

# Summary

November 6, 2007

Math Articulation Team Meeting

3:30 – 5:00 p.m. Main Board Room

Those present: Jodi Smith, Jennifer DeLashmutt, Patty Cone, Connie Siepman, Peggy Radewan, Dianna Williams, Trish Forster, Terry Anderberg, Brenda Hargraves, Tina Nicpan-Brown, Jeri Howard, Leslie Kiick, Allyson Rasmussen, Michelle Wadeikis, Jodi Smith, Ole Hedahl, Heidi Michael, Ana McGuire.

1. Review of the agenda
2. College Prep Math Update from Ole at WHS:
  - CPM has the highest alignment for traditional courses (Algebra and Geometry). Pre-Algebra is gone from high school offerings
  - Exposure to GLEs as freshman and sophomores through CPM
  - Double dosing-Math Essentials...support class for Algebra and Carnegie Learning (software)
  - 7<sup>th</sup> grade WASL scores are used to place those students, so freshman who scored below 400 at that time... didn't have the 8<sup>th</sup> grade scores in time for placement
  - New-not "Stand and Deliver", students are working in groups and teachers are more facilitators...freshman this year are not used to working in groups, but next year, more 8<sup>th</sup> graders will have had experience working collaboratively.
  - 8<sup>th</sup> grade Algebra should have CPM as well...Ole was thinking.
  - Hopefully Geometry CPM next year
  - Currently, 14 out of 16 teachers piloting CPM
  - Pre-test and going to take post-test to see which sections improve, scoring them together, trying to determine if there is an advantage to CPM
  - Making the students accountable, working with special education in order to have success for all students
  - Maybe a personal interview with those students who may have failed Algebra last year and are currently in a CPM class
  - Looked at data with schools that are using CPM
  - Teachers will pilot the Geometry CPM this year (available next year)
3. CMP2 Middle School Update:
  - Frustration of learning a different way of teaching
  - Understanding the way the curriculum goes, but concerns with not getting through the entire course... so not covering all of the GLEs with 5 units out of the 8 units
  - CMP2 was written for a 90 minute period, when middle school is a 42 minute period
  - Method is good for kids that are not linear, need to be able to explore and reason as to why things work
  - 8<sup>th</sup> grade felt nervous for those kids who don't have the algebra background for the 8<sup>th</sup> grade students...need to be resourceful for supplemental materials to build their background knowledge

- Success stories for where they have come from, but great activities not being used to the fullest capacity...Algebra!!!
  - Missing units in grade 7
  - Teachers are becoming more aware of what the students need in order to bridge the gaps
  - How to help those 8<sup>th</sup> grade students that are eligible for Title Math
  - Working in groups can be difficult as well
  - Professional development-how to deal with the time factor
  - FMS — identifying power standards as a team
  - Curious about what is being taught in grade 5, so grade 6 can get rid of 2 units in 6<sup>th</sup> grade and cover more of the grade 6 GLEs
  - Common unit assessments for each unit, looking at student growth
  - Team is starting to grade, assign on power standards
  - Allyson has found success with that homeroom class in addition to regular math period, I-period... cut out channel 1, Rock and Read on Mondays
4. Guided Study-at Orchard:
- Middle schools building in intervention-no choice
  - Professional Learning Communities, RTI
5. Bridges — Grade 5:
- It takes 3 years for that confident feeling once a new program is adopted
  - Time consuming, hard to leave for a sub
  - Tough to have any organized, “built-in” interventions, organization of materials-systems in place in each building
6. New RTI Law:
- Pushed to figure out intervention within the classroom
  - Tie-in with professional learning communities:
    - What is the objective?
    - How will we know?
    - What will we do if they do?
    - What will we do if they don't?
  - Some buildings went to the PLC conference...Dufours
7. Math Leadership Alliance (MLA):
- Leadership needs to be involved for professional learning communities to flourish
  - 23 superintendents have agreed to come together (MLA)
  - Bob Akers verbally agreed to work with our region via the MLA/ESD
8. Math and Science Cadre Update — Jennifer:
- What is it? What is the purpose?
  - Working on sharing the professional development within each building
  - Open classrooms and observing with building principals and instructional coaches to give a better picture of the nuts and bolts of the math and science programs in WSD
  - Hope to have observations for one another to visit each other's classrooms

9. Math Leadership Alliance update — Jodi:

- Power Standards, item writing to creating common assessments, to range finding, to scoring to analyzing data to using the data to inform instruction
- Charlotte Hartman-“Catch The Spirit” trainings
- Focal Points from NCTM and how to incorporate
- Built a bookmark with math vocabulary and focal points
- Intervention Programs-what are the best?
- Building teacher leaders –MLA to support National Board Certification in math?
- **How do districts know what their strengths are and what to work on? How do teachers know what their strengths are and what to work on?**
- **Team of auditors?**
- MLA agreement is 3 years

10. Debrief “Catch the Spirit”:

- MathWeb — problems a bit out of date, why use something that is not the latest, or current...like the old exemplars
- The time could have been better spent working with districts with similar programs, grade level teams...or maybe work with our math cadre on the second day for “Catch the Spirit”
- Plan on how to share the professional development in the buildings...principals to support

11. 6-8 with Jodi for Job-Alike:

- Article on Math with ELL