

## Notes on Math Articulation

February 3, 2009

Those in attendance: Connie Siepman, Patty Cone, Kelli Jensen, Kristi Rupp-Wilson, Ole Hedahl, Jerri Howard, Mona Hein, Terry Anderberg, Cyndi Hendrickson, Dianna Williams, Tina Nicpan-Brown, Sue Nash, Lynda Huson, Jodi Smith, Jennifer DeLashmutt

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### 1. Opening

Team norms, learning targets, and agenda items were reviewed.

### 2. Middle School Math Adoption

Jennifer explained that the district is working toward adopting curriculum that is coherent, cohesive, and consistent. Participants reviewed the district adoption procedure and the state ranking process. There was a discussion regarding expected use of adopted resources. With an adopted “core” program, it’s expected that it be used as the primary instructional resource, at minimum 80% of the time.

Middle school math teachers will begin the process of choosing between the programs currently being piloted, *Connected Math 2* or *College Prep Math*, for the middle school core math program.

It was asked whether our high performing middle school students completing a traditional middle school math program could be successful in a traditional program at the high school. Two experienced high school teachers affirmed that the students would be successful.

There was a discussion that meaningful math courses will help keep students interested in taking math.

### 3. Math Leadership Alliance 2009-2010

Suggestions include the following

- Bob Eaker and Janel Keating were great! Like outside speakers. Can we bring in Anthony Mohammed?
- It makes sense to work together on power standards, pacing guides, and assessments as a region
- Community classrooms - Support release for teachers to observe one another or bring in videos to analyze.
- Provide time to work on best practices using common curriculum with common grade levels.
- Include time to practice using student work (using the protocol to look at student work)
- Intervention ideas
- Book study needs to be done differently or eliminated – its not meaningful.
- Most powerful time is discussing and practicing what is being taught.
- Developing Mathematical Ideas – good potential.
- Incorporate learning targets and progression of learning.

(Provide district horizontal team training once/trimester.)