

Math Adoption Oversight Committee Meeting
April 27, 2017
Governing Board Room

Members Present: Rob Hajek, Sheri Burns, Lara Berdahl, Holly Russell, Emily Blaney, Barb Drange, Amy Kelly, Rachel Harter, Kaitzer Puglia, Ellen Multari, Tonya Mizrahi, Debra Craddock, Ajay Perumbeti, Karen Hurley, Wendi Damico, Lisa Marie Balane, and Anais Wenn.

Assistant Superintendent Wenn opened the meeting at 3:32 p.m. She thanked everyone for attending the 4th and final meeting of the year. Astrid Longo, the Everyday Math representative was invited to this meeting but was unable to attend.

Ms. Wenn shared that she has been working with the publisher to get answers to questions/requests that were brought up at the last meeting. One of the requests was to help parents access the student reference book online. They provided the District with Parent Quick Guides (PQGs) which have been posted online. These are step by step directions on how to access the student reference book. Parents will need the access code sent to them earlier in the year to access this resource.

In response to the teachers' concern relating to preventing students from seeing an assessment before they take it in class, two suggestions were offered. One was to temporarily add a non-teaching day to the planner, the other was a video tutorial teachers can use to restrict access for certain students prior to the test. Ms. Wenn will email this video tutorial to teachers tomorrow.

In response to the Home Links format, Ms. Wenn is working with the publisher's academic design team to see if this is possible. The publisher will take the feedback into consideration when redesigning future Home Links.

Ms. Wenn mentioned that some of the parent concerns had to do with them not understanding the academic language/vocabulary or strategies used by Everyday Math and not being able to help their children at home. To support parents at home, teachers will create short videos that model the academic language and strategies used in each grade level and post them online for easy access.

With regard to the report cards, it was decided at the elementary Instructional Programming Group (IPG) meeting to add "In Progress" option for any standard that has been started, but not yet taught to mastery.

Ms. Wenn reported that the results of the teacher surveys for professional development showed that 17 teachers would like to get another day of training on integration of games and online

component of Everyday Math. The District will provide this training to accommodate this request.

Ms. Wenn reminded the committee that the decision to implement anonymous teacher and parent surveys regarding Everyday Math will be made today as a committee. She asked each member to provide input gathered from their representative groups. Most teachers' and principals' responses indicated no need for an anonymous survey for teachers or parents. A few teachers shared that their grade level colleagues did not mind a survey and two parents on the committee thought parents would like a survey.

Some of the points made by members reflected a collective agreement that teachers selected this program and are working diligently to implement it. To survey them about it is unnecessary and is a waste of their time. Other teachers reiterated that teachers in LCUSD feel comfortable communicating their ideas and opinions and do not need an anonymous survey to do so. With regard to a parent survey, members questioned the purpose of the survey. The main point was that they had heard the concerns presented by parent committee members and have been addressing them throughout the year. The adoption decision has been made and all parties need to focus on making it successful for our students. Another survey to ask about it will not be beneficial and may be misleading. Specific concerns should be brought to teachers' attention to be effectively resolved.

The concerns continue to reflect lack of parent understanding of the program and its resources. However, not many parents attend the parent nights. All resources are posted online but some parents have still not used this resource. The challenge is to come up with other ways to provide this critical information when parents don't attend the parent nights or access the online resources. A suggestion was made to use part of the Back To School Night presentation to teach parents about Everyday Math. Since most parents usually attend that night, teachers can take advantage of this opportunity. They can explain the goal and the philosophy behind the program, take a quick tour of the online resources and answer any general questions parents may have. The committee agreed to do this and one of the teachers asked if Ms. Wenn could send the link to the online resources to all teachers to share with the parents.

Another idea was to make sure all teachers are implementing the program as it was intended so that parents know what's being taught in the classroom. All teachers need to send the parent letters home and use Home Links as homework. This will be discussed at staff meetings to make sure consistent practices are being implemented at all sites and grade levels.

Ms. Wenn asked for teacher feedback on differentiation. Do teachers feel that the publisher provides enough resources for differentiation? Some parents think there is lack of differentiation with Everyday Math because they don't see any work with more difficult problems. Teachers shared that because differentiation is not done through worksheets that are sent home, parents think there is no differentiation. The difficulty of questions being asked or the math games played varies based on students' ability levels. The math talk is also varied in centers based on

students' ability levels. Small group instruction or pair work is differentiated as well but these are not things they can send home so parents can see that there is differentiation going on. However, if parents express concerns, teachers will have the opportunity to explain the different ways they differentiate which will eliminate these concerns. It was also mentioned that parents have different definitions of "challenge". Memorizing algorithms may teach rote learning (50+ problems) but doesn't always ensure conceptual understanding of concepts. Again it was restated that if there are specific concerns regarding the program parents should bring them to the teachers so that they can address them. Bringing concerns to the committee will not help parents with their specific concern. One of the Board members reminded the committee that the purpose of this committee was not to find problems with Everyday Math but to work as a team to make it successful. The decision to adopt Everyday Math has been made and all stakeholders must work together to make sure this program is successful and our students are learning. She also suggested doing parent math nights with teachers modeling a lesson using Everyday Math so that parents can see how it is taught and how they differentiate instruction for all learners.

Ms. Wenn asked the parents on the committee to share their thoughts and feedback. It is clear from some parents' feedback that they still do not understand Everyday Math, its goal and philosophy. How do we educate them when parent nights are poorly attended, yet questions are still being asked about the most basic aspects of the program. One of the parents shared that the feedback she collected showed that parents are frustrated with the new teaching methods. They feel a disconnect. Kids are getting the methods, parents do not. Some believe that it will get better next year after the teachers have had a year to get familiar with the program.

Another concern was lack of differentiation. This was brought up by both parents. Parents feel there is not enough differentiation in the classroom. Parents aren't seeing harder problems to challenge their children. Teachers responded by bringing examples of ways they differentiate. They do it via games, TDG strategies, and activities. The same lesson can be taught at varied levels. Almost everything is hands on and seldom are there worksheets. Teachers feel that this program has more than enough resources to cover the concepts and provide differentiation and they do this every day. One of the teachers suggested having parents play a game at BTSN to show them how beneficial the games are and how they provide both practice and differentiation. One of the parents asked if sample problems can be sent home for them to review. Teachers responded that they have made available the links to all the online games. This will help parents better understand what is happening in the classroom.

One of the parents added that some parents have concerns but want to be supportive of the teachers. They understand that there is a learning curve this year and hope that next year will go smoother. Many feel they can supplement at home rather than get involved. Many parents want the student reference book at home. They do not want to access it online even though they understand that that's what the program offers. A suggestion was made to give parents access to the link to order the student reference book for home if they do not want to use the online version. They can be given this information at BTSN so that they will have the option to purchase it if they wish. They may get it for free through the website or purchase on their own.

One of the parents mentioned the parent survey again. He shared that all parents must be given the opportunity to give input and that the data would be useful to compare from year to year. Ms. Wenn reported that parents were given this opportunity very recently through the LCAP survey. Goal #3 had a specific action on elementary math adoption and the survey was anonymous. 308 parents responded. 9 had some type of negative comment about the math adoption (3%). 78% of respondents were satisfied with the level of progress made on goal 3. This survey will be given again next year and staff can compare the results with this year's results if needed.

When parent representatives contacted parents at their sites for input to be shared at this meeting, 15 responded from PCR (3.5% of parents) and 12 from LCE (3%). From all three elementary sites 2% of the parents had concerns regarding Everyday Math. Teachers and administrators would like to have no concerns from parents and take concerns brought up by the 2% of the parents very seriously however we need to focus our energy and efforts to make this program successful instead of continuing to complain about the program.

After a lengthy discussion, Mrs. Wenn polled the committee to decide if a survey should be administered for teachers and parents. There were 0 votes for the anonymous teacher survey and 2 votes for a parent survey. Based on the results, there will not be any teacher or parent survey.

In conclusion, it was summarized that although this was the final meeting for this committee, the conversations on Everyday Math will be ongoing and parents can continue to communicate their concerns, if they have any, to their children's teachers. These concerns will be discussed and addressed at IPG meetings, elementary principal meetings and leadership team meetings.

Ms. Wenn thanked the committee for their contributions and their leadership in guiding the implementation of Everyday Math program.

Meeting adjourned at 5:01PM.

Respectfully submitted,
Beth Mumper