

mCLASS[®] Math

The following charts display how mCLASS:Math aligns to Title I, Part A and Title II, Part D guidelines.

Title I, Part A: Improving Basic Programs

PURPOSE: Ensure that students in high-poverty schools meet challenging state academic content and student achievement standards. These schools must develop a comprehensive plan to improve teaching and learning.

GUIDELINE	mCLASS [®] :Math
<p>Provide assistance to individual students assessed as needing help in meeting challenging state academic achievement standards</p>	<ul style="list-style-type: none"> By combining efficient screening measures of skill proficiency with diagnostic interviews, teachers are able to explore students' thinking, clarify their concept knowledge, and improve their academic performance.
<p>Administer formative assessment and progress monitoring to help disadvantaged children reach proficiency</p>	<ul style="list-style-type: none"> Teachers are able to check student performance and progress frequently using the mCLASS system. Progress monitoring takes only a few minutes and provides valuable real-time information on learning trajectories.
<p>Provide greater decision making authority and flexibility to schools and teachers</p>	<ul style="list-style-type: none"> mCLASS:Math offers teachers insight into what students know and how they do it via screening and progress monitoring and an in-depth one-on-one diagnostic interview. Teachers and principals can use the data to support regular data-driven conversations about student achievement and realign resources to meet student needs. In Wireless Generation's professional services offerings, teachers use real-time student data as provided in online reports to learn how to identify student strengths and weaknesses and discover how to differentiate instruction accordingly. They also learn to use progress monitoring data to refine small groups and continue to target instruction appropriately. Principals and other leaders learn how to access high-level reports and use data to make important instructional and managerial decisions—promoting an important cultural shift in the school.
<p>Provide children an enriched and accelerated educational program, including additional services that increase the amount and quality of instructional time</p>	<ul style="list-style-type: none"> Students are enriched and accelerated when they are taught at their "learning frontier." The mCLASS:Math system helps each teacher identify and teach to that frontier through item-level response details and real-time student data and results. Wireless Generation professional services are tailored to meet the needs of teachers and administrators with practice activities organized around actual student data. During these sessions, participants learn strategies for increasing the value of each instructional moment, which can be applied to individual, small group, and whole class instruction.

For more information, please visit www.wirelessgeneration.com/funding.

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Title II, Part D: Enhancing Education Through Technology

PURPOSE: The goal of the Educational Technology State Formula Grants Program is to support improved student academic achievement through the use of technology in schools and support high-quality professional development focused on integrating curriculum and technology to improve instruction.

GUIDELINE	mCLASS®:Math
<p>Promote initiatives that provide teachers, principals, and administrators with the capacity to integrate technology into curricula and instruction</p>	<ul style="list-style-type: none">▶ mCLASS:Math fuses scientific validity and diagnostic depth across pedagogical approaches in curricula and instruction via a handheld-to-Web technology that offers educators insight into what students know.▶ Wireless Generation professional services are tailored to meet the needs of teachers with practice activities organized around student data. Professional services engagements are centered around analyzing frequently collected formative assessment data to differentiate instruction (at the teacher level), improve instructional leadership (at the principal level), and make more effective support, curriculum, and resource decisions (at the administrator level).
<p>Incorporate teacher education, professional development, and curriculum development and how the state will work to ensure that teachers and principals receiving funds under this part are technologically literate</p>	<ul style="list-style-type: none">▶ In Wireless Generation's professional services offerings, teachers use real-time student data as provided in online reports to learn how to identify student strengths and weaknesses and discover how to differentiate instruction accordingly. They also learn to use progress monitoring data to refine small groups and continue to target instruction appropriately. Principals and other leaders learn how to access high-level reports and use data to make important instructional and managerial decisions—promoting an important cultural shift in the school.

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