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K-8 Math Curriculum Resource Adoption Committee Agenda

Date: October 4, 2018
Time: 4:00 - 5:30 p.m.
Location: Critical Thinking Room (CRC)

Purpose:
To decide K-8 curriculum resources to recommend to the governing board for implementation in 19-20.

Outcomes:

- A shared understanding of the successes, challenges, and next steps for math pilots based on data and feedback from stakeholders, so we can make a determination.

Time	Topic	Process	Presenter
10 min	Welcome & Start-ups	Introductions	Dan
20 min	Past Work	Timeline Activity	Dan
30 min	Current Data	Current State of the Pilot Data Dive Activity Group Share Out	Sam
20 min	Next Steps	Upcoming Plans Where Do We Go From Here?	Sam
10 min	Closure	What Information Do You Need? Next Meeting Date	Dan

Next Meeting Date: Monday, November 5th from 4:00 - 5:30 in the Critical Thinking Room of the CRC.

Committee Members in Attendance: Alex Ariemma, Felicia Favela, Lisa Fryer, Courtney Kowal, Scott Lawrence, Kaylen Miller, Kori Mittelstedt, Amy Moore, Andrea Morici, Melissa Sarnowski, Dan Courson, Sam Doyle

Meeting Notes:

Past Work: We started the meeting off thinking about past work done with the committee. Participants were asked to jot down past work on sticky notes, going all the way back to the first committee meeting. Once this was done, they were asked to go up to the wall with a timeline, indicating “Start of Committee” and “Today”.

They placed their sticky notes accordingly to paint a picture of all the work completed up to this point. Members were then asked to look at all of the sticky notes and point out anything that they need clarification on. The question, “what do you notice?” was then posed and participants said replied that we have done a lot of work. Dr. Courson asked if people thought we missed anything, to which no one felt this way.

Current Data: During this section, we discussed the current pilot situation. We distinguished from teachers in the “original” pilot group as those that received the resources and training upfront. The numbers for both Illustrative and Zearn pilot participants has doubled since the beginning of the year. The people who joined after the start of the year were told that they are welcome to participate, but we would not be ordering any additional teacher’s editions or materials until until a decision is made one way or another. We went over how each school and teacher is making both Illustrative and Zearn work for them and their students. We were grateful enough to have a teacher who is piloting Zearn come in and speak honestly about her experience. She went through some challenges (planning and the instructional shift) and several successes (how her students are talking about math, the appropriate pacing for students, engagement). We were also given an email from another teacher who is using Zearn, but could not be with us tonight.

Data Dive: During this section, everyone was given a set of data from a stakeholder perspective (teacher, parent, principal or walk-through). We then listed the celebrations and questions/concerns that came from the data. See the list below:

Zearn

Celebrations	Questions or Concerns
<ul style="list-style-type: none"> ● Engagement ● Small Group Support ● Individual Pacing ● Additional Small Group Time ● Love the Digital Component ● Fun, but Challenging ● 75% of parents surveyed are ok with it (rating of 2 or 3) ● Less homework 	<ul style="list-style-type: none"> ● Training/Transition ● Printing ● K-1 Sign-in ● Time Management ● Teachers able to see it from a student perspective ● Parents are confused ● Not a lot of communication from school to home ● Students getting stuck

Illustrative Mathematics

Celebrations	Questions or Concerns
<ul style="list-style-type: none"> ● Activities are Easy for Teachers ● Engaging ● Hands-on ● Teachers are excited about the Google Classroom feature ● Deeper Thinking ● Student dialogue 	<ul style="list-style-type: none"> ● Lots of teachers are not comfortable with it ● Too much copying/paper ● Learning curve ● Flow of lessons ● Can be confusing ● Online Resources ● New/Different Way of doing math ● Pacing ● Access to resources ● Bounce from one topic to the next ● No internet access for some students at home ● Untested (without trend data) ● Shift... parents wanting textbooks ● More difficult

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| | <ul style="list-style-type: none"> ● Technology ● Lack of Assessments ● Difficult for low students ● Lack of practice problems |
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After all of this information was shared, we discussed some of the work and adjustments that have already been made and we are planning for, based on the above feedback. Here is a list of what we discussed:

- Due to the amount of time everyone has for math (especially EL classrooms), we decided to rebrand Zearn and combine it with ENY/Eureka. Zearn is the exact ENY/Eureka lessons with a digital component. By taking the burden of the 75 minute structure away from some of these teachers and allowing them to pick and choose what pieces they use from Zearn (digitally) and what pieces they use from ENY/Eureka, made teachers feel much better. Student will still learn the same content, but we are giving the teacher the option as to how they present it and choosing what works best for their students.
- If we make a decision to go with Illustrative and/or Zearn, we will be providing teachers with the printed materials that they have said they need. For the pilot year, we are just trying to get a solid understanding of what can be done online and what has to be printed before just printing everything.
- Professional Development has been planned for the current pilot teachers and will take place next week. Topics for these PD sessions were chosen from walk-through data in combination with teacher feedback.
- If this is the curriculum that we are going with, professional development and training for teachers, principals and even parents will begin in January. The goal is to give teachers time to learn and understand the curriculum before being asked to teach it.
- At Shea and Greenway, teachers only have 45 minutes to teach math (on a good day). While not ideal, we did an “Illustrative Slimming” to see what pieces of the lesson were essential and what pieces could be let go. Teachers walked out of there with their next two units mapped out and felt a little bit better about ensuring they cover all essential standards.
- As far as assessments go, we discussed how once a decision is made, we will need to pull together a team of teachers to help create formative assessments in between each unit.
- As far as communicating to parents, we discussed how parent links were sent out to pilot teachers and we suggested sharing as many resources with parents as possible. They want to know how to help their child and we have plenty of ways in which they can. We recommended attaching these to a website and/or sharing them with parents during parent/teacher conferences. The more we can communicate with parents and keep them informed, the better.

This conversation ended with us looking at the list and seeing if anything was a deal breaker. We discussed how some issues would be present no matter what curriculum we were to look at (learning curve, different, needing more training, confusing, structural issues, pacing, etc.). Others are ones that are already on our radar and we either have done something to make them better or have a plan to. When everyone went back over the list, two stood out to the group as being deal breakers if we can't figure them out... assessments and the K-1 login.

The night ended with us discussing next steps and how the purpose of the next meeting will be to make a recommendation one way or another. We asked the group what additional information do you need in order to make an informed decision. See the list below:

- The commitment from the district
 - Training
 - Resources (teacher editions, assessments, practice, geometry toolkits, etc.)
- Time that each school has for math across the district
- Perspective of the student
 - What do they like about it?

- What is challenging about it?
- How do they like it in comparison to Glencoe or MyMath
- Their overall feeling about math (confidence)
- Ed Reports for both (for both stakeholders and a refresher for the committee)
- Some sort of data showing initial trends
- Resources in spanish
- Information about OER for stakeholders

Our next meeting will be on Monday, November 5th (same time, same place).