

PreK-12 Mathematics Review Committee Minutes

Date: Monday, November 25, 2013

Central Services, Room 212

Time: 8:30-2:30

Bellingham Public Schools

A Collective Commitment

Attendees:

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|---|---|---|
| <input type="checkbox"/> Caren Pitsch, AW | <input checked="" type="checkbox"/> Lisa Richardson, SL | <input checked="" type="checkbox"/> Elyse Slagle, SqHS |
| <input checked="" type="checkbox"/> Lisa Conlon, CC | <input checked="" type="checkbox"/> Nate Cornelsen, WK | <input checked="" type="checkbox"/> Mike Copland, DTL Exec Team |
| <input checked="" type="checkbox"/> Shannon Sampson, COL | <input checked="" type="checkbox"/> Lori Thoreson, WK | <input checked="" type="checkbox"/> Charisse Berner, DTL |
| <input checked="" type="checkbox"/> Sara Neyman, COR | <input checked="" type="checkbox"/> Breann Hulford, FMS | <input checked="" type="checkbox"/> Jeanette Grisham, DTL |
| <input checked="" type="checkbox"/> Lisa Cassidy, GEN | <input checked="" type="checkbox"/> Tommy Lingbloom, KMS | <input checked="" type="checkbox"/> Susan Cotton, HCP |
| <input checked="" type="checkbox"/> Beth Kealy, LOW | <input checked="" type="checkbox"/> Beth Janis, SMS | <input checked="" type="checkbox"/> Kristine Wilson, Pre K |
| <input checked="" type="checkbox"/> Tawni Eisenhart, NH | <input checked="" type="checkbox"/> Chuck DeVange, WMS | <input type="checkbox"/> J. Brandon Adams, Higher Ed - BTC |
| <input checked="" type="checkbox"/> Cami Burfeind, PV | <input checked="" type="checkbox"/> Ryland Huff, BHS Admin | <input checked="" type="checkbox"/> Chris Ohana, Higher Ed - WWU |
| <input checked="" type="checkbox"/> Marca Kidwell-Babcock, PV | <input checked="" type="checkbox"/> Scott Smartt, BHS | <input checked="" type="checkbox"/> Ed Harri, Higher Ed - WCC |
| <input checked="" type="checkbox"/> Meredith Attar, ROOS | <input checked="" type="checkbox"/> Maria Griggs, SHS | <input checked="" type="checkbox"/> Stacey Nordtvedt, Elementary Parent |
| <input checked="" type="checkbox"/> Nicole Talley, SB Admin | <input checked="" type="checkbox"/> Kristen Reimers, SpEd SHS | <input checked="" type="checkbox"/> Kristine Weller, Secondary Parent |
| <input checked="" type="checkbox"/> Shari Lingbloom, SB | | |

Topic	Discussion	Decision
1. Welcome	<p>Charisse welcomed all attendees and shared information about those that could not attend. We introduced ourselves, explaining what school/grade level and if we were involved in previous math committees. About ¼ were involved in the previous math adoption(s) processes.</p> <p>We brainstormed a list of our hopes for the outcomes of the committee work and we talked about the Bellingham Promise and where we saw our work connecting to and supporting the promise.</p>	<p>To see the committee roster, click here.</p> <p>To see the list of brainstormed outcomes for the committee, click here.</p> <p>To see the list of connections we made to the Bellingham</p>

		Promise, click here .
2. Meeting Norms	<p>We reviewed the Norms of Collaboration (Center for Adaptive Schools). We are using these norms in our professional learning in Bellingham. Charisse wanted everyone to select a norm and focus on it for the day.</p> <p>In addition to the Norms of Collaboration, we discussed additional items for making our work more effective/efficient:</p> <ul style="list-style-type: none"> • Keep an hour for lunch—lunch on your own (at 11:30) • Bring your own snacks (feel free to share if you wish) • Coffee and tea will be provided • Limit side comments. If you need to have a conversation, take it into the hall. • Honor stop and start times (this includes breaks/lunch) • Keep phones on mute • Challenge ideas, not individuals • Share information from the committee in a professional manner • Create a plan for communicating to Larrabee, Happy Valley and Options HS. These aren't represented on our committee. • Keep our sense of humor. Use humor • Be aware of and explain acronyms • Use a "Parking lot" to field questions (post it notes on the tables can be used to write up questions that aren't connected to current topic on the agenda). 	<p>To see the Center for Adaptive Schools Norms of Collaboration, click here.</p> <p>Susan Cotton and Lori Thoreson will work to communicate with Happy Valley staff. Charisse will communicate with Larrabee. Jeanette will work with Options HS. Jeanette and Charisse will also communicate with principals through principal meetings. It is essential that we keep schools connected to our work.</p>
3. Committee Charter	<p>We read through the committee charter. Questions that came up: It doesn't look like the process includes time to pilot materials. Why not? Charisse is not recommending the use of a pilot process. Committee members can try out lessons. Pilots often create additional tensions around the selection when certain materials are not selected. We already have some schools piloting programs including Math Expressions (Houghton Mifflin) and Stepping Stones (Origo). These pilots were entered in the last few years at the school level. It is recommended that we solicit feedback from teachers, students and parents about the materials and this is built into our timeline.</p>	To see the committee charter, click here .

Is it determined that the professional development will be June 16-20? These are tentative dates. We don't have enough information about actual budget to know how much time will be needed and which grade levels are targeted. So, we identified the week after school is dismissed to consider for possible initial use training.

Regarding finalist materials, we will communicate with other districts- see if they have developed screening tools we could use. Also, if they are using the materials we are considering, we will ask for information about strengths and weaknesses from their experiences.

We will make our agenda and minutes available to staff and the public on our website.

We make recommendations to (advise) the Superintendent. Dr. Baker has the authority to approve actual purchase/implementation.

Do we have an adoption cycle? How will this work?

The Department of Teaching and Learning is considering the implementation of a "summit model". This would include standing committees for content areas such as math, English Language Arts, Social Studies, etc. These groups would address ongoing issues rather than having a multi-year replacement cycle. Often districts set up adoption cycles and can't maintain them due to capacity and budget.

We don't have a specific budget amount assigned for the purchase of materials at this time. Based on the most urgent need we are hearing from the field, we think the first year of spending will be devoted to K-5, but we may not know until the spring/budget process. The budget process will determine how much and when we can anticipate purchasing the K-12 mathematics materials. The Executive team is aware of our needs and concerns.

It is important to know there is a separate committee reviewing our Highly Capable Learner Program. Both committees will communicate with each other throughout our processes with respect to mathematics and meeting the needs of our highly capable learners.

We need to be mindful of special education and English Language Learners. We will use the 5 Dimensions of Teaching and Learning Instructional Framework to define effective instructional practices. This will assist us as we look at materials for all students.

<p>4. Graduation requirements/ SMARTER assessments</p>	<p>Jeanette shared information on graduation requirements.</p> <ul style="list-style-type: none"> • Students need 3 high school credits to graduate: Algebra I, Geometry and Algebra 2. • In addition, students need to pass the End of Course exam in either Algebra 1 (Math Year 1) or Geometry (Math Year 2). <p>Jeanette shared a brief PowerPoint on the upcoming new SMARTER Balanced assessments that are aligned to the Common Core State Standards. Last spring, students at Geneva elementary school participated in a SMARTER assessment pilot. This spring District 11th grade students will participate in the new assessment pilot in ELA. Next year, 2014-15, the new assessment system will be implemented.</p>	<p>To see PowerPoint, click here.</p> <p>See handouts provided to committee members.</p>
<p>5. State of Mathematics in Bellingham</p>	<p>Jeanette sent out an 8 question survey to all schools earlier this fall. The questions included:</p> <ul style="list-style-type: none"> • What materials are being used for core math instruction? • What supplementary materials are being used? • What materials are being used for intervention? • What materials are being used for enrichment? • What materials are being used for students with disabilities? • What online resources are being used? • Anything you want to tell us about math materials? • Role of person answering the survey. <p>The results are that there are at least five different sets of core materials being used at the elementary level. We also have many different supplementary programs being used and many people report being concerned that the program is not coherent. This lack of structure and coherence has been years in the making and won't be solved in a year. Middle schools reported that there are multiple programs being used and a lack of coherent structure for teachers and students. High school results were less diverse, but also echoed a need to have clear, strong core materials.</p> <p>Staff members have questions around assessments including the need for strong screening tools, diagnostic assessments and other assessments that help identify gaps in learning as well as general progress monitoring. Schools want placement tools/assessments.</p> <p>There are many questions about acceleration for elementary and middle schools. We will use the compression and acceleration advice that is written into the Common Core State</p>	<p>No action taken. No documents attach to this item.</p>

	<p>Standards appendices as a guide as we address these issues. The ultimate goal of CCSS is to prepare students for college & career.</p> <p>Brian Rick –Director of Teaching and Learning for Research and Assessment joined the meeting. Brian has been a math teacher and math teacher on special assignment in the district in addition to his current administrative role in the Department of Teaching and Learning. He was invited to help us think about our history around mathematics.</p> <p>We had a quick, “prime the pump” brainstorm that included such things as:</p> <ul style="list-style-type: none"> • Multiple sets of math standards and assessments in the last 6 years. • We implemented the <i>5 Easy Steps to a Balanced Math Program</i>. • We implemented Algebra for all (at grade 8) six years ago <p>Divided into 4 groups and created posters. The posters are captured as jpg files. This gallery walk helped us to gain a shared understanding of our work around mathematics in Bellingham over the last 15 years.</p>	
<p>6. 5 Dimensions of Teaching and Learning Instructional Framework</p>	<p>A copy of the 5 Dimensions of Teaching and Learning instructional framework (adopted by Bellingham Public Schools) is in each member’s notebook.</p>	<p>Discussion on this item is delayed until the December meeting.</p>
<p>7. Common Core State Standards</p>	<p>Charisse shared a brief PowerPoint with the committee regarding the background of the Common Core State Standards.</p> <p>We haven’t had a robust communication plan around CCSS in Bellingham. That said, last week, Charisse and Trina Hall (Director of Teaching and Learning) gave a shared presentation to the Superintendent’s Parent Advisory Committee on the Common Core State Standards and our standards based grading and reporting system. (Note: We are working on creating a Common Core State Standards webpage for the public and staff). There has been some local (community), regional and national push-back/criticism of these new standards. Our state (therefore our District) has adopted the CCSS and we are using them to shape our instruction. K-8 report cards are aligned to these standards.</p> <p>States are in different places with implementation and testing. CCCSS brings states in</p>	

	<p>sync with each other. We can join together to reduce costs. Washington is the fiscal agent and the Executive Director of the SMARTER Balanced work (Joe Wilhoft) was the Washington State lead at OSPI on assessments. There are others people from Washington that are playing key roles in the development work of the new assessments.</p> <p>We read the article <i>The Grecian Urn</i> and discussed it.</p> <p>Take-aways from the article.</p> <ul style="list-style-type: none"> • Progression of learning is really important • Knowledge of math is much more demanding and sophisticated • We need to master the concepts in order to teach math well – good understanding • Get depth from using something in context 	<p>This article is attached as the Appendix to the Publisher’s Criteria, click here.</p>
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Summary: We read through and will use the Center for Adaptive Schools Norms of Collaboration. These norms are in use in our district for professional learning sessions/professional learning communities. We connected our work to the Bellingham Promise. We read through and discussed the committee charter and meeting timeline. We created posters and did a gallery walk to gain an understanding of the history of Mathematics instruction, materials, and professional development in Bellingham and in our state. In the historical review, we identified the changes in standards and assessments for state have had significant impact on our work. We studied the overall state assessment results for our district (as compared to state results). We heard the results of the survey that Jeanette did with schools about the instructional resources used at our schools. We talked about our role as committee members (that is to share information with our constituents and to bring feedback back to our meetings). We will identify any homework or tasks to be done at the end of each meeting.

We created a plan to communicate with our schools that don’t have representatives on the committee. Those schools are Happy Valley, Larrabee and Options High. Susan Cotton and Lori Thoreson will work to communicate with Happy Valley staff. Charisse will communicate with Larrabee. Jeanette will work with Option HS. Jeanette and Charisse will also communicate with principals through principal meetings. It is essential that we keep schools connected to our work.

Next meeting dates: December 17, 2013

8:30AM - 2:30PM @ Central Office, Room 212.