

**PreK-12 Mathematics Review Committee Minutes**

Date: Tuesday, December 17, 2013

Central Services, Room 212

Time: 8:30-2:30

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	Chuck Pittis joined the committee to represent Happy Valley Elementary. New rosters were distributed with updates and corrections. Plus/deltas and minutes were reviewed from previous meeting. Team agreed on Garmston's (Center for Adaptive Schools) norms and we refined the meeting guideline list.	Commitment to using Garmston's norms of collaboration, as well as refining the meeting guideline list ( <a href="#">click here</a> ).
2. Plus/Delta	Plus/Deltas reviewed and suggestions were addressed.	Name tags were used.
3. Review 11/25	Reviewed and agreed on minutes.	Charisse will communicate with

Minutes		Larrabee the results of the meetings and Jeanette will communicate with Options.
4. Norms & Guidelines	Individuals chose one norm to work on, one participant volunteered to watch for their norm.	
5. Conference updates	<p>Charisse and Jeanette attended the NCSM Regional Conference in Las Vegas in October. Focus of the conference was the use of rich math tasks with students and the standards for mathematical practice. We felt very affirmed that our message is the right one.</p> <p>Jeanette attended a Math Summit, presented by Scholastic, in Miami in December. Presenters were very good included: Bill McCullum, from University of Arizona – lead writer for Common Core State Standards in Mathematics. Deborah Lowenberg-Ball, University of Michigan, lead researcher and presenter on pedagogical content knowledge for teachers, discussed the importance of getting kids talking about math. Cathy Seeley, University of Texas, Dana Center, discussed assessment, in particular the Smarter Balanced Assessment-- we need to focus on rigor. Marilyn Burns, Math Solutions, discussed increasing classroom discourse. Common thread with all speakers were the Standards for Mathematical Practice, which has been our message in BPS.</p> <p>Charisse attended WERA (Washington Education Research Association) with others from the district, including Dr. Baker and Kristi Dominguez (and team) who presented on early childhood. The Smarter Balanced assessment was a highlight of the conference as well.</p>	We are on the right path with our professional learning and messages around mathematics.
6. College Partner Connections	<p><b>Chris Ohana (WWU)</b> presented about what she and the faculty at WWU have noticed about incoming freshman with regard to math and science college readiness. Highlights: Success rate for incoming students have fallen in majors that require math &amp; science. Students don't seem to have adequate math preparation, so they either drop those courses or find a major with fewer math courses being required. Many have to take math classes again even though passed in HS and even though they may have had a score of 3 or better in Advanced Placement testing. Better Elementary School teacher preparation is the good news. These students outscore their peers at all other institutions of higher education in our state in mathematics.</p> <p><b>Ed Harri (WCC)</b> presented on placement tests and their 3 course college sequence, 90% of incoming freshman are placed in course 1 of the 3. Successes: Positive shift in where they are testing. Students are taking algebra earlier. Students more adept at technology and active group learning settings. Younger students like to work in groups. Challenges: Gap increasing between those that struggle and those that are higher achievers. Noticed a</p>	<a href="#"><u>Western Power Point</u></a>

	<p>disconnect between placement and HS curriculum. Mental math skills are lacking.</p> <p><b>Brandon Adams (BTC)</b> presented on placement tests and what math skills BTC students have and need. Student population is older as opposed to younger for WCC. Trying to make math practical. Discussed how some students are pushed too soon into math skills that they might not be ready for. State wide task force looking at Smarter Balanced Assessment for those who go from HS to college – this is in draft form.</p>	
<p>7. How People Learn Article</p>	<p>Participants read the article on a walk and read, came back and formed groups to debrief using guiding questions. Highlights of group discussion: Reveal student thinking through metacognition. Teaching kids to have appropriate conversations around math. When explaining to others it helps students to be organized. Question: is there something more current? In 2004 there was an update.</p>	<p><a href="#">Click here:</a></p>
<p>8. 5 Dimensions of Teaching &amp; Learning Framework</p>	<p>Last year principals and some teachers were trained in the instructional framework from the University of Washington’s Center for Educational Leadership called the 5 Dimensions of Teaching &amp; Learning. This framework is the foundation of the new teacher evaluation system being used in Bellingham Schools.</p> <p>This is a growth model which is complex and will take a while to get up to speed. The framework defines effective instructional practices. We read through the framework and discussed it so that this can inform our thinking about instructional resources needed.</p> <p>Some of the highlights of the discussion: Making thinking visible and verbal. Push kids do their thinking out loud. We need more student discourse. This is dependent on a strong classroom culture.</p>	<p><a href="#">Click Here:</a></p>
<p>9. Past Belief Statements</p>	<p>Scott Smartt shared the work of a group of teachers in the past that created belief statement based on the NCTM <i>Principles and Standards of School Mathematics</i> document published in the late 90’s. There were two different but similar iterations of belief statements written.</p> <p>We examined these documents and looked for connections to the Bellingham Promise and the instructional framework. We will use these documents and build upon them to clarify and recommit to our beliefs about mathematics instruction.</p> <p>We discussed the meaning of some of the words used in the documents such as curriculum. This word can be used to mean many things. While the Common Core State</p>	

	Standards are key to curriculum work, the standards alone are not the curriculum.	
10. Article, <i>Five Big Ideas from Common Core Standards to Curriculum</i>	Participants read the article. With this information and what we have read up to date, what is it that we want to make sure is included in our list of 5 things that NEED to be addressed in the materials we review? We will use the information in this article to being develop of our screening tool.	<a href="#">Click Here:</a>
11. “Non-negotiables”/ Screening Tool Development	This item was deferred to the next meeting.	

**Summary:** We read two great articles (see details above). We heard from our higher education partners about gaps in student knowledge. We read previous committee and teacher developed Belief statements. We continue to learn about the state of math in our district and how it relates to the Bellingham promise. We may need to ask other staff about core beliefs – could email staff and ask them. We could ask about some of their “must haves” in materials, but we have more work to do before we ask for feedback. Primary and secondary beliefs are very different. We reflected on strategies currently used in classroom. We discussed the importance of a balance of skill development and conceptual learning.

**Next meeting dates:** January 7, 2014

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