

MINUTES FOR ELEMENTARY MEETING OF OCTOBER 16, 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
 LeeAnn Constant, Teacher, Barron Park
 Cathy Howard, Principal, Barron Park
 Bruce Antal, Teacher, Briones
 Melissa Fassler, Teacher, Duveneck
 Katie Williams, Teacher, Duveneck
 Esther Yoon, Teacher, Duveneck
 Mangla Oza, Teacher, Duveneck
 Katie Kinnaman, Teacher, El Carmelo
 Nan Knoblauch, Teacher, El Carmelo
 Debbie Hilleary, Teacher, El Carmelo
 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
 Cindy Schwarting, Teacher, Hoover
 Ginna Brereton, Teacher, Nixon
 Laura Lajeunesse, Teacher, Nixon
 Alison Curtis, Teacher, Nixon
 Stephanie 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:

Ginni Davis, Assoc. Supt, Ed. Serv.
 Becki Cohn-Vargas, Dir., Elem. Ed.
 Lucy DeAnda, Math TOSA
 Magdalena Fittoria, Math TOSA
 Staci Stoveland, Math TOSA

Setting the Stage and
 Reviewing the Materials

Stoveland said four publishers would each give a 40-minute presentation on a unit of study by walking the group through the curriculum and addressing the group's criteria. Following these presentations, participants would have quiet time to record their ideas both on binder paper and on criteria forms. In the afternoon, groups would meet by grade level and cross grade levels to discuss their criteria forms and observations. The finalist publishers would then be determined.

Fittoria shared three essential questions to consider as members review the materials:

- Which materials BEST support and align to PAUSD Mathematics Program?
- Which materials provide the BEST access for students and parents when the teachers are not present?
- Which materials provide the STRONGEST support for teachers as they plan, present, and assess instructional learning?

The group proceeded to hear from the four publishers. They then met to debrief in small groups and in the large group.

Results of the post-it activity regarding Harcourt were the following (listed by grade level) :

| + | - | ? |
|--|--|---|
| <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➢ Calendar activity spiral review ➢ Problem of the day build on each other ● Grade 1 <ul style="list-style-type: none"> ➢ Upper grade real life math problems ➢ Models that are consistent and grow from K-5 ● Grade 2 <ul style="list-style-type: none"> ➢ Calendar activity ➢ Real-math connection DVD ➢ Problem of day tied across the week ➢ Good offer for support ➢ Problem of the Day ➢ Work station with pocket chart ➢ Extra components could serve as enrichment ➢ Many strategies and models for each lesson ● Grade 3 <ul style="list-style-type: none"> ➢ Vocabulary power student accessible ➢ Intervention enrichment - think about ➢ "Math in motion" is engaging ➢ Smart Board interactive ● Grade 4 <ul style="list-style-type: none"> ➢ (none) ● Grade 5 <ul style="list-style-type: none"> ➢ Teacher resource book helpful – blacklines for games ➢ Multiple uses of models throughout lesson – Think Math | <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➢ Enrichment isn't challenging enough ● Grade 1 <ul style="list-style-type: none"> ➢ Primarily worksheet based ➢ Very procedural based. Lacks conceptual understanding ● Grade 2 <ul style="list-style-type: none"> ➢ Assessments ➢ Not alternative or performance based assessment ➢ Problem-solving weak ➢ Too simplistic ➢ Can be overwhelming amount of stuff ● Grade 3 <ul style="list-style-type: none"> ➢ Reading level seems challenging for this grade level ➢ No games mostly activities ➢ Separates X and / ➢ Amount of materials ➢ A lot to access ➢ Is more really more? ➢ Teachers choosing textbook over investigations ➢ How do you teach a student to go through the book? ➢ More differentiation ● Grade 4 <ul style="list-style-type: none"> ➢ (none) ● Grade 5 <ul style="list-style-type: none"> ➢ Not enough hands on ➢ Too similar to California math ➢ The "alternative" teaching strategies are strategies that everybody should have | <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➢ (none) ● Grade 1 <ul style="list-style-type: none"> ➢ (none) ● Grade 2 <ul style="list-style-type: none"> ➢ Would manipulatives be replaced? ● Grade 3 <ul style="list-style-type: none"> ➢ (none) ● Grade 4 <ul style="list-style-type: none"> ➢ (none) ● Grade 5 <ul style="list-style-type: none"> ➢ (none) ● Group B and Group D – Not Interested |

Results of the post-it activity regarding Everyday Math were the following (listed by grade level):

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|--|--|--|
| <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➤ Minute Math ➤ Hands-on ➤ Workbook pages – clean straight forward ➤ Great ref. To literature ● Grade 1 <ul style="list-style-type: none"> ➤ Self assessments – kids take ownership of their own learning ➤ Samples of kids' work ➤ Teacher's Reference Manual – great focus on giving teachers a stronger math understanding ➤ Games are an essential component ➤ Hands-on centers ● Grade 2 <ul style="list-style-type: none"> ➤ Math behind the math – TE Ref. Manual ➤ Spiraling ➤ Open-ended questions ➤ More enrichment ● Grade 3 <ul style="list-style-type: none"> ➤ Prob. 6 in math box is a convenient assessment ➤ Getting started – Mental Math, Math Message ➤ Lots of different models ➤ Embedded games ➤ Good math conversations ➤ Math talk structure built in ➤ Mult. and div. are taught together (addition and subtraction) ➤ Home-classroom link very strong ➤ Student reference book is a tool for reference not for daily learning ➤ Ambitions in subject coverage ➤ Total and cohesive, concise ➤ Good differentiation ➤ ELL strategies for different levels ● Grade 4 <ul style="list-style-type: none"> ➤ Meaningful activities ➤ Good games ➤ Good models ● Grade 5 <ul style="list-style-type: none"> ➤ (none) | <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➤ Spiraling ➤ Does not come with trade books ● Grade 1 <ul style="list-style-type: none"> ➤ A <u>lot</u> of teacher prep ● Grade 2 <ul style="list-style-type: none"> ➤ Concern about going out of order ➤ Too much in a lesson ➤ Review can be confusing ➤ Too much teacher prep ➤ Too many bits and pieces ➤ Need to have real commitment by <u>all</u> teachers across grade levels ➤ Literature book list ● Grade 3 <ul style="list-style-type: none"> ➤ Spiraling might be too large ➤ Problem solving not embedded (real life problems) open-ended problems (maybe math message?) ➤ Teachers need training ● Grade 4 <ul style="list-style-type: none"> ➤ Not enough practice? ➤ Too many ideas on one page in math boxes ➤ Spiral-driven ● Grade 5 <ul style="list-style-type: none"> ➤ Lacking depth ➤ Hard to figure out what to do at a glance - you have to actually read! ➤ Disconnect between teaching concepts and student practice ➤ Too many resources to pull from – illogical connection of resources | <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➤ How much time per day for K? ● Grade 1 <ul style="list-style-type: none"> ➤ (none) ● Grade 2 <ul style="list-style-type: none"> ➤ (none) ● Grade 3 <ul style="list-style-type: none"> ➤ Do we get enough professional development to make this useful for new teachers? ● Grade 4 <ul style="list-style-type: none"> ➤ (none) ● Grade 5 <ul style="list-style-type: none"> ➤ (none) ● If you teach for only 60 minutes, what happens to the pacing of the lessons? |

Results of the post-it activity regarding Envision were the following (listed by grade level):

| + | — | ? |
|---|--|--|
| <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➤ Built from big ideas ➤ Integrated with TERC ➤ Daily routines ➤ Can go in any order ➤ Includes lit. books ● Grade 1 <ul style="list-style-type: none"> ➤ Problem-based learning ➤ Concept development skeleton ➤ Continuation of TERC (updated) and way to correlate ➤ Focus on finding multiple ways to solve a problem ➤ Visual conceptual dev. of ideas ➤ Separate folded lessons for 1st grade ➤ Each lesson starts with an interactive component ➤ Great math background for teachers ➤ Many online tools (planning, assessment, lessons) ➤ Folders are conducive to changing the sequence ➤ Individual kits and center kits ➤ Interactive math stories (big book and animated) ➤ Game for every lesson – very hands-on ● Grade 2 <ul style="list-style-type: none"> ➤ Big idea ➤ Math centers teacher friendly ➤ Good intervention ➤ Easy layout-color-coded ➤ Optional ways to start lesson ➤ New teacher friendly ➤ No need to fear workbook pages ➤ Performance based assessment ➤ Manipulatives ➤ Center kits ➤ Daily assessment ➤ Reteaching component ➤ Give you math literature ➤ Every day/every lesson games ➤ Question-driven instruction ● Grade 3 <ul style="list-style-type: none"> ➤ Problem-solving | <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➤ (none) ● Grade 1 <ul style="list-style-type: none"> ➤ It would be nice to have Investigations in the Teacher Guide. ● Grade 2 <ul style="list-style-type: none"> ➤ Not as strong in enrichment ➤ Doesn't provide space for alternate strategies for re-grouping ● Grade 3 <ul style="list-style-type: none"> ➤ EL support weak ➤ Integration between this and TERC would be a problem ● Grade 4 <ul style="list-style-type: none"> ➤ (none) ● Grade 5 <ul style="list-style-type: none"> ➤ (none) | <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➤ (none) ● Grade 1 <ul style="list-style-type: none"> ➤ (none) ● Grade 2 <ul style="list-style-type: none"> ➤ If we pilot, will we pilot both parts – mail and investigations (TERC)? ● Grade 3 <ul style="list-style-type: none"> ➤ (none) ● Grade 4 <ul style="list-style-type: none"> ➤ (none) ● Grade 5 <ul style="list-style-type: none"> ➤ (none) |

Envision (cont'd)

| | | |
|---|--|--|
| <p>interactive learning very strong</p> <ul style="list-style-type: none">➤ Big ideas!➤ Top of page bridge summary➤ Can modify sequence of chapters➤ Strong vocabulary➤ Multiple model➤ Lots of models➤ Bar model➤ Clear differentiation➤ Leveled homework➤ Open-ended assessment with anchors <ul style="list-style-type: none">● Grade 4<ul style="list-style-type: none">➤ Love bar model● Grade 5<ul style="list-style-type: none">➤ Do interactive activity before going into text | | |
|---|--|--|

Results of the post-it activity regarding SRA were the following (listed by grade level):

| + | — | ? |
|--|---|---|
| <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➤ Enrichment activities more in depth ● Grade 1 <ul style="list-style-type: none"> ➤ (none) ● Grade 2 <ul style="list-style-type: none"> ➤ TE teacher friendly (good format, clear) ➤ On-line support for parents ➤ Student friendly ➤ Chapter project ➤ Naturally differentiated homework ➤ There is an enrichment, reteach, intervention and EL section for each lesson ➤ Uses different models ➤ Different modalities of assessment ➤ Encourages using different strategies ➤ Individual student manipulative kit ➤ Games-differentiated ➤ On-line/tech-friendly ➤ Vocab cards ➤ Literature books provided ● Grade 3 <ul style="list-style-type: none"> ➤ On-going projects, Math Connection, problem solving ➤ Open-ended assessments ➤ Mental math and guided discussion more student discovery of strategies ➤ Multiple models ➤ On-line leveled games ➤ Embedded games ● Grade 4 <ul style="list-style-type: none"> ➤ (none) ● Grade 5 <ul style="list-style-type: none"> ➤ Enrichment pages follow the same concept ➤ There is more than one enrichment possibility ➤ Real Math ➤ Projects * (Real Math) ➤ Computer differentiation of kid's skills | <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➤ Teacher's guide way too wordy ● Grade 1 <ul style="list-style-type: none"> ➤ ELL strategies are not effective (think of other words that mean the same...??) ➤ Doesn't seem very hand-on (no evidence of manipulatives) ➤ Games are not evident in every lesson (some of the games are basically worksheets) ● Grade 2 <ul style="list-style-type: none"> ➤ Not all students have computer access ➤ Student pages do not provide support for independent work ➤ Too many problems on a page ● Grade 3 <ul style="list-style-type: none"> ➤ Weaker math content ➤ Need more alternate strategy ● Grade 4 <ul style="list-style-type: none"> ➤ (none) ● Grade 5 <ul style="list-style-type: none"> ➤ (none) | <ul style="list-style-type: none"> ● Kindergarten <ul style="list-style-type: none"> ➤ (none) ● Grade 1 <ul style="list-style-type: none"> ➤ (none) ● Grade 2 <ul style="list-style-type: none"> ➤ (none) ● Grade 3 <ul style="list-style-type: none"> ➤ (none) ● Grade 4 <ul style="list-style-type: none"> ➤ No rep = no support? ● Grade 5 <ul style="list-style-type: none"> ➤ (none) |

Questions to keep in mind:

1. Which material BEST supports and align to the PAUSD Mathematics Program?
2. Which materials provide the BEST access for students and parents when teachers are not present?
3. Which materials provide the STRONGEST support for teachers as

Group Vote Results:

| Publisher | Before Discussion | After Discussion |
|---------------|-------------------|------------------|
| Everyday Math | 22 | 18 |
| Envision | 24 | 21 |
| SRA | 11 | 6 |
| Harcourt | 4 | 0 |

Group comments (positive as well as concerns) included:

- SRA
 - Math and reading reps are the same and all had previous plans that conflicted with PAUSD review date, so none were available to present to this group.
 - SRA has also chosen to focus more on reading, due to economics.
 - First grade group originally thought games were embedded in each lesson, but later found they were not.
 - The math did not go as far as in other programs.
 - It allowed kids to use multiple strategies.
 - It was comprehensive as a stand-alone for new teachers.
 - Changing to a new text creates upheaval for teachers who have been in the district for many years.
 - It has components students and parents can work through together.
 - It stands out over the others, because it does not have TERC component.
 - It has basic skills and enrichment activities.
 - It uses technology.
 - It has students at fourth grade level thinking more deeply.
 - Very little math is included in fourth grade projects.
 - Enrichment at fifth grade level is superior.
- Everyday Math
 - Too cumbersome, overwhelming
 - Would like to pilot to learn how long lessons really take, if they fit the projected times.
 - For second grade, it was not developmentally appropriate for kids to have a textbook and a workbook, would require more work from teachers.
 - If teacher is out, a sub would not be able to come in and teach a lesson.
 - For new teachers, everything is new, and this would not be any more difficult.
 - This is robust and has students thinking about mathematical issues, preparing them for middle school math.
 - Someone used Everyday Math at prior school.
 - Some teachers won't use a textbook because they are intimidated by math concepts.
 - Teachers love the content, but think it's hard, so it should be piloted to see if the kids think it's hard or just challenging.
 - Teachers cannot pre-assess a chapter to determine flexible groupings.
 - If the lessons are supposed to be 70 minutes a day, would a teacher have to take a day and a half for one lesson? Would the lesson have to be edited? Would this defeat the purpose of a spiraling program?
 - Someone taught with this text before, and the activities were open-ended enough that additional enrichment was not needed
- Envision
 - The second grade group said this was the only program that had only one way to add and subtract.
 - Would integration component really integrate investigations at each grade level?
 - Would some people use this as a secondary source? And use TERC Investigations as primary text? This could create a split for new teachers.
 - Has components students and parents can work through together.
 - At second grade level it had better, more clear challenge activities.
 - Focus on the 20 big ideas aligned with what the Math Network was trying to do with math in general.

- Quick assessment at the end of every level helps teachers gauge student needs.
- Has fewer lessons (120) than other texts, so some lessons would last two days, allowing teachers more time on some topics.
- Has problem-solving handbook with strategies, writing to explain, and problem-solving recording.
- At fourth grade level, students were not asked to think more deeply, needs more enrichment.
- Bar model addition was fantastic.
- Had four-point evaluation rubric.
- If the lessons are supposed to be 70 minutes a day, would a teacher have to take a day and a half for one lesson? Would the lesson have to be edited? Would this defeat the purpose of a spiraling program?

General comments:

- The texts must work for a range of teachers and buy-in across the board is important.
- Last year was the first year in which districts could have gone through math adoption, so texts had only been implemented in the fall. It is too soon to tell how successful they are.
- It is hoped adopted texts could be in the hands of teachers in June, so some staff development can occur during the summer.
- A quality program would not necessarily need enrichment if lessons were open-ended.

A handful of teachers were not comfortable with piloting just Everyday Math and Envision. It was suggested that Everyday Math would be rejected by teachers as being too hard for them to read and prepare lessons. There might also be an issue with Envision; it comes with Investigations and buy-in for that program could be difficult. Teacher buy-in is crucial. Will adequate professional development be available? This group may not be representing those who are apprehensive about changing to a new text. Can all three texts be piloted if fewer units are tested? While Ginni Davis suggested piloting only two texts, she did not say that *only* two texts could be piloted. She also stated that when piloting, teachers should use all the components provided by the publisher. It was decided that Everyday Math, Envision, and SRA would be piloted. Logistics and details will be discussed at the next meeting on November 3rd. The pilot and final recommendation would have to occur by March. Each teacher could pilot two of the three texts during two rotations.

Adjournment

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