**![C:\Users\lcarter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0LPEJVHJ\MC900297565[1].wmf]()****7-12 Math Committee Minutes**

**April 15, 2013**

Welcome and Introductions

* Welcome and thank you for being a part of our committee
* Math task discussion and reasoning

Purpose of Committee

* Develop a common understanding of Common Core shifts, mathematical practices and standards as a committee
* Determine current state of students’ math skills and current practices in math classrooms across BOCES
* Develop a plan for professional development
	+ Common understanding of Common Core, mathematical practice and standards
	+ Curriculum alignment
	+ Sharing
* Research and recommend resources / textbooks should be purchased to support instruction aligned to Common Core
* Research math intervention programs and determine if intervention programs should be purchased

Update on K-6 Math Committee

* Spent time looking at math needs, gaps in instruction, upcoming standards
* Tried to find a program that was aligned with ELA program and Common Core
* Adopted Go Math program, heavily based in manipulative use
* Noticed that some students were still struggling even after utilizing intervention programs that come with program
* Began using Destinations Math

Article Discussion: “Diary of Change: Shifting Mathematical Philosophies”

* Reflect, pair, share
* Graphic representations of table discussions

Deepening our Understanding of the Common Core Shifts in Mathematics

* 3 shifts: Focus, Coherence, Rigor
	+ Focus
		- Focus strongly at where the standards focus
		- Narrows what we are teaching
		- Focus deeply at what’s important
		- Move away from “mile wide, inch deep”
		- Group activity and discussion – why focus?
	+ Coherence
		- Carefully connecting across grade level and within grade levels
		- Counting on solid conceptual understanding of core content
		- “The enemy of coherence is coverage” – Bill McCallum
		- Group activity and discussion – discuss what coherence in the math curriculum means to you.
	+ Rigor
		- Bill MacCullum:

<http://www.youtube.com/watch?v=ZFUAV00bTwA&safety_mode=true&persist_safety_mode=1&safe=active>

* + - Balancing a solid conceptual understanding (students understanding more than how to get the answer) with fluency, and application
		- Group discussion: ways to respond to either “These standards expect that we just teach rote memorization” or “I’m not going to spend time on fluency – it should just be a natural outcome of conceptual understanding”
		- Suggested Video – Against Answer Getting: <http://vimeo.com/30924981>

What is the current state of students’ math skills and out practices in teaching math?

* Student strengths and challenges

|  |  |
| --- | --- |
| Strengths | Challenges |
| * Exposure to technology and resources
* Empathy – teamwork
* Use of strategies
* Motivation to learn
* Students want to do well
* Great attendance
* Good with visuals
* Guided problem solving
 | * Language barriers
* Vocabulary
* Fluency
* Attention and focus for multi-step problems
* Fear of failure
* Gaps
* Attendance concerns and negative impact on understanding
* Relevance and priorities
* Limited peer assistance
* The need for the RIGHT answer
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* What’s working in your classroom and areas of improvement

|  |  |
| --- | --- |
| What is working? | Areas for improvement |
| * Math binders, interactive notebooks
* I can statements
* Practice
* Direct relevance
* Centers and projects (movement within room)
* Guided problem solving (whole group)
* STAR Math – to identify areas of focus
 | * Plans for attendance challenges
* Group work while taking attendance into account
* Move away from whole group instruction
* Homework
* Independent work
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Preparation for Next Meeting

* Please survey the other math teachers in your programs by May 2, 2013
* The Survey Monkey link is: <http://www.surveymonkey.com/s/YKYKP6X>
* Return paper surveys to Colleen’s office by 5/2/13