

The DMTI Academy

Frequently Asked Questions

How does The DMTI Academy supplement our current math curriculum?

Completely curriculum-agnostic, DMTI works with any math textbook or program. Teachers gain a deeper understanding of how numbers and operations truly work, beyond memorization of steps and procedures, so they can help students build meaningful, connected mathematical understanding that lasts. The DMTI Academy focuses on the foundational practices of mathematical thinking, teaching the “*why*” behind best mathematical instruction.

With these courses, you’ll enhance educators’ abilities to:

- **Provide a shared and precise mathematical language**, helping educators communicate about math processes more effectively and consistently with colleagues and students, which strengthens, not replaces, your current curriculum.
- **Show how to use visual and conceptual models to deepen student understanding**, giving educators additional tools that complement the curriculum’s lessons and make abstract ideas more accessible.
- **Create strong vertical alignment across K-5**, ensuring all teachers approach mathematical thinking with the same framework. This consistency supports your existing curriculum by making student learning more coherent from year-to-year.
- **Focus on how students actually learn mathematics, drawing on cognitive psychology and accurate mathematical language, so educators can improve instruction**, not just follow a teacher’s guide. This enhances and clarifies the curriculum rather than contradicting it.

What grade levels are best served by The DMTI Academy training?

This training is best suited for K-5, based on the specific needs of the educators and students in your school(s.)

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How would you suggest I use The DMTI Academy in my school/district?

The DMTI Academy can be used as a comprehensive series, taken in its entirety from course one through course nine. Alternatively, educators may choose to complete the foundational prerequisite courses (“DMTI 1: Five Core Practices” and “DMTI 2: Six Predictors of Math Ability”) before choosing one or more individual courses to best fit a current need or area of interest. Courses three through nine do not need to be taken in sequential order.

Do we need an in-house expert to facilitate the training?

No, you do not need an in-house facilitator for the training. The training can be self-paced and asynchronous or done as a large group during PD days.

What is the best time of year to begin?

Ideally the beginning of a new school year offers educators time to work through the greatest number of courses in this academy; but, the training can be introduced at any point during the year.

Can we pilot a program with just a few teachers?

We don't encourage piloting the training for just a few teachers because of the lost opportunity for vertical alignment. The DMTI Academy is designed to establish confident educators, coaches, and administrators through the highest-quality Professional Development that results in improved math achievement across grade levels and instructional teams.



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