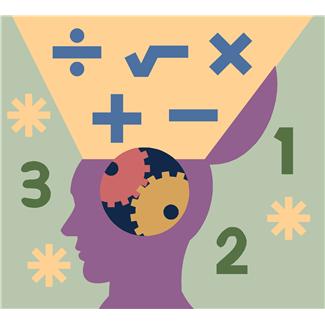
**C:\Users\lcarter\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\0LPEJVHJ\MC900297565[1].wmf****7-12 Math Committee Minutes**

**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 |

* 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 |

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