

Developing Readers and Writers Minutes

Date: Wednesday, February 24, 2016

Central Services, Room 212

Time: 4:00-6:00

Bellingham Public Schools

A Collective Commitment

Attendees:

Rachel Frye



Charisse Berner, Director, DTL

Dawn Christiana, Director, DTL

| Topic | Discussion | Decision |
|-------------------|--|---|
| 1. Welcome/intros | Everyone introduced themselves – positions and locations. | |
| 2. Meeting Norms | <p>We reviewed the Norms of Collaboration (Center for Adaptive Schools).</p> <p>What made each of you want to participate in this group?</p> <ul style="list-style-type: none">• A desire to see the whole math adoption succeed• Invested in the math• Sharing and networking with teachers around successes and challenges• Specializes in math• Could not be a part of the adoption committee and wanted to participate• Strong feelings on math and how it's taught and wants teachers to know how to teach math• Able to give the time because children are now grown | <p>To see the Center for Adaptive Schools Norms of Collaboration, click here.</p> |

| | | | |
|--|--|--|---|
| <p>3. Teaching and Learning Advisories</p> | <p>This spring we are launching Teaching and Learning Advisories. These are small groups of teachers based on the Bellingham Promise:</p> <ul style="list-style-type: none"> • Developing Scientists, • Developing Historians and Global Thinkers <p>The Visual and Performing Arts committee was active last year and recommendations are being implemented. Currently there is a World Language committee working on recommendations. This math group is a sub-set of the PreK-12 Math Adoption Committee. Next year we would like to add Developing Readers and Writers and Developing Active and Healthy Individuals. These advisories will create a pro-active stance with our work across content areas. The groups will be ongoing with a rotating membership. The idea is to bring issues to the surface and keep the discussions going throughout the year. Groups will meet three times a year. The math team will be named Developing Mathematicians.</p> | | |
| <p>4. Implementation: Instructional Resources and Professional Development</p> | <p style="text-align: center;"><u>Instructional Resources</u></p> <p style="text-align: center;">+</p> <ul style="list-style-type: none"> • Materials are helping teach math better. • More meaningful math instruction. • Is going well besides initial sifting and organizing materials. • Nice to have teachers share what works well and how to do things more efficiently. Experience of going through it and sharing. • 5th graders love student workbooks. Students keep all their work in their workbooks. Nice to have the materials kept together. Kids like that for references. Could there be options to copy or use the purchased consumables? • Good to be consistent and aligned to standards. • Want learning to be aligned for those going into the upper grades. • Agreed that good support should go with resources. | <p style="text-align: center;"><u>Instructional Resources</u></p> <p style="text-align: center;">△</p> <ul style="list-style-type: none"> • Tension about students who are not where they should be and teachers are tempted to go back to familiar materials. • Copying might be better instead of ripping out the pages and can pick the page you want. • Secretaries were overwhelmed with volume of materials at beginning of year. • A lot of materials – we are developing an inventory list which includes consumables. • Perhaps have a ‘consumable refurbishment’ similar to Science kits. • Consumables books take up a lot of space. Wastes more paper because some are not used. • Teaching better but requires a lot of prep time. • Home connections prefer copies not books. • Would be helpful to have common assessments decided at grade levels • Can there be a link with Math Learning Center & BSD reporting system? | <p>We generated a list of pluses (what is going well?) and deltas (what we want to consider changing) with regard to the Bridges in Math instructional materials. We will use these lists to consider next steps with both.</p> |

- Using graph paper in 5th grade is helpful instead of lined comp books or journals.
- It was nice of Bridges to send the dividers.
- It is great to have the materials. Teachers are appreciative.
- Acknowledgment of Superintendent and Board for generous budget to support the teachers (materials).

Professional Development

+

- It's been great having Purple Fridays.
- Regarding Purple Fridays, some want a work party and others want more into the philosophy of teaching.
- Purple Fridays – a good place to exchange ideas
- Good to go on to next steps
- What does good math instruction look like - developing the strong math teachers
- Happy w/assessments that have been provided. Excel spreadsheet nicely laid out. Janie has taught teachers how to use the spreadsheet and they appreciate it.
- Appreciate having a TOSA! Feels good to have Janie to help.
- Can we take excel sheet and get it into Skyward to use with report cards?
- Would like to view other teachers modeling. Resource teachers would like

- Wonder – was laminate effective? Would like feedback on laminate. Learning to use the right markers because of the smudging does not erase as nicely. Overall it is nice. Light reflects on it and can be hard for students to read.
- It takes a lot of time to learn Bridges and each unit.
- Would like the number of points per assessment item listed in the margins.

Professional Development

△

- Expectations around assessments. At first is tough for learning all modules.
- Expressed need to have inquiry based PD for teachers. Not everyone likes inquiry based. Good to have a variety of approaches.
- Need more training about what a good math teaching looks like.
- PD – what about sped students – are they doing Bridges – how does it fit into the math.
- Do we have what we need for special education instruction?
- The IA's need PD especially special ed. since they are teaching also.
- Resource teachers have to modify lessons because of having to slow down when necessary. Sticking to Intervention binders.
- How to help teachers inventory. Maybe use the science liaisons to work with math.
- Recommendation that PD for teachers should include what comes before and after the grade level they teach.
- Want more time to learn about constructing

| | | | |
|--|--|---|--|
| | <p>modeling also. More bang for your buck.</p> <ul style="list-style-type: none"> • It's great to have math be a priority. • Math should be inquiry-based. PD needs to be inquiry based. • Good to have grade level teams for assessment. • Pacing – a suggested optimum would be helpful. At Title schools keeping up the optimum pace may be more of a challenge. • Pre-school and Head Start are very aware of how important math is at an early stage. A team was sent to a PD session at the ESD that included learning progressions. This information is being used with our PreK and K teachers. • Janie is available and has been working with small groups and 1:1. • Charisse, Janie and Steve are working to resolve the challenges of teaching a split class. • August PD Calendar is in development. • In August, Janie will have a training session in primary and intermediate rather than pull in MLC trainers. • Charisse shared that we hope to have the same amount of time for PD next year as this year if all goes well. Not sure yet how it will work. • Some of the consultants were great and others were not as good. | <p>meaning in math</p> <ul style="list-style-type: none"> • More small groups and 1:1 • Need to better understand math trajectory and learner/teacher mindset. • Is there technology for students who are struggling? What to do when the students are not getting it. • Maybe in a few years a common pacing. 1:1 in K-2 and more whole class in 3-5. A pre and post check before going into next module. Color coding in excel spreadsheet is great. • Just learn curriculum for now and then how to teach good math instruction. • Need more PD on Differentiation. • Also teachers want trust. Trust them to make the choice about what they are doing. • A quick visual module (short video clip vs. a long video) would be good to show teachers 'how-to', i.e. what number corner looks. • Desire expressed to eliminate split classes if possible. Teachers are spread too thin with splits. Proposed as a need in above baseline budget for no more splits. • Would like training sessions for new hires before each school year starts. Perhaps have seasoned teachers come and help welcome them. Perhaps mentor/partner with new hires? • Suggestion to have short initial training, then a follow up training. • Set up new teachers with the first unit and then go from there. | |
|--|--|---|--|

| | | |
|-------------------------|--|--|
| <p>5. Interventions</p> | <p>What are particular needs for intervention (and how do we characterize the need?)</p> <ul style="list-style-type: none"> • When students are not at grade level then teachers struggle to get them there • Appears there's some Tier II support but tier 3 is not addressed in Bridges core lessons. • Strugglers needed 1:1 support and did better with that attention. Perhaps pairing with another student that can help. • Some Students with IEP's will need different resources and instructional approaches. • Some 4th and 5th grade students seem to be far behind. Hard to know where to connect them with the new standards and materials. What assessment for this is available? • Materials are very good. When student are significantly behind the standards it is hard to get them up to speed. • Struggling students appear to not get enough practice before moving on to the next lesson or unit. • Need more diagnostic assessments. • For some of our youngest students, overall school readiness is shaky, so student is not ready for math instruction. • Some feedback/concern that it's too easy for 4th and 5th. In other schools, these students have been challenged by the new standards and materials. • We need to continue to work through the new standards and resources so we understand all of what is available to work with. • More structured all the way through elementary • Resource teachers are struggling to help the slower learners. How far behind do you let them get? There is so much support in Reading; we need the same for Math. • Takes time to find the right intervention including students not on IEPs. • Response to Intervention committee is working on literacy. This is spurring on conversations about math interventions. • Suggested resource for intervention is Marilyn Burns Do the Math program. These materials should be in Title I schools. • Lots of companies offering products. Whoever is doing the instruction, teacher or Instructional Assistant, make sure they have the material to help students. It would be good to share the ideas that are successful and materials. • Discussion about how to get all parts of the program. Tier I is good but what about Tier 2 and 3? How do we help teachers learn Tier 2 is built into Bridges program? • Tier 3 – Math Learning Center (publisher of Bridges in Math) says that Bridges is not designed for tier 3. Math Recovery is a program that is recommended as a possible fit. • <i>First Steps in Math</i> out of Australia – is another approach that is built around assessments | <p>We had a first conversation around interventions. We will need additional time to work on these issues.</p> |
|-------------------------|--|--|

| | | |
|--|---|--|
| | <p>and learning progressions – it articulates the order of skills and concepts that students need to develop. The <i>First Steps</i> materials are available and Jeanette Grisham (BHS, Assistant Principal) is a <i>First Steps</i> trainer. She will provide training to Chuck and Janie and we are working on a plan to share throughout the district. There was <i>First Steps</i> training several years ago, but not enough support to sustain it.</p> <ul style="list-style-type: none"> • Other programs to consider: <i>Key Math</i> and <i>PALS</i> (?). Laura Horan introduced that program. • Do buildings have math intervention blocks of time? Seems to depend on each building's schedule. Some buildings have common learning times by grade level. Others do not. • Some Title schools are having problems carving out enough time to teach all of the Bridges components. There is likely at system wide challenge scheduling 70-90 minutes of math per day. Hard to fit everything in an elementary day. • Are there enough formative assessments in Bridges? There are quite a few checkpoints as well as places to observe students throughout the lessons and work places. Pre and Post unit assessments are also available. Assessments appear to be strong. • How can we help get schools additional support for math intervention? | |
|--|---|--|

Summary: Today's meeting was focused on K-5 feedback on our implementation of Bridges in Math and the professional development so far this year. We had great discussions and surfaced many celebrations as well as raised questions and suggestions for possible next steps. We also talked about Tier 1, 2 and 3 instruction, interventions and needs. In particular we started to focus on identifying needs in tier 3. Our next meeting will include middle and high school teachers.

Next meeting dates: March 31, 2015
 4:00-6:30 PM @ District Office, Room 212.