K-5 MATH ADOPTION

PALO ALTO UNIFIED SCHOOL DISTRICT **Date: 3/11/09**

Committee member questions and comments are in italics. Staff responses follow, not italicized.

MINUTES FOR ELEMENTARY MATH ADOPTION MEETING OF MARCH 11, 2009

Call to Order

The meeting was called to order at 7:00 p.m.

Members Present:
- Carol Frates, Teacher, Addison
- Desiree Rudd, Teacher, Addison
- Nick Foote, Teacher, Barron Park
- Cathy Howard, Principal, Barron Park
- Mangla Oza, Teacher, Duveneck
- Kurt Borgwardt, Parent, Duveneck
- Esther Yoon, Teacher, Duveneck
- Amy Hansen, Teacher, Escondido
- Amanda Dungan, Teacher, Escondido
- Kristina Sandoval, Teacher, Escondido
- Mary Bussmann, Teacher, Hays
- Michelle Robell, Teacher, Hays
- Adriene Farrales, Teacher, Hays
- Jessica Tolerba, Teacher, Hays
- Stephanie Han, Teacher, Nixon
- Mary Pat O'Connell, Principal, Nixon
- Lisa Swagerty, Teacher, Palo Verde
- Paula Watson, Teacher, Palo Verde
- Kristin Foss, Parent, Palo Verde

PAUSD District Staff Present:
- Kevin Skelly, Superintendent
- Ginni Davis, Assistant Superintendent
- Becki Cohn-Vargas, Dir., Elem. Ed.
- Lucy DeAnda, Math TOSA
- Magdalena Fittoria, Math TOSA
- Staci Stoveland, Math TOSA
- Nancy Pang, District Office Technology

PTA Representatives Present:
- Dan Dykwel, PTA Council President

Introduction

Dykwel began the meeting by welcoming everyone, saying this was not a PTA function and that the PTA was not taking a position on this issue. One of the PTA's goals was to continue to strengthen the community network, and this meeting was a response to concerns voiced by community members that they had not had a chance to give input on this topic. He then suggested people look at this as an opportunity to engage in constructive discourse, noting that all Board of Education members, the Superintendent, the Assistant Superintendent, and a number of staff were also present to discuss issues individually as well.

Goals for Math Adoption

Skelly noted that while all five Board members were at this meeting, this was not an official agendized meeting, so they could not meet and confer together.

Skelly's discussion follows:

"Thank you for coming tonight. We put a high value on parents as partners. Our success is a function of our collective efforts and we need to listen and hear the input of parents whenever it is clear that there needs to be a method for this and clearly this is such a case.

I would like to give you some thoughts as superintendent, but also as someone who has taught math to kids of all ages, have had math as my favorite subject in school growing up, and worked on math policy issues for years. It's always hard to generalize about math because we are all shaped by our experience, but since I am the superintendent, I talk first!"

"I can remember being a beginning teacher full of a desire to show how much math I knew, thinking that would demonstrate that I would also be an excellent teacher. I soon found out that being a good teacher was a lot harder than being good at math. There is something incredibly humbling about trying to teach a subject that was so easy and interesting to me to students for whom math was much harder, less interesting, and with students of varying backgrounds. It's even harder with some of my own children!"

"We have a comprehensive, balanced, customized PAUSD math program:
- The program is successful; this adoption is mandated by the state.
- It's a blend of CA state standards and NCTM that balances concept/skills.
- It includes standards, assessments, quality teachers, and great students.
- Curriculum materials are only one part of the equation.
- We will not modify our vision, philosophy, Strategic Plan goals -- our program -- to fit the materials; vice versa.

"We are doing great things with math. Choose a measure and we are among the leaders. For my money, algebra proficiency in eighth grade is one of the most important measures, and we lead the league. All of us need to acknowledge this. I feel a real sense of responsibility to maintain this and I know that our teachers do as well. This is a topic we are considering in our adoption. We all share an interest in making our program better, not risking our program."

"A textbook adoption is a tremendous opportunity to sharpen our sword; to have people having professional conversations and to build the organizational capacity. Once again, this is more important than the set of materials. The materials have a catalytic effect on this conversation."

"Having consistency in grades K-5 in terms of math is really important – we need strong materials which our teaching staff support and believe to be effective. A big reason for this has to do with staff development and a sense of interdependence – a recognition that what goes on in one classroom affects the experience and quality of education the next year."

"Once again, math instruction is not the textbook. The reason I am excited about this is that I see it as an opportunity for us to build a guaranteed and viable curriculum. To the extent possible, it should not matter which teacher you have in terms of the quality and outcomes for students. That's one of the few things that people agree makes a difference in the collective experience of students."

"We need to build organizational capacity. Need to work to have veteran teachers with strong skills have a different opportunity for professional learning than a new teacher."

"Our strategic Plan identified two areas that are directly related to this adoption – professional development and academic excellence and learning. The most important thing is the teacher. The second is that they have materials and skills to provide a personalized instructional program for students. Last, and perhaps to repeat, I hope that there can be some deference to the folks whom the Board policy puts the majority of the responsibility for this adoption – the teachers who are in the classroom. These are the folks who have been, with parents, responsible for the results we are seeing. They have much more experience educating young people. They know our collective students best. Nobody is served, particularly our children, by downplaying the importance of teacher buy-in and ownership of this decision."

"We look for this process going forward, continuing to be guided by Board policy. We are very anxious to hear from the community. Our committee will meet again on Monday to share the feedback from tonight, to discuss next steps, and talk about the professional learning that would accompany an adoption. A recommendation is scheduled to go to the board on April 14 for discussion and approval, we hope, on April 28. This will allow us to get the material in the hands of teachers and begin planning and implementation this summer."

"Like everything in life, nothing is perfect. No textbook will meet the needs of every teacher or student. We won't please everyone with the text we adopt, but we need to do this work in a way that honors the people involved – teachers, principals, and parents, fills in any weaknesses that any curricula has, and fits into our vision, philosophy and strategic plan goals – our Palo Alto Unified School District that has served us well."

How prepared are you to make a potentially hard choice, should these discussions lead the District in a different direction? Skelly said the District did have the right to delay the adoption by up to a year, however a number of staff had put in a tremendous amount of time on this project, so he would worry about the ramifications.

Process and Procedures of the Math Committee

deAnda said this process actually began in 2005, when a number of elementary teachers met to discuss the development of children's understanding of math. Through the year-long series, assessment items were developed from which teachers could choose to assess their students. The group then came up with a set of materials they really liked. In 2006, K-12 teachers formed the K-12 Articulation Committee. In order to broaden the understanding even more, the Teacher Network was formed. The purpose of the Network was for teachers to discuss the big ideas students would carry with them and how to help them understand the fundamental models of mathematical ideas. Members of the Teacher Network and the K-12 Articulation Committee are now participating in the Elementary Math Adoption Committee. This Committee is charged with selecting the best texts that will be funded by State monies. Next year the new materials will be implemented, along with all the knowledge being gathered over the past few years.

Fittoria said that last spring, a teacher survey was conducted asking what was working in their classrooms, what they needed, and what should be addressed. Criteria were developed based on the survey results, and the four guiding questions being asked during this process are:

- What do you want your students to know? (Mathematics Content)
- How will you know your students "know it"? (Assessment)
- How will you make sure your students "know it"? (Instructional Strategies)
- How will you make sure ALL students "know it"? (Universal Access)

In the fall, recruitment for the implementation committee will begin. She then described the makeup of the committee: thirty-seven elementary teachers, one middle school teacher, two principals, three parents, three TOSAs, and some administrators.

Stoveland reviewed the work of the committee thus far, as well as decisions they had made. This work included past meetings, and review of all materials at the County Office of Education before requesting to meet with selected publishers. Each set of materials was analyzed against the group's criteria. She also described why some texts were rejected at an early point in the process. Finally Everyday Math, Harcourt, Envision, and SRA were selected for more in depth examination and study. SRA was later eliminated as a viable option due to the inability to pilot the program and lack of company support of the program.

Why was Singapore rejected? It was measured against criteria, and the group felt differentiation, including EL (English Learner) support, did not appear as strong as in some of the other texts. This was noted in meeting minutes.

Fittoria said piloting included two rounds, one round for each publisher. Each member of the committee piloted both texts. The November 3rd meeting minutes reflect the teachers' experiences. Parents on the committee made several classroom observations during piloting.

Parent Participation on Committee

Foss said she was a parent of a third grader and an incoming kindergartener. She also said her work required her to use complex math on a daily basis, and that she also worked as a math tutor. She said this had been a very rigorous process, taking a lot more time than she had expected. She was assigned to the third grade level, and she sat with teachers and attended interactive classroom observations of the piloting of the two texts. Following each observation, parent committee representatives met with teachers for a debriefing session. During the last meeting, parents reviewed the parent connection piece for each text. She said she would be happy to answer any questions from the community offline.

Stoveland thanked the parents and teachers on the Committee, saying they had given more time and effort than anyone had expected. She then said two debriefing meetings occurred, one after each piloting round. Strengths, concerns, and questions were raised and were reflected in the handout for this meeting. Suz Antink, a Paly teacher and National Board Certified Math Teacher, also did some analysis of the program, which is reflected in the handout. Stoveland said the texts being considered were available for review in the hallway at the District Office, located at 25 Churchill Avenue. She asked that comments be very detailed.

Small Group Feedback and Questions

Davis said this process was incredible, and thanked everyone for their efforts. She said many people were at this meeting, and she wanted to hear from everyone. Principals and math TOSAs would scatter throughout the discussion groups for facilitation. She then reviewed meeting norms and the four guiding questions. She also suggested that if people have questions and comments that are not answered directly during this meeting, to write them down on post-it notes, and they will be typed up and considered at a future date by the Committee.

The audience then divided into groups for discussion.

Whole Group Sharing

Dykwel invited people to report:

- *Disappointed in the format of the meeting, not the work of the Committee, because it is not*

helping people understand why either choice will help their children be successful.

- *Thanked the Committee for its hard work. Agreed the format of this meeting was not exactly conducive to giving feedback. Math should be understood conceptually including and beyond computation. In terms of materials that would support education, they should support mathematical thinking and have a good balance between skills, concepts, and problem-solving.*
- *Wanted children to have a good grasp on fundamentals and knowing when to apply the skills they learned.*
- *Concerned about coordination of instruction at school with home.*
- *Does long term data support either or both of these texts?*
- *Strong emphasis on differentiation, manipulatives, program targeting all learners, and home connections.*
- *Make math fun.*
- *Why so much time and effort to go through this process every seven years to approve something that seems similar to existing texts?*
- *Internationally competitive math education for all students.*
- *Flexibility in homework, since some parents want more and some want none.*
- *Motivating students to like and want to do math.*
- *Make sure text is parent-friendly so parents can help with homework.*
- *Online tools.*
- *Differentiated materials.*
- *If a radical program is adopted, how will teachers be helped to teach the program?*
- *Mastery of each concept.*
- *Efficiency.*
- *Support home-school connection, so parents can understand what is being taught and how.*
- *Be consistent with national organizations.*
- *College readiness.*
- *Pre-assessment: not always a formal written test. This should be written into the program.*
- *Solid foundation of concepts and skills, however it is understood children come to school at different levels.*
- *Children should have options with math when they get to middle and high school, and be able to meet UC A-G requirements.*
- *Make the study of math interesting and help them love the subject as much as they love other subjects.*
- *Teacher strengths and weaknesses should be considered.*
- *Students should leave the District with basic understandings of math language and basic finance. District needs to continue to attract and retain strong math teachers.*
- *Fostering a student's love for math and help teachers and parents work together to this end.*
- *Relate math to real life issues and problems.*
- *Use of calculators before students master basics should be discouraged.*
- *A lot of energy is spent in the District over arguing over books, while the teacher is by far the most important element of the classroom. Teachers should be supported with professional development and good textbooks.*

Complete List of All Flipchart Comments

- The two questions the audience was asked to respond to were:
- What do your want for your child in terms of math education?
- How should the math materials support your child's education?
- *Sense of numbers and operations relationships.*
- *Program facilitates does well on standardized tests, AP math.*
- *Able to progress as far in math as is capable.*
- *Tools to discover own methods*
- *Not rote, learning different ways to reach a solution.*
- *Not dependent on outside books, machines (calculator, logarithms, etc)*
- *Not require outside tutoring because enough practice/teaching can be done in classroom.*
- *Backup plan for a teacher who isn't getting to the student.*
- *Book comes home so parents can have a record of progress.*

- *Tools so parents can understand syllabus, help at home.*
- *Parents have updates throughout the year on what class/students is learning.*
- *Understand numbers.*
- *Understand multiplication.*
- *Fast operations.*
- *Interesting program.*
- *Self-motivating.*
- *Fluency so can link to math in real world.*
- *Enjoy math not loathe it.*
- *Preparation for later years.*
- *Program that provides a world class math education.*
- *Why does math work?*
- *How do algorithms work?*
- *Being able to abstract from algorithms.*
- *Able to model into math formulas from real world.*
- *Able to come to answers with accuracy and confidence.*
- *Learn to ask "Why?"*
- *Not be afraid of math.*
- *Solid foundation: basic facts, automaticity.*
- *Mastery of concepts.*
- *Rigorous.*
- *Clarity (for all: students, teachers, parents).*
- *Differentiation (above level and below).*
- *Efficiency.*
- *A prepared teacher.*
- *Good home-school connection.*
- *Consistent with National Mathematics Panel Report and NCTM standards.*
- *College readiness (pathway)*
- *Manipulatives.*
- *(pre) assessment (each unit).*
- *Formal and informal.*
- *International competitiveness*
- *Strong number sense.*
- *Think mathematically.*
- *Carry out operations quickly.*
- *Math – more than arithmetic. Should be fun, more than just three-digit multiplication.*
- *Inspiring math teachers.*
- *They (the kids) can think mathematically.*
- *Understand math conceptually visualize the big ideas beyond computation.*
- *Number fluency and flexibility.*
- *Conceptual understanding.*
- *Not memorize algorithms.*
- *Teacher: Do no harm. Student: Never memorize something you don't understand.*
- *Longer units – that teach them to think – take things apart/put them back together.*
- *Memorizing algorithms is not helpful.*
- *Short units over long period is not helpful – time is needed.*
- *Mental math.*
- *Teach a concept deeply.*
- *Program that gives math background as a resource to teachers.*
- *Defer to teachers – what will work for you – the entire package.*
- *Materials support teacher to support students be best. Math is possible.*
- *Lots of word problems to use skills (rather than dittoes with computation).*
- *Problems with more than an integer answer – to <u>think</u> and apply mathematics.*
- *Materials to support thinking.*
- *Sense-making.*
- *Balance – skills, concepts, problem-solving.*
- *Grade-appropriate work problems.*
- *Promote alternative methods/strategies.*
- *Lots of exercises to reinforce concepts.*
- *Materials that allow students to visualize.*
- *Does not want estimation/other disagree.*
- *Strong emphasis diff.*

- *Manipualtives/hands-on*
- *More logical problems*
- *High-level thinking*
- *Balance conceptual and drill.*
- *All math learners targeted.*
- *Develop curiosity math application math – concept – skills*
- *Home connection to follow-through.*
- *Cover gaps by 5th grade.*
- *Math fun for kids.*
- *Why so much effort every seven years adoption process for similar materials? Time-consuming.*
- *Are there parts of Singapore Math that would benefit our program?*
- *Will my kids be able to compete internationally?*
- *How have programs/students/success been evaluated? Data?*
- *How do we help teachers move into a new program?*
- *Parent education on what elementary math should look like? What to ask, how to help?*
- *Structured on-line tools to help with communication easy, clear between student-parent-teacher.*
- *Lots of differentiated materials available. Materials that coordinate with curriculum. Don't let "differentiated materials" lacking mean we can't have the program.*
- *Parents (some) wanted to discuss Singapore Math.*
- *Teacher – not enough materials to support deep learning; content. Not enough teaching support. Does not support EL.*
- *Structured program that supports child-parent comment.*
- *Singapore Math wants parents to understand program. Doesn't support parent connecti9on. Didn't see it being engaging for child.*
- *Traditional math education*
- *Building foundation – strong base. Learn facts.*
- *Solid confidence in math*
- *Concrete and abstract – brain research. What students need.*
- *Basic strength – foundation.*
- *Explain and apply knowledge.*
- *No calculators – before they mastered facts.*
- *Is everyday Math fact-based?*
- *Keep it simple – tech secondary.*
- *Singapore- Supplement – not good core.*
- *Singapore Math – too linear, rote, not provide mastery in math strands, broader than Sing. Math too narrow.*
- *What has the research shown about the effectiveness of each program?*
- *Automaticity with basic facts in all operations.*
- *Appropriate level of challenge for ability.*
- *Preserving and encouraging a love of math.*
- *Consistency in math methodology and use of standard algorithms.*
- *Foundation for higher-level math learning.*
- *Ability to apply and use conceptual understanding in real-life situations.*
- *Conceptual understanding.*
- *Fluency with operations that support or enables student to solve problems.*
- *All kids, "my child" need(s) to have a teacher who understands and like mathematics and the teaching of mathematics.*
- *Program accessability/understandability for student/parents/teachers.*
- *Program should address the needs of all learners- stretch, challenge and support as needed.*
- *Textbook – for reference, clarification, home support and instruction.*
- *Math materials should present concepts logically and sequentially and provide assessments that measure concept understanding/mastery.*
- *Concerns about how Singapore Math was dropped if it received the same number of notes as Envision.*
- *Are we making the best choice possible?*
- *Do committee members feel that these are great materials?*
- *Does long-term data support either or both of these programs?*
- *Reading and writing aspects at an accessible level for all students.*
- *Math tasks should not be limited by students' reading/writing skills.*
- *Math education at an internationally competitive level.*
- *Focus on mental math.*
- *Rigor.*

- *Inclusion of applied skills in math.*
- *Procedural skills on paper.*
- *Materials and tasks that come home should be able to be understood by parents.*
- *Opportunity for differentiation for students of high ability.*
- *All abilities and learning styles.*
- *Parents should be able to understand homework.*
- *Flexible homework enabled by text.*
- *Consistency from school to school.*
- *More clearly integrated product.*
- *Children more engaged with materials.*
- *Feedback on performance of materials.*
- *Test all the materials and compare afterwards.*
- *End 5th grade meeting standards*
- *6th grade success.*
- *Minimum standards with differentiation.*
- *K-12 articulation.*
- *Consistency with materials/practice.*
- *Strategies/models to make math meaningful. Learning styles – materials that support both-multiple methods (+,-)*
- *Test out options?*
- *Does this create problems?*
- *Conceptual understanding.*
- *Practical application – concrete applications.*
- *Math vocabulary*
- *Personal finance*
- *Strong math teachers.*
- *Consistency in practice.*
- *Skeleton of concepts/skills.*
- *Interest in math.*
- *A-G requirements*
- *All students*
- *All options open.*
- *Future.*
- *Dependent on teacher.*
- *K-12 articulation*
- *Skeleton with room to grow.*
- *Multiple operation (+,-)*
- *Differentiation.*
- *Practical applications*
- *Making math meaningful.*
- *Consistency in practice.*
- *Need strong math teachers.*
- *Math vocabulary.*
- *Understand big concepts.*
- *Become proficient and automatic in mathematical computation.*
- *Understand base 10 # system.*
- *Have rigorous math experience.*
- *Be comfortable calculating without calculators.*
- *Use math in everyday world.*
- *Math to be tool to learn how to think independently.*
- *Help students to think when problem-solving and not just rely on algorithm.*
- *Go into depth in fewer topics – don't cover a lot of a little.*
- *Enjoy math and are engaged.*
- *Family math nights are awesome.*
- *Take math learned in a math game and apply it to other contexts.*
- *Need algorithms that work across all math concepts.*
- *Teacher-friendly and parent-friendly (parent should be able to help based on reviewing materials).*
- *Provide enough drill and practice so kids gain confidence.*
- *Provide differentiation for high-achieving/GATE students.*
- *Not too much information on each textbook page. Information on page should be relevant.*
- *Appropriate reading level.*
- *Should not be confusing.*

- *Students need time to absorb concepts. (pacing)*
- *Connection between traditional methods of teaching/learning math (build trust with parents and high school teachers).*
- *Accessible to all kinds of learners.*
- *Based on proven methodologies – that that it has worked in the past.*
- *Worry about consistency – transition from current program to new.*
- *At end of unit, child should be able to state what they learned- have a solid understanding.*
- *Be confident in math.*
- *Be competitive in global world - rank well compared to peers internationally.*
- *Be comfortable "mucking around" – confident that they <u>can</u> figure it out.*
- *Environment to learn.*
- *Second chance.*
- *Encouraging and stimulating.*
- *Clear thinker.*
- *Good problem solver.*
- *Mastery of fundamentals.*
- *Practice.*
- *Quickly.*
- *Build advanced work.*
- *Joy of success, solving problems.*
- *Not walk way without understanding.*
- *Not left behind (when not understanding by "others").*
- *Challenged (not by being asked to help others).*
- *According to abilities.*
- *Solid background – career choices.*
- *Curriculum accessible at all levels.*
- *Challenge of struggling*
- *Knowledge base-connections – other strands.*
- *Connect for kids at all levels.*
- *Conceptual understanding.*
- *Connections math and real world, bigger picture, interdependent.*
- *Facility with computation.*
- *Language – clear of math. Beautiful.*
- *Applying learning to new situations.*
- *Knowing they can do math.*
- *Hands on before procedural (conceptual – practice)*
- *Method in materials vs. teacher instruction (indep. And materials)*
- *Keep their joy/appreciation for math ongoing.*
- *Materials also should help parents <u>support</u> (do's and don't's)*
- *Clear program and curriculum (sequence of topics/concepts)*
- *Strands woven together (ex. Geometry, multiplication, statistics)*
- *Building on previously-learned material and with application.*
- *Clear language, explanations.*
- *Formal mathematical language from beginning.*
- *We don't want teaching to the test.*
- *Be able to do it with paper and pencil - not rely on a calculator.*
- *Really strong problem-solving skills.*
- *Know <u>where</u> they are.*
- *Strong (good grasp) on fundamentals*
- *Basic facts*
- *Knowing <u>when</u> to apply the skills.*
- *Like math.*
- *To be successful consistently.*
- *To each be able to move at their own pace.*
- *To be ready for higher math.*
- *To see the purpose of learning it and how it will help them later.*
- *Don't want them stressed.*
- *Don't want teaching to the test.*
- *Material should not rely on parent help.*
- *Texts for parents.*
- *Support for ELL <u>and</u> GATE.*
- *Materials that go narrower but deeper.*

- *Parents want to see where their child is – what they know, more independence.*
- *Communication with parents – they need to know how it is being taught so they can help at home.*
- *Parent education along with staff development.*
- *Relevant to today.*
- *We want our kids to have a curiosity about mathematics.*
- *Generate student interest.*
- *Visually appealing – not distracting – related to content*
- *Manipulatives at home*
- *Homework with clear directions, well coordinated with the text.*
- *Access to meaningful extensions.*
- *A time limit – how much can you do in 30 minutes?*
- *Real-world, standard language. "Equation" not "math sentence".*
- *Can be transferred to other areas.*
- *Not gender biased.*
- *Easy, independent access to the next level (and motivation) but not penaize those who don't go further.*
- *Standardized program across Palo Alto.*
- *Assessments reflect what we want students to be able to do with their math knowledge.*

Conclusion

Skelly noted that no comments were made regarding specific texts. He did not believe people would leave this meeting satisfied without being able to make comments on the specific texts. He suggested people leave specific comments on post-it notes for staff to review.

How many parents would support Singapore math and how many would support Everyday Math?

Is this an avenue to come to a decision? I dispute that this is not open for debate.

Without having looked at the criteria, teacher's manual, homework assessments across grade levels, making an either/or decision right now might not be useful.

To speak of a spectrum with one text on each side is to say these texts are not similar

We thought this would be an informational meeting and we would get information on each text.

Can each program be summarized in five minutes?
Each program cannot be summarized in five minutes.

There are a lot of concerns about Everyday Math, both good and bad, because it is new. Taking a poll here might be helpful.

A poll should be taken, otherwise Skelly is saying this is not open for debate.

Did not have time to join the Committee, however it is very important to respect the dedication and time the Committee member put into this work. Their feedback and summaries should be taken under advisement, since the entire audience did not have time to closely examine the materials themselves. He understood the purpose of the meeting was to give input on what is important. The Committee would then take those comments under advisement in making the final decision.

Skelly asked that people write down their ratings of each text, including their reasons why. The results follow:

Written comments were made by attendees.
Some included a number on a scale of 5 (Yes!) to 1 (No!). Less than 1 is a "fist" (Don't even think about it!). * means multiples of the same comments.

Everyday Math

The K-1 grade teachers in our thought Everyday Math/*Envision* were equal
3 – parents needed to be included early on about the process
5 * *
4 *
I like *Everyday Math* but not calculators. Thank you for the committee's work.
NO on *Everyday Math*. I am a parent with years of experience with *EDM*. Teachers and parents were unhappy with *EDM*.
NO on *Everyday Math*. Had it for 3 years – too inefficient, spiraling ineffective, parents can't help
DISLIKE - calculators, spiraling, not mastery, too much to learn for basic concepts.
The algorithms in *Everyday Math* are not general enough and steer students away from the few algorithms that are generally useful.
It gets a 2 – too glossy, glitzy, distracting; strange methods at times; encourages calculators; discourages confidence!
FIST – why distract students, teachers, and parents with glossy encyclopedic data not related to the basic concept?
Multiple algorithms can lead to frustration on behalf of children. It would boost confidence of weak and strong children if they master fewer algorithms.
Look at National Math Panel's recommendation on spiraling. They did not recommend it.
Proven results? Why have districts pulled out of *EDM* (which had it for years)?
Don't discount experiences of states not adopting CA 3rd Edition of *EDM*.
FIST – spiraling is nonsense, failure to teach to mastery
FIST * * * * * * * * * *
I will fight *Everyday Math*.
FIST – parents needed to have this meeting in September, not at the end of the process
FIST – materials needed to be piloted at all ends of the spectrum. That should have been the process!
Not convinced on *Everyday Math* techniques – calculators, lattice method
Numbers only: 2, 0

Envision Math / Investigations

5 – straightforward, uncluttered
LIKE - balanced
The 4th grade teachers in our group liked envision better.
5 - *Investigations* – don't want too much drill – more on time understanding.
5
4
3 *
Still investigating
2
2 – needs better pretests and support for strong learners

Singapore Math

2
From what I have seen, neither *enVision* or *Everyday Math* will lead our kids to the path of international competitiveness. I would much prefer the *Singapore Math.*
Prefer to look at *Singapore*
Why don't we have time (or why can't we make the time) to pilot *Singapore Math* – see the vote (second time) – meeting minutes indicate it was even or right up to *enVision*
5 * * * * * * *
I think most in the room would be interested in *Singapore Math* – why are we looking at something on the opposite spectrum?

Other Programs

If *SRA* is not available, why not pay for the *SRA* pilot materials?
Prefer to look at *Harcourt*

Calculators

I don't want children to use calculators. It will lead less students to automaticity than we have now (about 50% by 5th grade in formal study).
No calculators please!! Encourage confidence in mathematics by having kids be self-reliant.
Most important – less emphasis on technology – no calculators in elementary school
No calculators
6 additional comments against use of calculators

Need for Further Information

Idea: Have the testers and committee walk through the pros and cons of each text and let parents ask questions. Use cards to avoid long rants, or make discussion informal with walking [?]. Make materials available in the room for 1 hour before.
My concern is how the different programs have been evaluated for their effectiveness in places where they have been adopted. With 2 programs to pick from, it seems like this would be <u>critical</u> to understand and convey to parents in picking a program.
Please schedule an open meeting where the Committee presents the preferred program and compare with other approved programs seen less. [?]
Can the Committee speak to how it weighs the trade off of a completely different math program requiring high levels of teacher development to teach well vs. a program that is similar to the current program that would presumably require less teacher development to optimize the curriculum. Are we sure the upheaval is worth it? From a teacher training perspective and what levels of results we expect?

Why Adopt Now?

Why doesn't PAUSD go ahead and questions the automatism of evaluating new material every 7 years in general? The concepts don't change…
Why did we need to change the math program? I was fine with the current one.
I'm in the "don't fix what ain't broke" boat. I have two very different kids who are both doing fantastic in math now. Please choose whichever program is most similar to how math is currently being taught.
What is wrong with regular normal math being taught today? *Why do we need Everyday Math*?

General Comments

This is a difficult choice; well-meaning parents should <u>not</u> be able to vote based on 5 minutes of Google research.
Make sure materials have good pretests and allow students to progress if they test out.

It is truly the strengths of the teacher that make a difference, NOT the textbook.
Thank you to the committee for all the work!
The process at the end of the meeting was not satisfying or meet the needs of the parents/community.
Math is math. We don't need as much cross curriculum.
The differentiated grade level books will not reach top math students – don't expect the one you pick will.
Most important – fundamentals and clarity over cross curriculum
Materials should help children to focus on material, rather than to distract in many directions or overwhelm with too many "toys" (e.g. computers, plethora of books…)
Worry about English Learners facing language-intense math, rather than letting those kids to flourish is area that uses "international" language of math.
I vote for listening to the committee following their recommendation.
I defer to the committee. I trust their judgment.
I don't know all the ins and outs of the program. I trust the hard work, expertise, and knowledge of the committee.
This was a waste of time. All the committee told us is how hard they worked.
I support the committee's decision.

Adjournment

The meeting adjourned at 8:45 p.m.