

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:

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

Topic	Discussion	Decision
1. Welcome, norms; +/- Δ ; minutes	Reviewed minutes for accuracy. Looked over +/- Δ 's. Several teachers submitted feedback. Reviewed the Summary of Feedback from ES, MS, HS & public.	
2. Public feedback	Materials on display: K-5: Bridges in Mathematics (Math Learning Center) and Stepping Stones (ORIGO) 6-8: Connected Math Project 3 (Pearson) and Agile Mind 9-12: Discovering (Kendall Hunt) and Agile Mind Very few public feedback forms submitted.	<u>Public and Staff Feedback</u>

<p>3. Site visit feedback</p>	<p>Small secondary team visited Marysville School District to see Agile Mind in action. Math 8 and Intensified Algebra were observed. The team members were: Scott Smartt, Todd Leita, Chuck DeVange, Breann Hulford and Jeanette Grisham.</p> <p>Learnings: flexible grouping, smartboard use and manipulatives. Parents support through online access. Supports learning by doing and addresses the standards. Instant feedback available on the assessments and excellent teacher support. Strong classroom discourse, each student has own login and it cannot be changed.</p> <p>Wonderings: Homework and interventions.</p> <p>Phone conference and email exchanges with Jeanette and a teacher (Megan) in Highline who is using Discovering. Information was shared with the committee on how she has implemented, and powerpoints were viewed.</p> <p>Todd Leita field tested some lessons from Agile Mind and the Discovering series. Students seemed to be more active learners with Agile Mind.</p> <p>Charisse shared that she talked with Kurt Gazow regarding technology support for next year. Student computers are being updated over the next three years. We don't have funds to purchase more computers, but are working to be sure that the computers that are available will support this program. Any additional technology will need to be part of a future levy proposal.</p>	<p>We were unable to coordinate visits with Bridges and Stepping Stones districts before today's meeting. We can attempt again if we carry materials forward.</p> <p>Regarding middle school programs, there are no school districts using CMP3 yet in the state.</p>
<p>4. Grade band/whole group discussions of feedback</p>	<p>The committee divided into grade band groups and discussed feedback from staff and public.</p> <p>Elementary teachers expressed need for professional development regardless of selection of materials. There was also some concern about the close implementation timelines of the Lucy Calkins Units of Study along with new math. There is a split in the field about wanting to move forward with new materials and others who are fine waiting for another year or two. We want to get clearer about preparation time for each lesson in Bridges. Our deep dive should help with this. Bridges lessons are rich and so will likely take an investment of time to learn (especially in the first year).</p>	<p>Most high school and middle school teachers were able to preview the materials on March 12 during the early release meeting. Because Agile Mind is digital, the program is harder to understand/grasp. We had some technical challenges at the computer lab at BHS on March 12.</p>
<p>5. Deep Dive into the materials:</p>	<p>We had three large tasks to do for the deep dive on two programs at each band:</p> <ol style="list-style-type: none"> 1. Concept trace 	<p>Each group collaborated and took notes. Groups</p>

<p>Concept Trace EQUIP rubric and IMET course review.</p>	<p>2. Study a unit using the EQUIP rubric (link here) 3. IMET course level review (link here)</p> <p>There were two elementary concept trace teams. One team studied order of operations with an emphasis on developing an understanding of addition and subtraction with whole numbers. The second elementary team studied multiplication and division/beginning decimals and fractions. The middle school team did a concept trace on slope and the high school team on transformations.</p> <p>There were three elementary teams that used the EQUIP rubric to study an identified unit. The first team studied NBT understanding place value, the second fraction development and the third team studied multiplication and division of fractions. Middle school studied ratio and proportion and high school studied Algebra 1 functions. The final groups looked at the finalist programs as a whole using the IMET program rubric.</p>	<p>met to discuss one of two choices of materials. After the lunch break they switched to the second program. The elementary and secondary groups met in separate places to share their assessments of their respective finalists. The committee appreciated the analysis of the materials that the concept trace and the rubric and IMET toolkit offered. For results see item 6 below.</p>
<p>6. Decision?</p>	<p>The elementary team has questions regarding Bridges: What was implementation PD like? How was it paced? How is usability for teachers? Are they using all components of the program? The team also unanimously agreed to eliminate Stepping Stones.</p> <p>The middle school team unanimously recommends Pearson’s Connect Mathematics 3 (CMP3). The team thought the problems and the pedagogical approach that is built into CMP 3 is an excellent match for the new standards.</p> <p>The high school team noticed that the Discovering series (still undergoing revisions to the CCSS) does not yet have the strong coherence that it may have in the future. It also seems to lack some of the intriguing problems they found in Agile Mind. The strengths of Agile Mind were found in the “problems worth doing”. There is flexibility about how to use the program with whole group and small groups. Modeling is good. With a digital program, the content can be quickly updated and errors corrected. Digging in made group feel good. Want to learn more and share more. Technology needs to be great and with all programs we will need support of our principals.</p> <p>We discussed the proposed math sequence for compressed middle school courses. This sequence has been influenced by the advice in the CCSS appendix about high school math in the middle school. Click here. The team is supportive of the direction of this proposal.</p>	<p>The elementary team eliminated Stepping Stones and requested time for teachers to try out lessons. We are also trying to arrange a site visit with White River School District.</p> <p>The middle school team recommends Connected Mathematics 3.</p> <p>The high school team will continue to study Agile Mind. We think it has promise. We are still having a hard time visualizing how it all comes together so want to spend some time digging further into lessons.</p>

7. Bias screening/IMC forms		This item was postponed until the April meeting.
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Meeting Summary: Elementary eliminated *Origo Stepping Stones* based on the deep dive today. We want to continue to study *Bridges in Mathematics*, try on lessons and send a team to do a site visit at White River SD. Each elementary representative should share access codes for fellow teachers to try.

The middle school team eliminated *Agile Mind* and is recommending *Connected Mathematics 3 (CMP3)*. We know it will be essential to have robust professional learning and support. Information about the MathXL program that is a part of *CMP3* was sent out to the committee.

The high school team is recommending a continued study of *Agile Mind* and eliminated the *Discovering* series by Kendall Hunt.

Teachers will try on lessons from the programs before April 22. Committee members are concerned about our technology capacity. This will be studied.

The next committee meeting will take place on **April 22, 2014 in Room 212**. 8:30 am -2:45 pm