

## Math Adoption Committee Meeting

January 28, 2010

Room 122 ESC

In attendance:

Janey Andrews, Steve Blatt, Dallas Evans, Lorinda Flikkema, Tracey Franck, Jackie Horst, Lilia Kol, Kirk Kreiling, Joey Libolt, Jeff McCabe, Andy McMaster, James Peterson, Sally Raftery, Calista Shelkin, Jillian Sorensen, Jana Sparks, Lori Stutsman, Linda Thornberry, Sarah Wallick, Rachael Yeager, Val Rabbitoy

Sharon started the meeting at 4:00 pm in Room 122 at ESC on Thursday, January 28, 2010. She introduced Phil Daro, the Chairperson of the Core Standards Group that has been tasked with writing the national math standards. Dr. Daro summarized the activities of the Core Standards Group and shared some of the main findings. The final draft of the Core Standards in Math will be published in the near future.

Pilot teachers were then asked to share their experience with the texts that we are considering for adoption. Three questions were posed. Pilot teachers answered the questions one at a time.

### **Question 1: What is your overall evaluation of each program and your impressions about how the materials support student learning?**

NHS – HIAG 2 teacher generally found that Discovering was better than Holt at supporting student learning.

BHS – Discovering provided quality investigations. Both Holt and Discovering provided scaffolding for proofs.

SHS – Holt is preferred. Tests from Discovering gave disappointing results – 18.6% lower than Holt. Holt is a good reference book and provides resources for students who miss school.

IHS – Holt is less engaging for students, but provides more practice problems. Assessments demonstrated that Discovering was strong.

### **Question 2: For both programs, discuss the tasks students were asked to do in the classroom and how effectively they promoted student engagement and high levels of mathematical thinking.**

NHS – Many problems in Holt. Scaffolded problems are easy. Students who are good at math want to just finish assignments – not so engaged in the learning.

MS – Holt has a too many repetitive practice problems. There is burnout for slower students. Less math talk with Holt. Role models are burning through problems while strugglers give up.

BHS – Holt lacks enough higher level thinking questions. Discovering has more engaging problems and activities.

MS – Discovering has various problem types. No expectation that students do all the problems.

SHS – Didn't think that either book was better at higher level thinking. Three levels of practice and re-teaching after not doing well on a quiz. There are opportunities to get in with the Holt book where you are and move on. Discovering requires the same point of entry for all students.

IHS – Neither book is particularly good for higher level thinking.

**Question 3: For both programs, discuss how the materials promote high expectations and strong support for all students and how resources are provided to support struggling students and students who are exceeding expectations. In addition, how does the program support English language learners, special education students and gifted students?**

SHS – With 12 ELL students in my Holt class that were able to achieve with the instructional materials. Kids struggled with the language in Discovering. When the math is expressed more symbolically as in Holt, ELL students did better. Even gifted students struggled with language. With Holt, students tackled 10-12 step proofs.

MS – A lot of reading is required in Discovering. Students were visibly bored with Holt.

IHS - Special Ed kids didn't like Holt – they were overwhelmed. Both texts allowed for stretching student thinking and providing extensions.

NHS – Struggling students did not like Holt – teacher had to re-format handouts. Good note-taking strategies in Holt. High achieving students find challenges in both texts.

MS – Struggling students had more practice in Holt with less language dependence.

The next Math Adoption Committee meeting is scheduled for February 11<sup>th</sup>, 4-6 pm in Room 200 at ESC. The last scheduled meeting is February 25<sup>th</sup>, 4-6 pm, Room 200 at ESC.