

Summary

May 8, 2007

Math Articulation Team Meeting

Those Present: Mirna Kunkel, Lewis & Clark; Jennifer Delashmutt, District Office; Patty Cone, Columbia; Ole Hedahl, Wenatchee High School; Allyson Rasmussen, Foothills Middle School; Ted Edwards, ESD; Jodi Smith, District Office.

1. Jennifer, Jodi, Myrna, Patty: The Gold problem-solving book is now available for kindergarten. Jennifer will order 7, one for each building to pilot next year. Books are not in Spanish, but translating is likely easy. Problems for ELL students usually come from problem solving since there is so much language involved. District now teaches math in English. Science is now taught in English as well. But, for example, a poem meant to have rhyme and meter in English would not have those traits when translated to Spanish. So sometimes it might be best to keep it in English instead of Spanish so the meaning is not lost.
2. Anything going home (*Home Connections*) should be sent out in Spanish and Bridges has those translated. Bridges does not provide trade books in Spanish.
3. Jodi and Jennifer: Some teachers like what is provided by the district, while others say some resources are not used and are a waste of money. Consequently, students will be asked to provide their own math journals (black and white composition books) and a 3-pronged pocket folder next year. They will be added to grade 3-5 supply lists. Jennifer will provide glossary pages. All of the blacklines for the *Home Connections* are on the server, which allows teachers to pick and choose what they want to use.
4. If the district has purchased these materials, how do we make sure the materials are being used? Principals may play a role as the need to know what to look for when they walk into the classroom. Having a specific math observation walk-through form could help principals know what to look for, but would need to be specific enough to see things like vocabulary on walls, what specific technology are they using and for what. This could be addressed at a principal's monthly professional growth day. The information gathered on walk-throughs is not intended to be evaluative, but is meant to be informative to principals.
5. Math/Science Cadre, Jennifer: Taunya and Jennifer are going to have representatives from each of the elementary schools in the cadre. Also, they want teachers to have the time to disseminate this information.
6. Math Blueprints K-5, Jennifer: Developing an instructional calendar for math K-5 and will be able to use same format for 6-8. They are changing grade 3-5 CBAs to match mapping for 6-8. Summer school might be a good time to pilot CBAs before fall.
7. Wenatchee High School, Ole: CPM will be piloted for algebra; they have about 20 sections. It is contextual math but in a traditional sense. If they do the algebra and geometry next year they will cover all of the GLEs except for probability and statistics. It has the manipulatives to go with it. There has been a lot of success at other schools with the same demographics using the program. It is offered in Spanish. Twelve out of fourteen teachers volunteered to pilot CPM. Will have a common assessment in the fall and in the spring that is blind. Brent Morrison will likely have a big part in writing the test.

8. No pre-algebra will be offered at the high school. Some Special Ed and IEP students might take a class called Math Essentials. Students with 7th grade WASL scores of 390 and below will take 2 sections of math instead of one. There will be no bilingual algebra or sheltered algebra next year. 7 days for CPM training - training days are proposed as June 4th, 2 in August and one in September, October, December, February.
9. Foothills Middle School has been piloting an i-period (intervention period) that is 25 minutes at the end of the day. It is kind of similar to a study hall, but teachers can request a student if they need to work with them. Kids can also request to go to a certain teacher. Time was taken from first period that was set aside from Channel 1.
10. Attendance at the math articulation meetings has dwindled, maybe because the elementary adoption is over. Spacing the meetings out throughout the year might help.