

Math Adoption Oversight Committee Meeting
Thursday, September 22, 2016
3:30PM LCUSD Governing Board Room

Members Present: Ajay Perumbeti, Amy Kelly, Carmen Arom, Debra Cradduck, Ellen Multari, Emily Blaney, Holly Russell, Karen Hurley, Katherine Patito, Kim Slattery, Lara Berdahl, Rachel Harter, Sheri Burns, Jamie Lewsadder, Meredith Beyer, Beth Mumper, Anais Wenn

Assistant Superintendent Anais Wenn opened the meeting at 3:36p.m. She thanked all committee members for their participation and contributions to this work.

Introductions were made. Ms. Wenn explained that the purpose of the committee was to evaluate the progress of the newly adopted Everyday Math and to involve the parents in the process. By the Governing Board's direction, this committee was established as a response to parent concerns regarding the adoption of Everyday Math for grades TK-5. Meeting norms and expectations were reviewed and unanimously agreed upon by all committee members.

Ms. Wenn gave a brief overview of what had happened thus far. All teachers have had their first training with the publisher and will have their second training next week. All materials have been received and updated game kits have been delivered. The online component has just been opened to the teachers but has not been available to parents yet. Teachers need time to learn how to use the online component before it will be opened to parents. There was a concern that parents may see the assessments prior to them being administered. The Everyday Math representative will check on this and see if the problem could be resolved. Anais asked the teachers to bring these types of questions to the training next week so that they may be addressed.

Teacher representatives presented their reports to the committee. All elementary sites reported positive feedback on student engagement with Everyday Math. The games are a successful hands-on tool for teaching concepts and are a favorite among the students. They have taught the students to problem solve in a variety of ways. A member noted that "A mistake in a game is easier to correct and less intimidating than erasing on a worksheet."

A common concern among the sites was the extended block of time necessary to complete all components of the lesson. This has resulted in the teachers adjusting the program to fit their schedules. Additionally, although the manipulatives are useful, they require prior planning and preparations in order to use them effectively. Some reported that students were asked to cut out materials in the manipulatives kit, which took a long time. Others stated that some of the manipulatives are to be shared but they would love to have each student have their own. Ms. Wenn reminded the teachers that the game kits they received at the beginning of the year were in the warehouse and teachers could use them if they wish.

2nd and 3rd grade teachers from Paradise Canyon reported that the "challenge problem" in the assessments was difficult for students and teachers were not sure if they should include it in the

student's grade or not. Anais noted that it should be under the teachers' discretion to include the "challenge problem" or not. A few teachers reported that they counted the "challenge problem" as extra credit.

La Canada Elementary teachers reported that the "Home links" did not provide enough practice to students so they asked the District for the Skills Link workbooks. They also asked if the District could provide the Answer key for the Skills Link. Everyday Math representative told them that she would check on these requests and let Anais know. Anais mentioned that there was a concern among some administrators that teachers would become too dependent on the different components of the program and in trying to use them all would not find the time to "go deeper into concepts" using the strategies they learned from the Teachers Development Group. She also cautioned against more worksheets for students to do at home. More worksheets do not translate into a better learning experience or higher academic achievement.

Teachers reported that they had not started using the online component of Everyday Math because they were not comfortable with it yet. They asked for training in the usage of the online component. Anais shared that the second training coming up next week would focus on the online component of Everyday Math so that the teachers could start using it and opening it to parents.

La Canada Elementary upper grade teachers had concerns regarding the gaps some students would bring with them since they had not had the Everyday Math program from early elementary years. They asked if the same models were used in lower grades so that the students would be proficient in their use as they progressed to upper grades. They also asked if basic computational skills were taught frequently to prepare the students for upper grade math. Teachers commented that there were plenty of opportunities for extra practice and that the spiral approach allowed students to constantly build upon previously learned skills. Some teachers are not comfortable with the spiral approach yet because it is very new to them. They need more time to get used to it and develop confidence in the approach. It was also mentioned that LCUSD uses IXL digital math program which allows students to practice their skills and develop math fluency.

One of the parent representatives thought it would be a great idea to create a parent guide for each grade level to let parents know which concepts would be taught when, and to describe the strategies teachers use in class so that they could use the same strategies at home. It was mentioned that the online component would provide some of this information to the parents. However, it is not open to parents at this time because teachers are learning how to use it before they can open it up to parents. It was also mentioned that teachers provided a list of concepts that would be taught in each grade level at the Back to School Night. Also, all Common Core State Standards by grade level are available online for parents to access. Ms. Wenn asked if it would be helpful to provide another parent night to share the online resources with parents. Although the committee did not seem interested, the Everyday Math representative was open to providing this service to LCUSD.

One of the principals shared feedback from parents which indicated that parents were still having difficulty with the new instructional approach to math. There was a lengthy discussion on the shifts of teaching and learning with Common Core State Standards which require more hands-on and conceptual learning vs. rote memorization and practice problems on worksheets. Not seeing worksheets does not mean students are not learning math.

One of the parent representatives suggested surveying the parents to get their feedback on the new curriculum. The committee agreed that later in the year when teachers and parents have had access to all resources, a survey would be helpful. The possibility of a year-end parent survey was discussed as well. Another parent representative suggested using parents as a resource to cut out and organize manipulatives instead of having students use classroom learning time to do this. The Everyday Math representative shared that having a pizza night and inviting parents to learn about the different math games and activities worked well for other districts and helped parents get to know the curriculum and feel more comfortable with it.

The meeting was adjourned at 4:55PM

Respectfully submitted,

Beth Mumper