

# Implementation Strategies

**Center for Technology, Essex, Chittenden Central Supervisory Union**  
Essex Junction, VT

**Grade(s):** 10 – 11

**Scenario:** Computers in Classroom

**Purpose:** Core Curriculum

**ALEKS Portion of Curriculum:** 15%

**Time Spent in ALEKS:** 1 hour per week, 12 hours per term

**ALEKS Course:** Traditional Algebra 1

## **Todd MacKenzie, Teacher**

I entered into the ALEKS program as a teacher who was not convinced of its value. Intuitively, I knew that a lesson that uses multiple teaching strategies is ideal, so I gave it a shot. I am very happy with the product for collaborative use with my own instruction.

## **Scenario**

### **What challenges did the class or school face in math prior to using ALEKS?**

We had unmet challenges with meeting students where they are in math.

### **How many days per week is class time dedicated to ALEKS?**

1 day per week.

### **What is the average length of a class period when ALEKS is used?**

12 minutes.

## **Implementation**

### **How do you implement ALEKS?**

Another teacher and I collaborate and share notes.

### **How do you structure your class period with ALEKS?**

We start out class with ALEKS work where students work for about 20 minutes, and then we move to a more traditional setting.

### **How did you modify your regular teaching approach as a result of ALEKS?**

Our common class time is introductory, and students have the ability to move at their own pace.

## **Grading**

### **How do you incorporate ALEKS into your grading system?**

I do a subjective assessment of their effort.

## **Learning Outcomes**

### **Since using ALEKS, please describe the learning outcomes or progress you have seen.**

Students have seen an increase in performance. They are focused on the visual that "pushes out" the pie chart. Some students are passive, others seem motivated. In general, their buy in is at least as strong as when I teach using conventional methods.