

Summary

April 10, 2007

Math Articulation Team Meeting

Those present: Jennifer Delashmutt, Brenda Hargraves, Mark Woolsey, Laura Waldren, Ingrid Brooks, Ted Edwards, Terry Anderberg, Jeri Howard, Lisa Douglass, Marcia First.

1. ESD Math Alliance: Alliance in the region so that smaller districts can pull together their resources. Wenatchee School District has entered into a three-year Math Leadership Alliance. We will continue to access Ted Edwards as a middle school coach and Brent Morrison as a high school coach. We put money into a pool and receive a certain amount of days for training. Trainings include: power standards, common assessments, principal training, and using data to inform instruction. Wenatchee School District will have customized service, as we have already touched and explored some of these areas, for example, our classroom based assessments, range finding, etc. The governance committee and the steering committee are assembled to make decisions and guide the focus of the Alliance. The larger the district, the tougher it is to create continuity. So many of the customized days for Wenatchee will include principal training, CMP2 training, WASL related information, and support at the high school. CMP2 is being piloted again in grades 6 and 7 and for the first time, in grade 8. Level 1/ Level 2 seventh and ninth graders are hoping to get a second dose, so a new supplemental program is needed for the second dose. Use 7th grade math data to determine a double dose qualifier for the high school. Have to use 7th grade due to funding. No access to 8th grade scores before time needed.
2. Middle School Team Leaders and Principals: Middle school team leaders and principals met earlier today in the north boardroom. Proposal over time as far as bringing in CMP2... maintain upper level fast track math courses.
3. Sixth and Seventh Grade Units: Do as many units as possible in 6th and 7th grade and carry over into the next year at first. However, today we are not going to carry over units from one grade level to the next. Spiraling curriculum, so going to START with CMP2 at the onset of the year.
4. Research: Differentiate the task and opportunities versus the content. So, do we train 8th grade teachers on 8th grade books that they WILL be using again, versus training 8th grade teachers in 7th grade books. However, the district is not getting far enough each year with the CMP2 books in grades 6 and 7. Need visual and tactile support and need to go for it with the CMP2 units. Decided to have common course titles: CMP2 course titles are Math 6, Math 7, and Math 8 in all buildings, so not to become a remedial stigma. The high track will be about 20% of the kids in Geometry and Algebra.

What we have been doing is not working, so there has to be something better. There are 256 kids at the high school that did not pass the WASL.

The kids coming up will have more exposure to the constructivist way of teaching. There is a need for two years experiences prior to the grade level where there is mastery required.

We are going to develop power standards to pair down the curriculum. Item writing is grade level or below. By 7th grade a two-point question and by 8th grade a four-point question. Nobody passes the WASL from content, they pass on being able to communicate and mathematical thinking and ideas, such as the ACE questions in CMP2.

5. CMP2 is an instructional material that we are using to meet the GLEs. There is no all-inclusive program. We should continue to use the unit assessments and the classroom-based assessments that are being worked on currently. Bridges and CMP2 provide access to those kids that have never had access to mathematical ideas and concepts before.
6. Parent Communication Plan: There will be a parent communication plan, which will be the means of talking to parents to address changes in math at the middle school and high school levels. Hope to have that plan in place this year.
7. Any supplemental materials needed for some of the CMP2 units may be found with the Bridges and Number Corner manipulatives, which are already in buildings.
8. Middle School: Developing and piloting math CBAs in 6th, 7th and 8th grade. Making up three test, a pre-post and teach to the middle two. Learning how to range find, looking at the focal points. There are 5 multiple choice (one from each strand), 2 short answers, and 1 extended response. Using USA, for a total of 16 points. CALM-consistent, appropriate, labels and math is seen throughout in graphing. Hope is to chart the growth from grade level to grade level. A big idea is chosen, and on each test, it will always be on that big idea, for example, symmetry. There are no variables, so it is scored whether the students have it, or they don't. It is hoped that teachers will be able to use the data more effectively in their instruction.

Taunya Brown used her thoughts with what her model has been in science. Also, everyone will take the test, a unifying opportunity in the middle school, whether you are in geometry or in CMP2. The assessments will be in place as pilots at the onset of next year. The team of teachers is using the released items in creating the CBAs. Even if the students have used the released items before, the students need every opportunity to practice with these types of questions. There has been some evidence that students who may have seen the released item before, may not have performed better the second time around.

No updates on the Middle School Schedule Update. It will affect the units of teaching.

9. Grade 3 and Grade 4 CBAs: On track to meet with another meeting to continue the changes. The CBAs are looking at one area to track throughout the year, and modify the scoring guides to reflect a more diagnostic approach.
10. Computational Fluency review Panel notes:

Computational Fluency Notes: March 26-30, 2007

Review Goal: Provide stakeholders with a report on evidence of alignment to Washington standards, depth and usability in published computational fluency supplemental programs submitted for review.

- Content and Context was the focus... not cognitive demand
- Problem Types-more than results unknown
- Properties-stressed

N.S. Items: Students do well who make standard and students who don't make standard do ok... So where do we fall short/application?

- Teachers' intent to move thinking from inefficient to efficient thinking that they understand.
- "Carry the one", but really carrying the ten!

Horizontal:

- $25+37=$
- $20+30=50$
- $5+7=12$
- $50+12=62$

Equation vs. Algorithm

Supplemental Programs: Not enough in core, OR kids need more help.

Research: short/brief practice-more often is more effective than a one-hour shot.

Report is due June 1, 2007

- What is computational fluency?
- Flexible, efficient, accurate, recall understanding
- Competency-what to do/when to use/makes sense/reasonable answer
- Legislature: Looks like the three programs will pass
- New review required-January 2008

- Currently GLEs being reviewed by independent company — GLEs could look different in August... being compared to other states and other nations.

- Adoption — OSPI cannot tell districts what to do... districts have to decide if they can wait and what they are doing in.

11. Basic Facts Committee: What strategies would fit at each grade level: K-5 scope and sequence. Explain what the strategies are, how to teach them and resources available in one place as a reference. Bridges and Number Corner were used and Van de Walle in order to support strategy based fact fluency.

How is the packet being received? Introduced this spring in order to get feedback and implement in the fall for grades K-5.

- Songs and Internet sites
- Fact Fluency component (January in 4th and September in 5th) in Number Corner

- More assessment opportunities in packet
- Home Connections-little strategy booklet
- More resources for instruction and practice
- Be aware of the motor skills in early grades/interview idea

So now what?

Tom Carpenter-blue book-to get interview to find out about student, in order to be more diagnostic

- Keep in mind the 3 4 5: incorporate in CBA committee
- Grade 1 and 2 already have assessment within their CBAs
- Next up, kindergarten assessment

12. Next Articulation Meeting: Tuesday, May 8, 2007