

**ELEMENTARY MATH ADOPTION COMMITTEE AGENDA
FOR MARCH 16, 2009**

- **Purpose Of The Day**
- **Norms**
- **Grade Level Groups Discuss and Report On Continued Piloting**
- **Debrief March 11th Parent / Community Information Meeting**
- **Community Input**
- **Break**
- **Small Study Groups To Review Key Questions**
- **Study Groups Report Out**
- **Lunch**
- **Discuss 2 Possible Scenarios In Small Groups And Share Out Findings:**
 1. If we were to adopt enVision and Investigations:
 - a. How would our students and teachers benefit from using enVision instead of CA Mathematics? Please be specific and cite examples. Put a post-it on pages to be photocopied.
 - b. How would our students and teachers benefit from using the newest version of Investigations instead of the current version? Please be specific and cite examples.
 - c. What are the concerns?
 - d. What are the implications for an implementation plan?
 - e. What are the implications for professional development to ensure an effective implementation?
 2. If we were to adopt Everyday Math:
 - a. How would our students and teachers benefit from using EDM instead of CA Mathematics and Investigations? Please be specific and cite examples. Put a post-it on pages to be photocopied.
 - b. What are the concerns?
 - c. What are the implications for an implementation plan?
 - d. What are the implications for professional development to ensure an effective implementation?
- **Final thoughts / advocating for an option:**
 - Recommend EDM
 - Recommend enVision and Investigations
 - Other
- **Community Input**
- **Next Steps**
- **Closing Remarks**

Key Questions To Be Reviewed by Small Study Groups

1. **Calculators in Classrooms**
 - a. Are calculators used in enVision / Investigations? If so how?
 - b. What does EDM say about calculator use? Put a post-it on pages to be photocopied.
 - c. How are calculators used in EDM? Give specific lessons in which they are used and how it enhances / weakens the overall objective of the lessons.
 - d. How many lessons in each grade level use calculators?

2. **How are Multiplication and Division Algorithms and alternative strategies addressed in EDM?**
 - a. Use Suz Antink's analysis as a starting point.
 - b. Outline how multiplication and division are developed in 4th and 5th grade. Cite specific lessons and put a post-it on pages to be photocopied.
 - c. List resources available to a teacher to help develop algorithms.
 - d. Cite how District Standards (\times / \div) are addressed in EDM.

3. **How are Multiplication and Division Algorithms and alternative strategies addressed in enVision and Investigations?**
 - a. Use Suz Antink's analysis as a starting point.
 - b. Outline how multiplication and division are developed in 4th and 5th grade. Cite specific lessons and put a post-it on pages to be photocopied.
 - c. List resources available to a teacher to help develop algorithms.
 - d. Cite how District Standards (\times / \div) are addressed in enVision / Investigation.

4. **Read the Executive Summary of the Final Report of the National Mathematics Advisory Panel**
 - a. Indicate the implications for our work.
 - b. Highlight significant findings.

5. **Singapore Math – Recapping Analysis**
 - a. Choose a grade level (or perhaps one upper and one lower grade).
 - b. Review our initial criteria forms.
 - c. Continue to use the criteria to evaluate and cite specific evidence. Put a post-it on pages to be photocopied.
 - d. What parts of Singapore did the committee like?
 - e. Should the committee further review and/or look at the curriculum as a supplemental resource?
 - f. Are there parts that could be incorporated into professional development as a resource? If so, which ones?