PreK-12 Mathematics Review Committee Minutes

Date: Thursday, March 27, 2014
Central Services, Board Room
Time: 8:30 am-2:45 pm

Bellingham Public Schools
A Collective Commitment

Attendees:

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

Topic	Discussion	Decision
1. Welcome, norms; +/Δ; minutes	Committee reviewed minutes and +/Δ's from March 27, 2014. Reviewed the Summary of Feedback from elementary school (ES), middle school (MS), high school (HS) & public.	Approval of minutes
2. Staff Feedback on finalists	Jeanette shared comments from grade level PLC's. Grades 5, 4, 3 and kindergarten were given an exit task as well as high school teachers. Data was shared. General concerns about professional development (PD) and technology. Questions about why other materials were eliminated.	PLC Exit Task Click here

	Editor's note: PLC's for grades 1 and 2 were not held until after the April 22, 2014 meeting. Jeanette collected input from them that was not shared with the committee. Feedback has been added to the "Exit Task" data sheet.	
3. White River SD site visit feedback	Site visit Friday, April 18. • Lisa Conlon watched lesson on fractions – incorporating smart board and interactive games. The teacher used a lot of assessment materials, the students were engaged in games and independent work. A lot of growth mind-set was included. Students were enthusiastic about learning. • Marca went to a 5th grade class – students were engaged. She understood Number corner better after the observation. The White River teachers seemed to like Bridges. Lead teacher said that it wasn't easy at first. This is why (PD) is very important. Talked to a trainer and was very supportive. • Charisse watched a 1st grade lesson and the students were good at collaborating in different groups. Teachers were good at personalizing lessons. Principal reiterated that strong PD was necessary.	
4. Discussion feedback	• Meredith Attar taught a lesson. She stated that she did not see many rich tasks, hadn't invested a ton of time but found students enjoyed the lesson and were engaged. They liked it because it was linear. Used same materials daily – students liked that. PD will definitely help with teacher understanding and lesson preparation. • Sarah Neyman has been using it a while. The more she uses it the more it makes sense and can generate conversations around problems. Problems were framed in a real world context. Nate has been teaching for a couple of weeks. It takes a while to scroll through lessons. Pre-assessment and post-assessments were good. Wondering about technology piece – pretty basic – not a lot of technology there. Proper PD essential. Each app. had several resources. • CMP3 – Tommy Lingbloom used that in his classroom. Was enthusiastic about it. Teachers that used it liked it. Concerned about using the materials as independent lessons – PD necessary. • Agile Mind – not all committee members have taught a lesson, but a few have. • Scott Smartt used it in Geometry and has explained to other teachers how it works and they are more enthusiastic than at first. • Todd Leita (Sehome HS) taught it in his classroom. Very excited about it. Still questions about technology, how to get students into labs at school and about spiraling. • Charisse & Jeanette talked to Agile Mind about technology. Would write an implementation plan based on our technology with Agile Mind.	
5. Grade band discussion (K-5; 6-8; HS)	**Elementary** - Extended discussion about adopting a curriculum and properly supporting it through PD and communication. A few schools who have been piloting like their materials but are ok with Bridges in Mathematics being recommended. Most schools do not have core materials and want to move on to a	

	set curriculum and NOT continue to use the binders of resources. The committee will move forward with Bridges in Mathematics. We still need information about costs and training, Charisse will work on this.	
Questions? Bridges: Manipulative inventory	In order to save money we may ask to see what kind of manipulatives teachers already have in their classrooms and if they match what is needed for Bridges in Mathematics. Inventory will be found or redone to see what we already have.	Looking into records of any recent manipulative inventory.
6. Decisions? If proposed materials:	**HS** – The committee decided on Agile Mind and wants to adopt as soon as possible. They would start with Algebra 1 if cannot do all at the same time. **MS** – Decided on CMP3 – 8th grade algebra course should use Agile Mind. **ES** – Decided on Bridges in Mathematics with a need for a clear communication plan and PD, keeping in mind all of the other PD that will be happening next year. Communication to teachers needs to include amount of prep time. Change will be more difficult with the schools that have been piloting Stepping Stones and Math Expressions.	
7. Bias screening/IMC forms	ES, MS, HS worked to complete an Instructional Materials Committee (IMC) form including bias screening.	
8. Prioritization	As stated earlier this year, the Department of Teaching and Learning does not have the financial resources to support the purchase of all materials being recommended, kindergarten through Algebra 2. We will try and negotiate with each publisher to reduce costs. <u>Questions</u>: What people have & are already using: Investigations (TERC 2) resources are there but not all teachers are using it. There are also notebooks for intermediate. Others are using Stepping Stones, Math Expressions, and other programs. At middle school CMP in place for over 12 years. College Preparatory Mathematics (CPM) is there for high school but not using as core. Preferred goal of the committee is to get everything, K-Alg2, and pay over two year period if possible. Other options suggested: • 3-8 year one and K-2 and HS year two. • All computer now and then texts for Bridges in Mathematics • Make copies of consumables • Half now in ES rest year two OR • HS & MS 5-9 (Algebra 1, then Geometry and Algebra 2) then ES • want K-5 or K- Algebra 2 – superhuman negotiations – don't settle	

	• Breaking up ES is a not a very good option "it's dangerous". We will work to get executive team (**Team consists of**: Greg Baker, Superintendent, Mike Copland, Deputy Superintendent, Teaching & Learning, Rob McElroy, Exec. Admin., Teaching & Learning, Steve Clarke, Assist. Superintendent, Teaching & Learning, Bob Kuehl, Assist. Superintendent, HR, Nora Klewaida, Exec. Director, HR, Ron Cowan, Assist. Superintendent, Finance Op., Kurt Gaznow, Exec. Director, Technology, Tanya Rowe, Exec. Director Communications) approval (via a formal written recommendation) and that could happen by mid- to late May because contracts need to be signed, materials bought, teachers need to plan for next year, etc.	
9. PD Planning/needs	We need to be aware of all the PD happening in the next year. Bellingham Promise is the main driver of all professional development.	
10. MS sequence	MS sequencing was shared. Encourage students to take four full years of math. Idea of compressing Algebra to calculus into 4 years – can be able to double up. Parents of 5th and 6th graders will get a letter explaining new options in the MS math sequence. The 5th grade letter is available now in English, Spanish, Russian and Vietnamese. There will be a fluid way to go from on grade level courses to compacted courses. All new MS courses are more rigorous. This year's transition may not be smooth at first. We plan to get the teachers that are teaching compacted math courses together and establish a scope and sequence this summer. Time lines are not fixed yet.	Parent Letters and a Q & A found here.
11. Known summer PD dates	Bridges in Mathematics recommends 2 days of PD per grade level (K-5). Tentative dates that are available (dates are not confirmed): Bridges - June 23-27 and August 11-15. (2 days) Trainers here (tentative) CMP, Michigan State University, other – June 23-27 (tentative) Agile Mind – Aug. 11-13 in Shoreline (2.5 days - tentative)	
12. Communication for staff	Please share the three recommendations and our formal recommendation goes to the Superintendent/Executive Team for a final decision. A manipulative inventory may be coming to elementary teachers. More information will come out when decisions are made.	

Meeting Summary: Each grade band came to a decision on which curriculum they wanted to move forward for recommendation. The general agreement was that ideally getting all material for K-Algebra 2 is preferred: Bridges in Mathematics (K-5), Connected Math Project 3 (Middle School) and Agile Mind (High School). Watch for communications about the formal recommendation to be submitted to the Superintendent and Executive Team. Thanks very much for your hard work!