



Program Evaluation Committee

Thursday, November 12, 2009

Minutes (Unofficial)

District Office Board Room

In attendance:

Members: Andi Story, chairperson; Destiny Sargeant, Ed Flanagan

Staff: Laury Scandling, Linda Frame, Phil Loseby, John Wahl, Tom Milliron, Dave Stoltenburg

Public: Laurie Berg

Convened by chairwoman Andi Story, 12:05 p.m.

Public Testimony

Laurie Berg references USDOE What Works Clearinghouse research study, "Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools;" encourages members to review

Approval of Agenda

Approved

Approval of Minutes

Minutes from Oct. 8, 2009, adopted with correction of spelling of Ms. Sargeant's name in middle of first page.

Proposals for External Evaluation of Literacy

Phil Loseby briefs committee on four proposals received on external literacy evaluation; review committee to be formed beginning tomorrow:

- CORE
- Dr. Laura Benson
- Synergy
- Dr. Katherine Au and Taffy Raphael, particular multi-cultural experience with Hawaiian children

Math Review

Ms. Scandling briefs committee on a proposed work plan for November-February meetings. Introduces Linda Frame, curriculum coordinator and John Wahl, secondary math-science and instructional technology specialist.

Linda Frame: Overview of elementary math in the last decade

In 1999, mis-matched, incomplete sets of books and materials. In 2000, district received a National Science Foundation grant to conduct math review process, 2001-2004. Led by elementary math coach, Tina Pasteris. Conducted needs assessment and reviewed curricular materials. In 2002, adopted literacy-rich Math Trailblazers, as well as Investigations, strong on constructivist strategies. Much of the work based on work of Dr. Constance Kamii who conducted two trainings in Juneau in the 1990s

associated with constructivist and algebraic thinking. Math cadres were formed and sponsored annual trainings linked to looking at results from a district math assessment of one or two key problems. Since then, staff development support has dropped off and there probably has a turn over of between 50%-60% of elementary teachers who had been trained in Trailblazers or Investigations. In the meantime, district has been working to incorporate Math in a Cultural Context (MCC) with drop-in lessons, primarily in second grade (for example, patterns and parkas, using non-standard measurements).

John Wahl: Overview of secondary math back to 2002

Presents Board of Education green sheet of May 16, 2006, summarizing the math adoption process that had begun in 2002, but stalled out due to lack of funds for major materials purchase. During 2004-2005 SY, he was hired as math-science specialist. He led a process which included reviewing Prentice Hall, Key Curriculum Discovery series, Holt, and McDougall-Littel. Publishers presented locally (except Key) and additional feedback sought from teachers. Math cadres mapped curriculum with GLEs/core standards. McDougall-Littel adopted at elementary and secondary; prepared by lead author by working back from calculus to course one being taken in sixth grade. June 2006, Board adopted revised core standards and math materials and reviewed intervention materials (selected SuccessMaker mathematics) and supplemental materials (selected Explore Learning online), ordered graphing calculators, and related technology. McDougall Littel provided online materials and staff development 2006-2008. Ordered additional class sets of texts for every class teaching math to assure texts always available to students. Mr. Wahl has re-established the secondary math cadre to review math issues and related professional development. Want to have a balanced program that assures procedural understanding along with conceptual understanding.

Ms. Sargeant shares that perception of Board is that there has been lack of integrity or fidelity in adoption and implementation of math curriculum.

Mr. Flanagan asks about status of implementation of Trailblazers at elementary and whether it was a new program when it was adopted. Ms. Frame and Ms. Scandling report that implementation is spotty at this time due to turnover and there have been two new iterations of this curriculum since it was developed in 2001.

Ms. Story asks about why implementation has been incomplete: Ms. Frame reports that adoption of Trailblazers met with some consternation because the curricular adoption committee recommended Everyday Math and the former superintendent determined that Trailblazers would, instead, be adopted. One school already had ordered considerable Everyday Math materials. Trailblazers is so language-rich that it may be particularly challenging for students with language needs.

Curricular Review Process

Ms. Frame outlines six-year curricular review process. Two content areas are due: World Language and Social Studies. It's time to begin elementary math review process, as well. Elementary and secondary math are on different cycles at this point.

Public Testimony

Ms. Laurie Berg: The report she shared earlier emphasizes unified, progressive approach to mathematics. Concerned about lack of fidelity in implementation; about half of Native students at one middle school are proficient in math.

Mr. Tom Milliron, Principal, Floyd Dryden Middle School and former math teacher, served on secondary and elementary math adoption process: Notes that decline in math scores cannot be

attributed to Trailblazers per se if it has not been implemented with fidelity. Look at those elementary schools that are making AYP in math and see what they are doing. The year the district adopted McDougall –Little was the first year the district made math AYP in all sub-groups. Addresses need for a balanced approach of both constructivist and procedural. (Comments endorsed by Phil Loseby, coordinator of Student Achievement and Assessment)

Ms. Scandling shares proposed work plan for December-February. (Attached, see following page.)

Ms. Sargeant identifies the three top areas of review:

Fidelity of implementation

Professional development

Teacher collaboration time

Ms. Story asks that literacy matrix being developed have added to it identification of progress monitoring tool being used at each elementary school (for example, DIBELS). Also asks that math matrix also be developed, including instruction time spent on math, what is used for progress monitoring tool.

Ms. Story and Ms. Sargeant clarify that that the literacy matrix should include collaboration time spent by both classroom teachers and by lit leaders.

Adjourn 1:13 p.m.

Next meeting: Thursday, Dec. 10, 2009

Math Review Planning Proposal to Program Evaluation Committee November, 2009- March, 2010

DRAFT prepared by Laury Scandling, Linda Frame , and John Wahl

November 12, 2009

- Historical perspective, 2002-2009
Elementary: Linda Frame, OIS Curriculum Coordinator
Secondary: John Wahl, OIS, Math, Science Technology Specialist
- Curriculum Adoption Process
Linda Frame, OIS Curriculum Coordinator
- Committee review of planning calendar/topic proposal

December 10

- Data review and context
- Inventory of current assessments and predictive value
- “Homework”: read about national/NCTM/AK standards

January 14

- Classroom indicators of math practices in the JSD

February 11

- Secondary and Elementary Math Cadre Reports