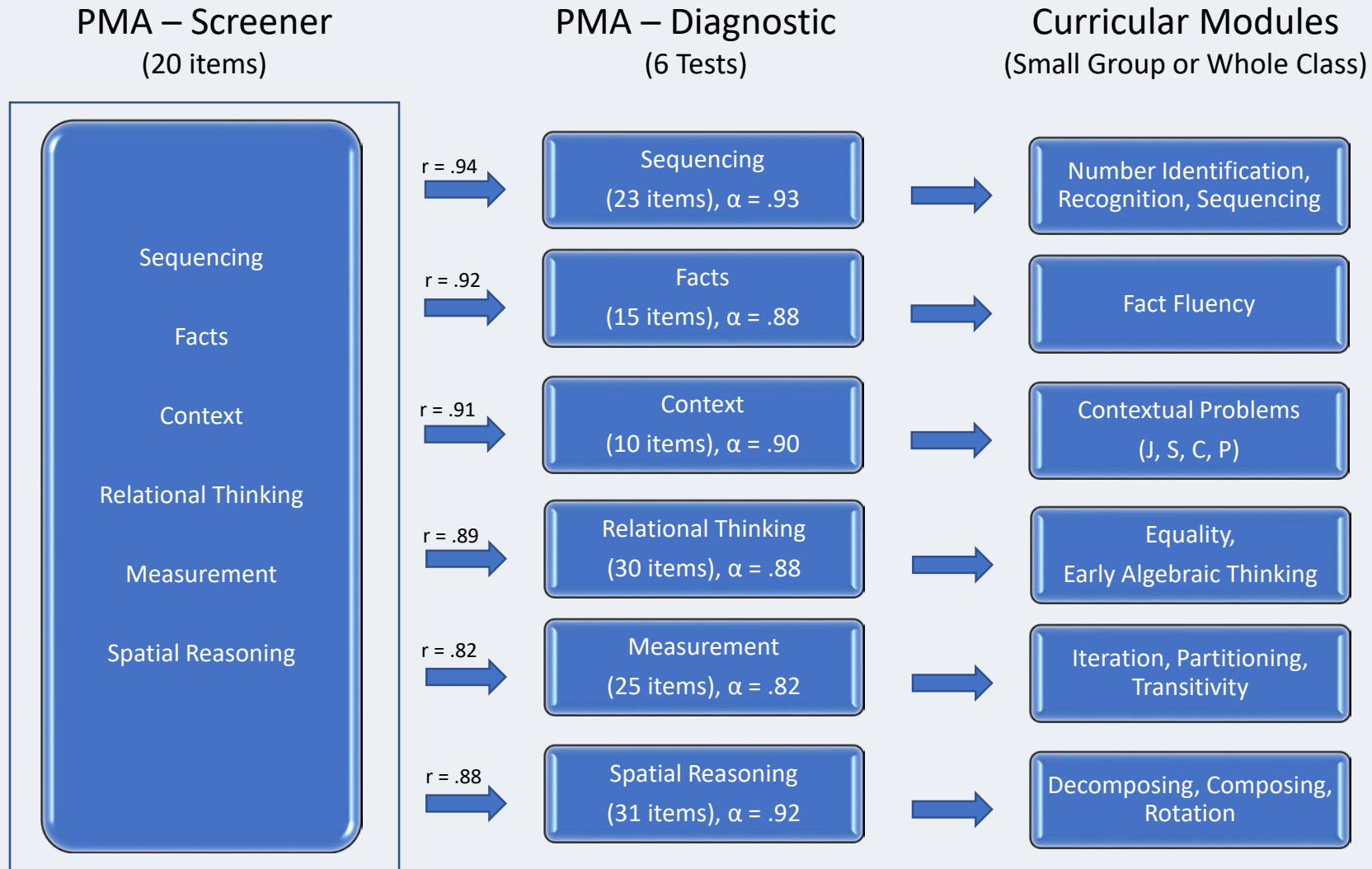


## Semester Reports

show a teacher's classroom results as compared to the school and district. The error bars indicate the norm range for each of the six dimensions. Classrooms are blue, districts are red and the schools are orange.



# Reliabilities and Correlations



# Developing Mathematical Thinking

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PARENTS, CAREGIVERS AND COMMUNITY

# Engaging Parents and Community

- Parent/Caregiver Workshops

[www.DMTInstitute.com](http://www.DMTInstitute.com)

## Topics (2 – 4 hours)

- K-2 Number and Structure
  - Counting
  - Fluency for Addition and Subtraction
- 3-5 Number and Structure
  - Fluency for Multiplication
  - Fractions
  - Decimals
- 6-8 Number and Structure
  - Ratio and Proportion
  - Algebraic Reasoning

# Engaging Parents and Community

- Parent Portal
  - [MyMathSuccess.com](https://www.mymathsucces.com)
- Primary Math Assessment (PMA) – Screener
  - For parents of Kindergarten, first, and/or second grade students
  - Provides reports and prioritizes activities
- DMTI Activities
  - Specific to each of the six predictive domains
  - Includes suggested questions to ask and vocabulary to use
- Focused Work on Each Domain for 2 months
  - Notified bi-monthly of 1 DMTI activity to do together
  - Suggested Game to purchase and play
  - Suggested Book to purchase and read

# Engaging Parents and Community

- Basic Math Pack

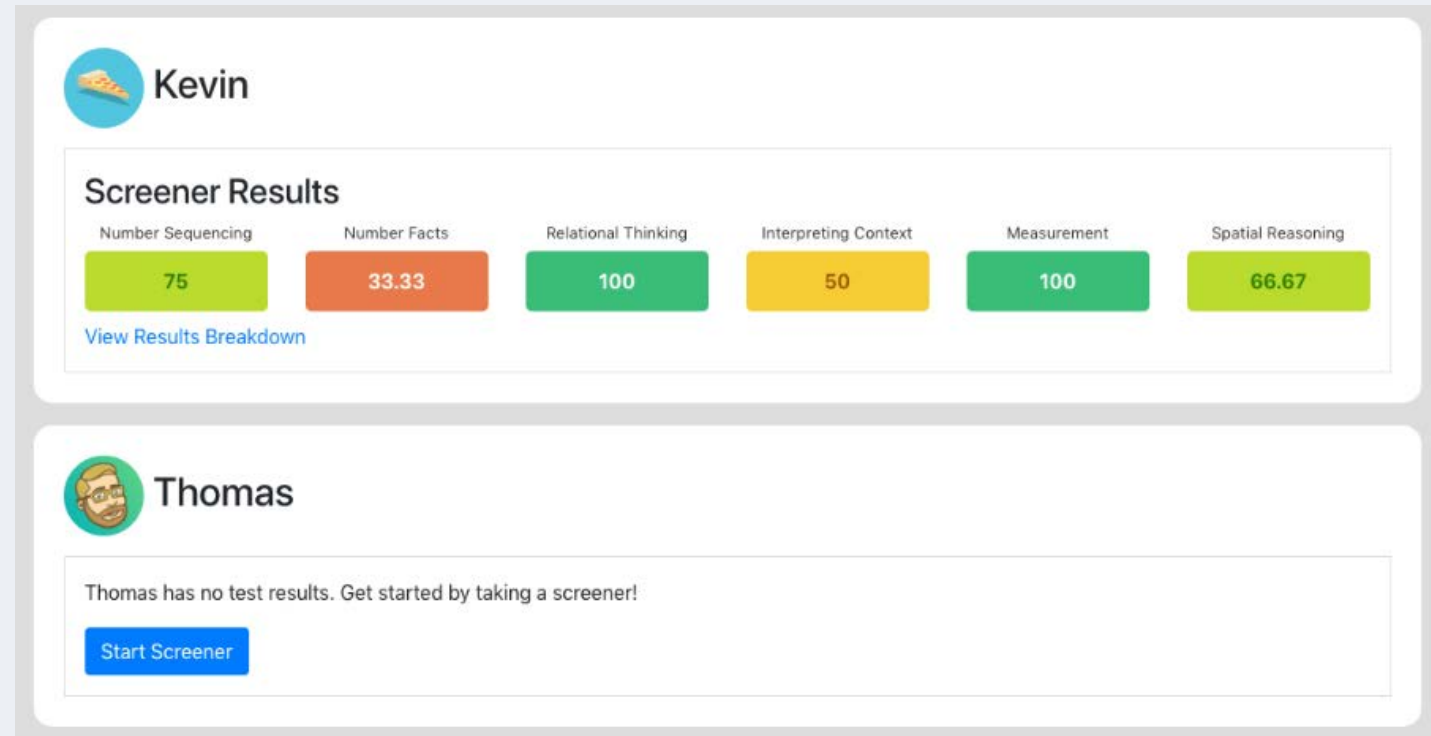


- Advanced Math Pack



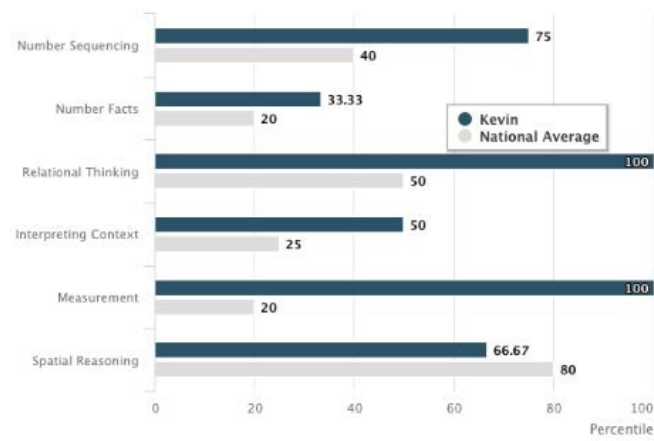
# Parent Portal

- After the child is screened the results are ready to view and suggestions are automated



# Screeners Results for Kevin

Performance compared to national average



Summary Table

Number Sequencing	75%
Number Facts	33.33%
Relational Thinking	100%
Interpreting Context	50%
Measurement	100%
Spatial Reasoning	66.67%

## Number Sequencing



### Chutes and Ladders

You and the character on your pawn can see the square marked 100, but it's not so easy to get there. If you land on a good deed, you can shimmy up a L...

[VIEW ON AMAZON](#)



### Sorry

Slide, collide and score to win the Sorry! Game. Kids draw cards to see how far they get to move one of the pawns on the board. If they land on a Slid...

[VIEW ON AMAZON](#)



### Counting Game

Dmt Institute

[START ACTIVITY](#)



### One Hundred Angry Ants

Pinczes, E.

One hundred hungry ants march off single file to sample a picnic, but when the going gets too slow, they divide into two rows of fifty, then four rows...

[VIEW ON AMAZON](#)



### One is a Snail, Ten is a Crab

Sayre, A.P. and Sayre, J.

If one is a snail and two is a person, we must be counting by feet! Just follow the sign to the beach, where a bunch of fun-loving crabs, lounging dog...

[VIEW ON AMAZON](#)

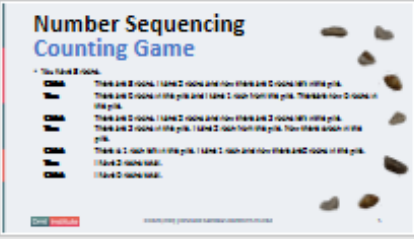
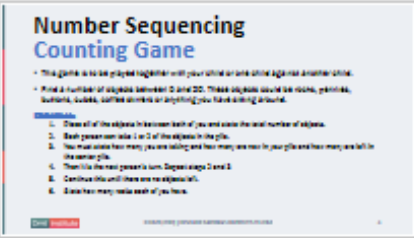
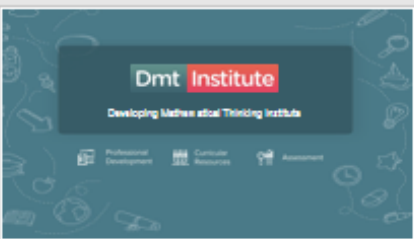


### Counting in the Wetlands (Counting in the Biomes)

McKissack, F. Jr. and McKissack, L. Beringer

Counts wetlands animals from one to ten and provides information about the different animals found in the wetlands

[VIEW ON AMAZON](#)



# Number Sequencing Counting Game



- You have 8 rocks.

**Child:** There are 8 rocks. I take 2 rocks and now there are 6 rocks left in the pile.

**You:** There are 6 rocks in the pile and I take 1 rock from the pile. There are now 5 rocks in the pile.

**Child:** There are 5 rocks. I take 2 rocks and now there are 3 rocks left in the pile.

**You:** There are 3 rocks in the pile. I take 2 rock from the pile. Now there is rock in the pile.

**Child:** There is 1 rock left in the pile. I take 1 rock and now there are 0 rocks in the pile.

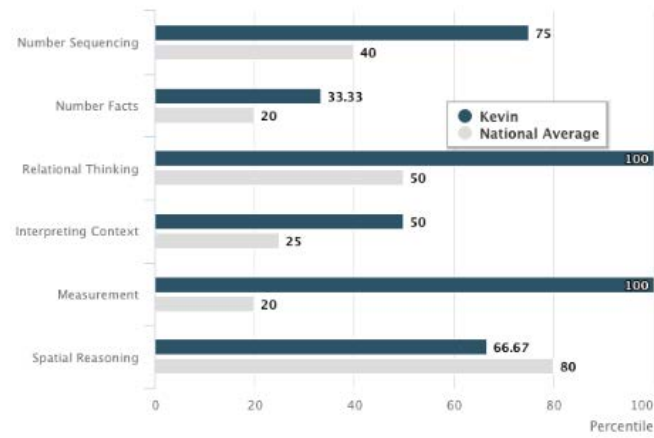
**You:** I have 3 rocks total.

**Child:** I have 5 rocks total.



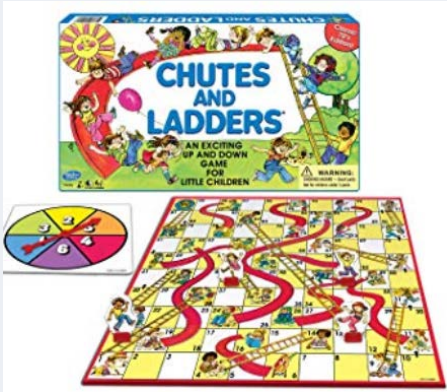
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[VIEW ON AMAZON](#)



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Dmt Institute

[START ACTIVITY](#)



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[VIEW ON AMAZON](#)



# DMTI Curricular Resources

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FOCUS CALENDARS, UNIT OVERVIEWS, MODULES AND ASSESSMENTS

# Central Access Point

- [www.dmtinstitute.com](http://www.dmtinstitute.com)
- After logging in, users are given access to all available materials regardless of grade level.
- This supports intervention and extension activities and informs teachers about the progression of content across grades.

The screenshot displays the Central Access Point interface. At the top, there is a 'Select Grade' dropdown menu with a circular button labeled 'k' and a row of buttons for grades 1 through 12. The main content area is divided into four quadrants, each with a hexagonal icon and a title:

- Focusing Calendar** (Calendar icon):
  - Grade K
    - Grade 0 Focusing Calendar
- Unit Overviews** (List icon):
  - Grade K
    - Unit 1: Counting, Number and Place Value
    - Unit 2: Measurement Comparison
    - Unit 3: Number PPW
    - Unit 4: Shape and Space
    - Unit 5: Number, Join & Separate
    - Unit 6: Measurement Iteration
    - Unit 7: Operations and Place Value
    - Unit 8: Shape and Space
- Unit Modules** (List icon):
  - Grade K
    - Unit 1: Counting and Number Sense
    - Unit 2: Measurement Comparison
    - Unit 3: Part-Whole and Compare Problems
    - Unit 4: Geometry
    - Unit 5: Operations with Join and Separate Problems
    - Unit 6: Measurement Iteration
- Assessments** (List icon):
  - Grade K
    - Unit 1: Common Assessment
    - Unit 2: Common Assessment - Measurement
    - Unit 3: Common Assessment
    - Unit 4: Common Assessment
    - Unit 5: Common Assessment
    - Unit 6: Common Assessment

# Module Sequence

- **Lesson 1:** Counting Forward and Back
- **Lesson 2:** Part-Whole Situations
- **Lesson 3:** Part-Whole: Practice
- **Lesson 4:** Part-Whole: Writing Contexts
- **Lesson 5:** Part-Whole: Iconic Models
- **Lesson 6:** Solving Compare Situations: Context
- **Lesson 7:** Solving Compare Situations: Practice
- **Lesson 8:** Solving Compare Situations: Iconic Models
- **Lesson 9:** Solving Compare Situations: Symbolic Models
- **Lesson 10:** Solving Compare Situations: Making Models and Justification
- **Lesson 11:** Compare Situations: Pocket Survey
- **Lesson 12:** Part-Whole and Compare Situations: Summary and Varied Practice



# Compare Situations

Tia and Frances are planting a garden. They start by planting carrots and peppers. There are 47 carrot seeds and 81 pepper seeds. How many more pepper seeds did they plant than carrot seeds?

Model this situation.

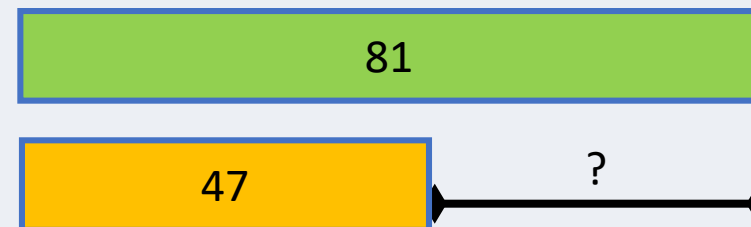
Are there more carrot or more pepper seeds?

*More pepper seeds.*

Write a number sentence for this situation.

Now, answer the question.

*34*



$$47 + ? = 81 \quad 81 - 47 = ?$$

# Compare Situations

Explain how each of Tia's models work using the word bank to the right.

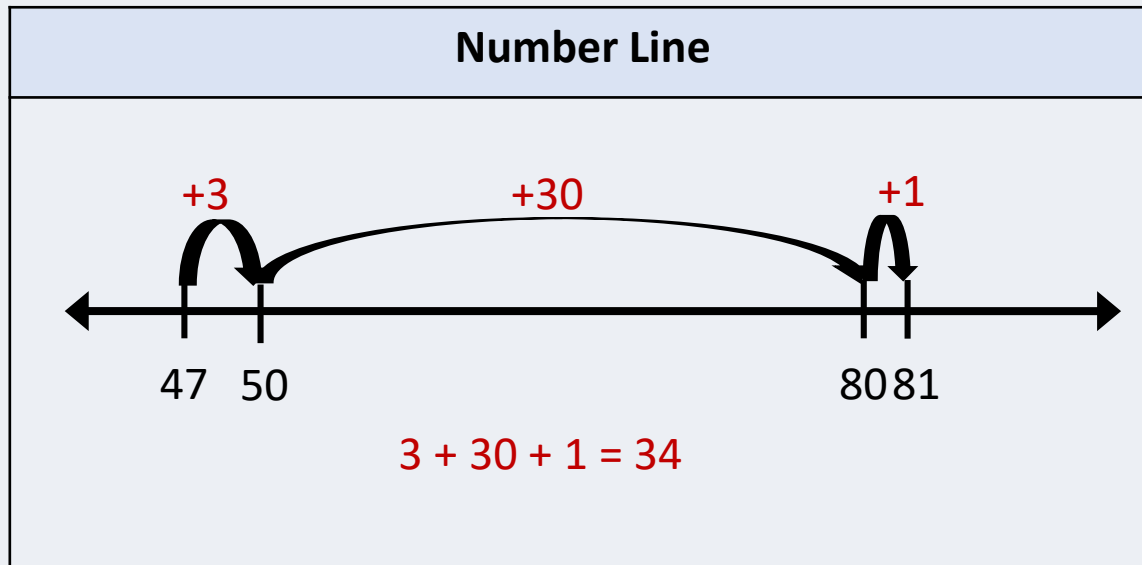
## Word Bank

Unit

Decompose

Compose

Equation



*In the number line model, Tia added 3 to 47 to get 50. Then she added 30 to get to 80. Then she added 1 to get to 81. She then composed  $3 + 30 + 1$  to get 34.*

*There are 34 more green bean seeds than carrot seeds.*

# Compare Situations: Practice Extension

Word Bank

Unit

Decompose

Compose

Equation

Using the word bank, explain how you solved each of the four problems.

Problems	Explanation
1. Tia planted 26 green peppers and 46 carrots. How many more carrots did she plant than green peppers?	
2. Frances planted 75 green peppers and 55 carrots. How many more green peppers did he plant than carrots?	
3. Tia planted 65 green peppers. She planted 35 more carrots than green peppers. How many carrots did she plant?	
4. Frances planted 70 green peppers. He planted 52 fewer carrots than green peppers. How many carrots did he plant?	





# Compare Situations: Practice

Use the compare problem worksheet to solve the following problems. Model each situation first, write an equation and then solve it using one of the methods listed.

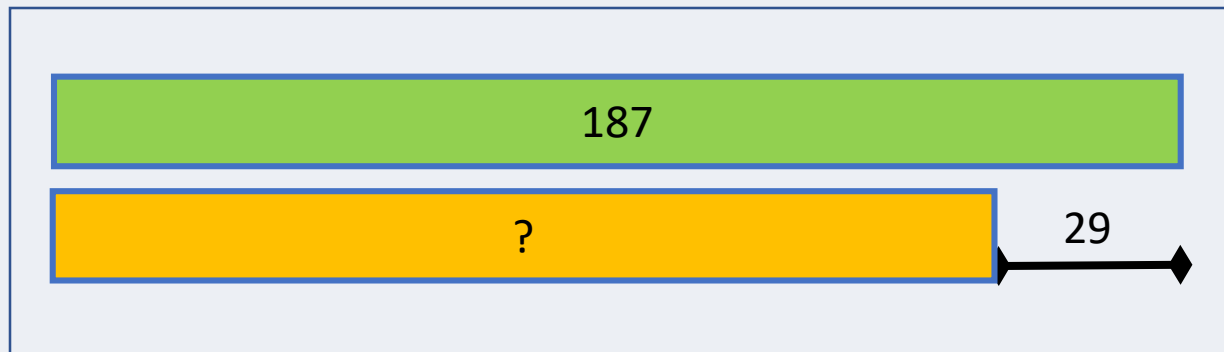
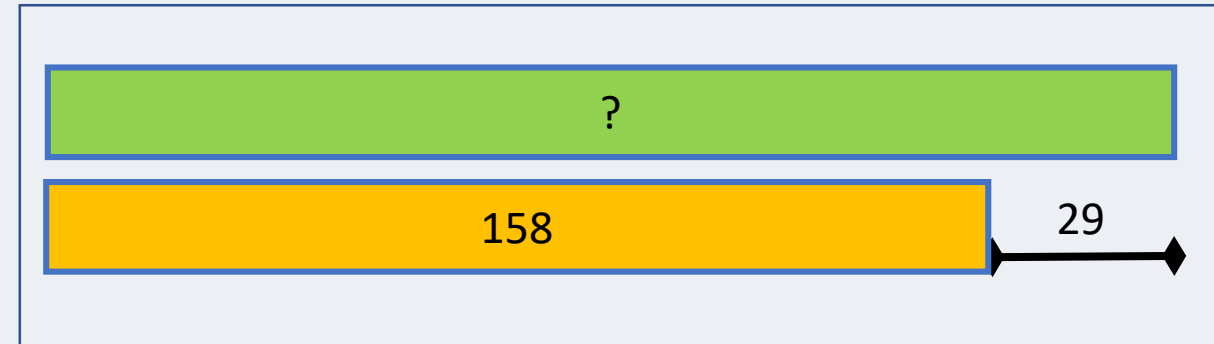
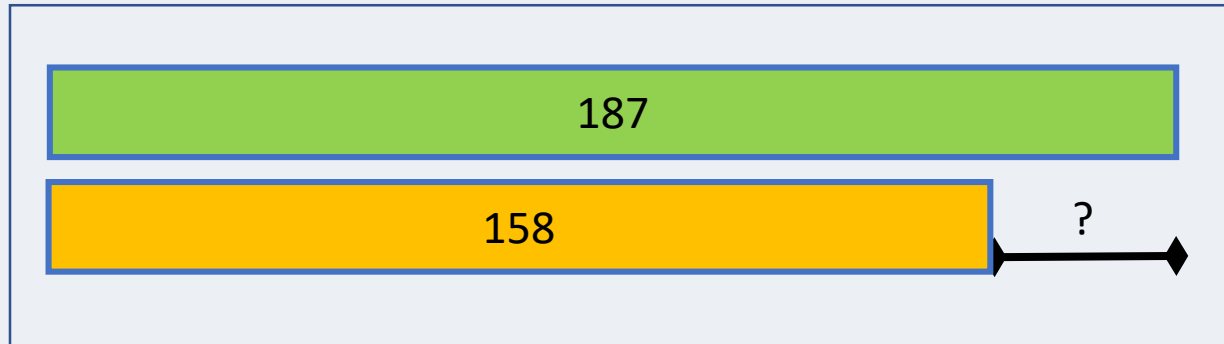
Problems	Number Sets
1. Tia planted 26 green peppers and 46 carrots. How many more carrots did she plant than green peppers?	(38, 47) (75, 125) (107, 184)
2. Frances planted 75 green peppers and 55 carrots. How many more green peppers did he plant than carrots?	(84, 15) (134, 54) (163, 89)
3. Tia planted 65 green peppers. She planted 35 more carrots than green peppers. How many carrots did she plant?	(80, 25) (72, 29) (102, 17)
4. Frances planted 70 green peppers. He planted 52 fewer carrots than green peppers. How many carrots did he plant?	(143, 52) (185, 90) (162, 34)



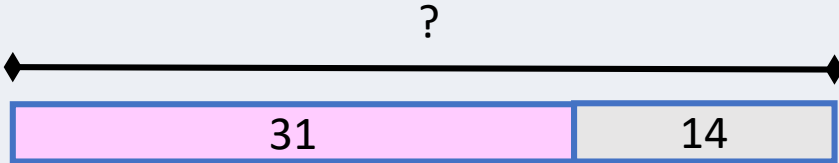
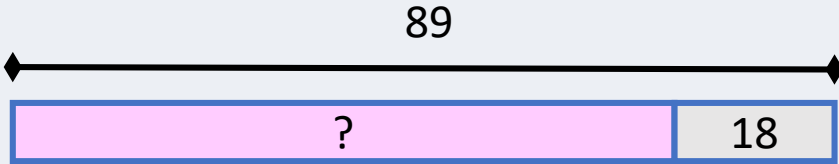


# Compare Situations: Model Matching

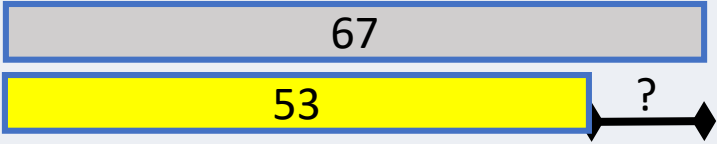
Match the following compare models – bar model, equation and story problem.



# Lesson 12: Part-Whole Situations

Story Problem	Bar Model	Equation	How I solved the problem...
There were 28 children swimming in the pool. 18 of the children were girls. How many were boys?			
			
		$136 + 19 = ?$	
			

# Lesson 12: Compare Situations

Story Problem	Bar Model	Equation	How I solved the problem...
A farmer has 38 carrots and 53 peppers. How many more peppers does the farmer have than carrots?			
			
		$36 - 19 =$	
A farmer has a garden with 85 animals. There are 32 more chickens than pigs. How many chickens and pigs are on the farm?			

# DMT in Schools

- **Professional Development Courses and Workshops**
- - Unit Studies
- - In-Class Support
- **Resources**
- - Focusing Calendars
- - Unit Overviews
- - *Curricular Modules*
- - Common Assessments
- - *Primary Mathematics Assessment: Screener and Diagnostic*

# K-2 PMA Data

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# Kindergarten – School A

## School Information

	Sequencing		Facts		Relational Th		Context		Measurement		Space	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
Ave.	7.03	12.19	5.07	9.61	6.87	9.18	5.81	12.25	6.03	10.33	6.37	9.54
S.D.	3.13	3.63	3.60	4.24	2.59	2.83	3.72	4.18	3.91	4.40	2.62	3.06
Ave.	6.72	11.65	5.78	11.66	5.90	10.71	5.19	14.10	6.55	11.54	4.88	9.89
S.D.	3.75	3.76	4.00	4.33	2.53	3.12	3.68	3.87	4.03	4.54	2.49	3.13

*BSD (gain)*

5.16

4.54

2.31

6.44

4.30

3.17

*Tchr (gain)*

4.93

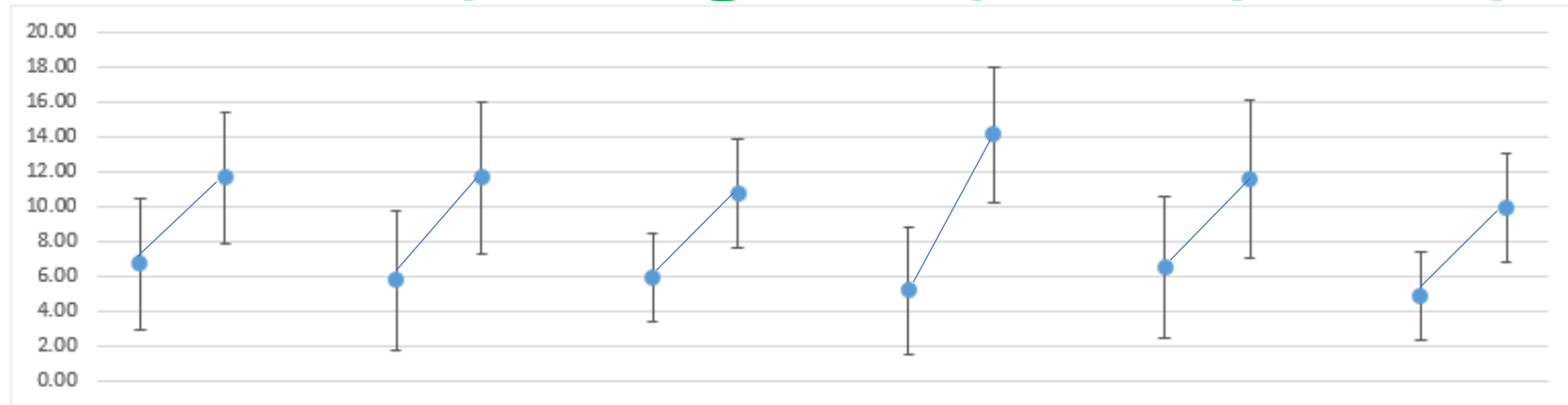
5.88

4.81

8.91

4.99

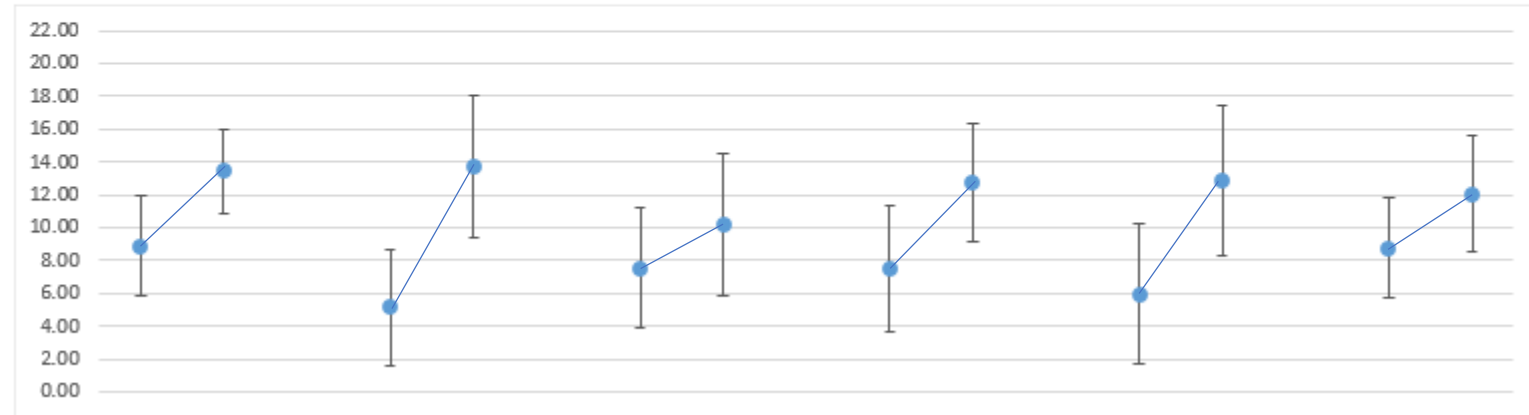
5.01



# First Grade – School A

School  
Information

	Sequencing		Facts		Relational Th		Context		Measurement		Space	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
Ave.	11.55	15.20	7.93	15.07	7.69	12.02	10.56	15.63	10.07	14.28	10.80	14.22
S.D.	2.83	1.95	4.30	4.07	3.69	4.44	3.88	2.94	4.55	4.14	3.01	2.79
Ave.	8.86	13.43	5.14	13.72	7.54	10.19	7.48	12.73	5.96	12.87	8.75	12.06
S.D.	3.03	2.58	3.55	4.38	3.63	4.28	3.86	3.57	4.29	4.63	3.08	3.50
<i>BSD (gain)</i>		3.65		7.14		4.33		5.07		4.21		3.42
<i>Tchr (gain)</i>		4.56		8.57		2.65		5.25		6.91		3.31



# Second Grade – School A

School  
Information

	Sequencing		Facts		Relational Th		Context		Measurement		Space	
	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter	Fall	Winter
Ave.	15.00	16.05	14.58	17.18	12.87	15.26	14.60	16.66	13.52	16.49	12.64	15.39
S.D.	2.14	1.50	3.54	2.60	4.11	3.93	3.27	2.64	4.53	3.87	3.21	2.92
Ave.	14.52	16.45	12.39	17.10	10.17	14.71	12.23	17.17	11.45	16.76	9.74	15.87
S.D.	2.28	1.41	4.00	2.83	4.08	4.27	3.74	2.70	4.94	3.85	3.05	3.27

BSD (gain)  
Tchr (gain)

1.05  
1.93

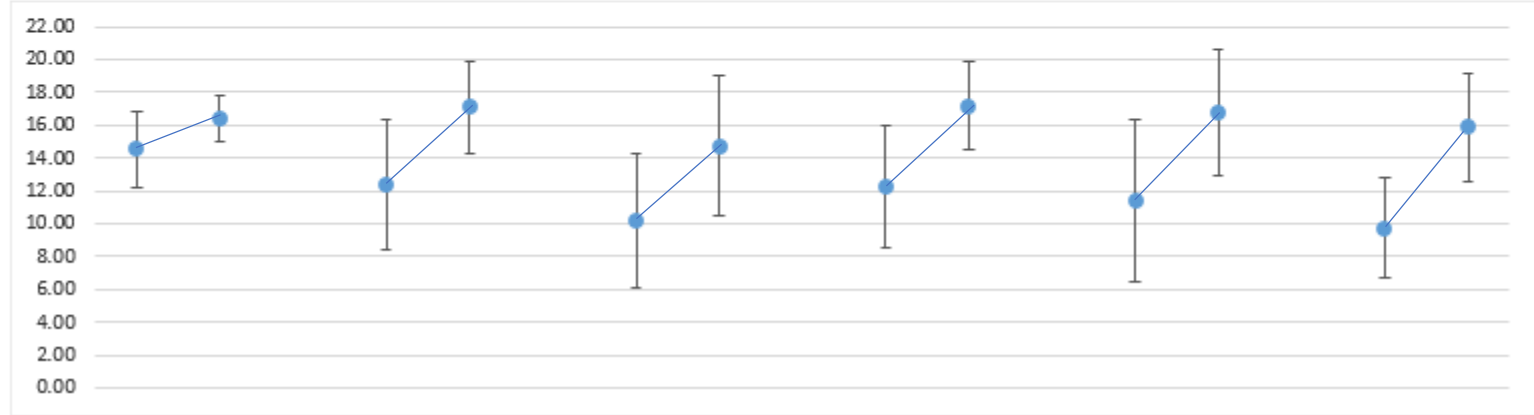
2.60  
4.71

2.39  
4.54

2.06  
4.94

2.97  
5.31

2.75  
6.14





# References

- **Number Sense/Sequencing:** (Baroody, 1987; Blöte, Lieffering, & Ouweland, 2006; Butterworth, 2004; Clements & Sarama, 2007; Desoete, Ceulemans, Roeyers & Huybrechts, 2009; Geary et al., 1999; Geary, 2010; Jordan, Glutting & Ramineni, 2010; LeFevre et al., 2006;)
- **Number Facts:** (Beishuizen & Anghileri, 1998; Geary, 2004; Geary, 2004; Passolunghi & Siegel, 2004)
- **Contextual Problems:** (Ashkenazi et al., 2013; Hatano, 2003; Carpenter, Franke & Levi, 2001; Jitendra et al 2013; Montague, 2007; Van Dooren, de Bock, Vleugels & Verschaffel, 2010; Verschaffel, Greer & DeCorte, 2007)
- **Relational Thinking:** (Carpenter, Franke, & Levi, 2003; Driscoll, 1999; Sarama and Clements, 2008; Sarama & Clements, 2009; Stephens, 2006)
- **Measurement:** (Cramer, Post, & del Mas, 2002; Kamii & Clark, 1997; Lehrer, 2003; Lehrer, Jaslow & Curtis, 2003; McClain, Cobb, Gravemeijer & Estes, 1999; National Research Council, 2001; Watanabe, 2002).
- **Spatial Reasoning:** (Battista, 1981; (Cheng & Mix, 2014; Clements & Sarama, 2007; Geary, Hoard, Bryd-Craven, Nugent & Numtee, 2007; Holmes, Adams & Hamilton, 2008; Lee, 2005; McLean & Hitch, 1999).



Professional  
Development



Curricular  
Resources



Assessment

Brendefur and Strother (2018)

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