

MINUTES FOR ELEMENTARY MEETING OF OCTOBER 7, 2008

Call to Order

The meeting was called to order at 8:30 a.m.

Members present:

Jackie Hurd, Teacher, Addison
 Carol Frates, Teacher, Addison
 Desiree Rudd, Teacher, Addison
 Nick Foote, Teacher, Barron Park
 Sylvia Sanders, Teacher, Barron Park
 Cathy Howard, Principal, Barron Park
 Melissa Fassler, Teacher, Duveneck
 Katie Williams, Teacher, Duveneck
 Esther Yoon, Teacher, Duveneck
 Mangla Oza, Teacher, Duveneck
 Kurt Borgwardt, Parent, Duveneck
 Nan Knoblauch, Teacher, El Camelo
 Stephanie Youngquist, Parent, El Carmelo
 Amy Hansen, Teacher, Escondido
 Kristina Sandoval, Teacher, Escondido
 Susan Hoff, Teacher, Fairmeadow
 Michelle Robell, Teacher, Hays
 Adriene Farrales, Teacher, Hays
 Anna Schwarzfeld, Teacher, Hays
 Mary Bussmann, Principal, Hays
 Cindy Schwarting, Teacher, Hoover

GINNA BRERETON, Teacher, Nixon
 Laura Lajeunesse, Teacher, Nixon
 Alison Curtis, Teacher, Nixon
 Kevin Stevens, Teacher, Nixon
 Staphanie Han, Teacher, Nixon
 Mary Pat O'Connell, Principal, Nixon
 Bill Overton, Teacher, Ohlone
 Martha Gates, Teacher, Ohlone
 Lisa Swagerty, Teacher, Palo Verde
 Paula Watson, Teacher, Palo Verde
 Kristin Foss, Parent, Palo Verde

PAUSD District Staff Present:

Lucy DeAnda, Math TOSA
 Magdalena Fittoria, Math TOSA
 Staci Stoveland, Math TOSA
 Becki Cohn-Vargas, Dir., Elem. Ed.

Review of Publishers

The group reviewed teacher guides from Sadlier, McGraw Hill, SRA, Everyday Math, Houghton Mifflin, Harcourt (HSP), Envision, Saxon and Singapore in triads and grade-level groups for the majority of the day. Building on the prior work of the Math Network, **it was** decided the group would focus on the areas of place value and multiplication. Each grade level was assigned a specific chapter on the areas of focus. For each set of materials, criteria sheets were filled out by triads and discussed by grade level groups. At the end of the day, the grade-level groups summarized their notes and each came to consensus on each publisher (see below). The purpose was to narrow the field from nine publishers to select materials that would be further studied in depth at the next meeting.

Narrow Field to First Cut for Further Review

After polling, the entire group worked to come to consensus on which publishers to invite to present at the next Math Adoption Committee meeting. SRA was the publisher with the most yes votes and best met the criteria according to every grade level. Everyday Math was the next choice for further review according to the majority of grade levels. After that, there was no clear consensus and the group worked to determine which to include.

Results of Opinion Poll by Grade Level Group

Publisher	K	1	2	3	4	5
Houghton Mifflin	N	N	N	M	N	N
Primary Math Singapore	M	N	N, Y	N	Y	N
Envision	N	M	M, N	M	N	M
Saxon	N	N	N	N	N	N
Sadlier	N	N	M	N	N	N
MacMillan McGraw Hill	N	M	N	N	N	M
Real Math SRA	Y	Y	Y	Y	Y	Y
UCSMP Everyday Math	Y	Y	N	Y	Y	M
Harcourt	Y	N	N	N	N	Y

Y=Yes, M=Maybe, N=No

Red Text=New vote upon further discussion.

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Based on the above chart, it was clear that the group wanted to further review Everyday Math and SRA. The group came to consensus that Saxon, Houghton Mifflin, McGraw Hill, and Sadlier would not be considered any further.

For those programs where grade levels voted either maybe or no we had more discussion to come to consensus on whether to review the programs further.

Regarding Everyday Math, the following was discussed:

- The second grade group was concerned about the segment on telling time.
- The third grade group thought it was very busy and may be difficult for a new teacher.

Regarding Harcourt, the following was discussed:

- It was not any better than the current texts.
- It was very teacher demo-based which took away from student experience.
- It went deeper than the SRA book.
- The fifth grade group thought it had good hands-on activities for students to do as part of the lesson, taught multiple strategies, and had adequate practice problems.
- It also contained extra pages for advanced students, but they were not more challenging.
- There were more ideas for struggling learners as opposed to the SRA.

Regarding Singapore, the following was discussed:

- The Kindergarten group liked it as a workbook because it didn't have too many words per page and the concepts built upon themselves, but they did not support its adoption for the district.
- The fourth grade group said it was very kid-friendly and the mathematics ideas were very strong, however there was no help for struggling students.
- Would it be teacher-friendly enough?
- The entry level was more difficult for upper grades, unless students came up through the levels.
- The lessons were very eloquently crafted, but they did not meet the district's criteria in a wide range of categories.
- There were enrichment and supplemental worksheets, but they likely did not have much text either.
- The models were limited.
- Most problem solving had only one right answer.
- It was asked if students could write in the textbook, because it would be difficult for kindergarten and first grade students to copy to a workbook.
- Foundations being built upon were strong.
- There was no assessment piece, but it was assumed there was another book.
- First grade piloted the textbook and workbook as a supplement, but not the program.
- This was not language heavy, making it better for EL students.
- Using Singapore would take a lot of teacher training for new teachers. Some group members said they would be interested in piloting this text or at least bring in the publisher for a presentation.

Cohn-Vargas said the Superintendent wanted one main text, with the possibility of using others as supplements, because he wanted to increase consistency.

Regarding Envision, the following was discussed:

- Second grade felt there was more differentiation and enrichment questions were more challenging.
- Another group thought the enrichment activities were just more work, rather than deeper examination of concepts.
- Fifth grade saw their unit as a review unit.
- It was clear this would be good to prep for the week's lessons and every chapter had the same format.
- There was a lot of choice and multiple ways of teaching.
- There were good center activities.
- Third grade liked the problem solving and differentiated homework, but did not like the depth of the multiplication concept.
- Kinder thought the differentiated activities were very shallow.

The group voted to take a closer look at Envision, in addition to SRA and Everyday Math.

It was then asked if Singapore could really stand alone. It was also noted that it was not available in Spanish or Mandarin. The other programs were available in Spanish, but none were available in Mandarin. Most people

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wanted to hear from the Singapore publisher were interested in hearing more about it, but not necessarily interested in choosing it. Stoveland said the state adoption committee had different criteria than the district did.

A vote was taken, and the majority agreed to focus on just two programs: SRA and Everyday Math.

Stoveland said that for the October 16th meeting, publisher presentations would occur, followed by an examination by grade level of each program. The group could then choose whether or not to try a pilot, and if so, which program(s) would be involved. She also noted that any selected text not on the state's approved list could not be paid for with designated textbook funding.

After further discussion about the number of publishers to invite to the next meeting, it was agreed by those group members remaining that an e-mail vote would be held to decide how many publishers would be invited.

Adjournment

The meeting was adjourned at 3:30 p.m.