

## Elementary Math Discussion Forum Minutes

February 26, 2018

6:30 – 8:00 p.m.

Welcome - Wendy welcomed the group and asked that each table include an administrator, teachers, and parents. She passed around a sign in sheet so that she is able to provide follow up, as needed, to parents and staff.

Wendy reviewed the big ideas of the last meeting. She then clarified the goal of the evening and shared that from this larger group a smaller committee will be formed. Wendy reviewed the themes from the first session:

- an engaged community
- teacher support for EDM
- parents range from anti-EDM to appreciation for it
- fear by some parents of students falling behind
- desire to accelerate in math
- parent training needed for ideas of new math curriculum
- concerns about pacing not working for all kids
- high level of collaboration between teachers

After a review of the January 26th meeting, Wendy asked each group to identify their top 1-2 challenges or issues with the elementary math experience and to clearly articulate the priority in which they are to be addressed.

Groups were given the opportunity to define the problem by writing 1-2 problem statements. Each group's top 2 problems were shared with the whole group and are listed below:

- Limited opportunities for advancement for students who master grade level concepts
- Disconnect between teacher satisfaction and parent satisfaction with EDM which brings up a difference in the definition of quality math instruction
- Differentiating appropriately within the classroom
- EDM alone does not ensure both computational fluency and conceptual understanding
- Differentiation or acceleration materials need to be delivered consistently not left to each teacher to figure out on his/her own
- It is a challenge to address varying ability levels in classrooms
- Low level of parent confidence and or trust with math instructional program through teacher communication
- We have students of many different abilities and interests and we need to use their classroom instructional time effectively
- Heterogeneous grouping is ineffective for students of different ability levels in math and homogeneous grouping would better serve instructional time
- Parents are solving or trying to solve differentiation on their own-not supported by school. Students aren't prepared for STEM- acceleration is needed

- Worry that the social emotional developmental needs of students and their long term math education aren't understood

After the small group discussion that sought to define the problem(s), volunteers offered possible solutions to problems. The proposed solutions were noted on chart paper and are listed below:

- EPGY
- differentiated individualized instruction
- testing out of material
- developing acceleration model
- group for math olympiad, kids thrive
- math academy model
- parent involvement
- bringing together kids of similar talent
- gifted model, GATE model, math focused pull out during the day
- cross grade homogeneous grouping in upper elementary
- middle school instruction at elementary
- homogeneous groupings in math only
- accelerated math options like for ELA
- present advanced material to students
- more frequent, optional parent/teacher conferences
- parent observation of math instruction
- 4-6 grade class sizes reduction to improve differentiation (20:1)
- maintain/foster strong classroom community
- more opportunities for teachers to talk to parents
- offering choice with tracks like at high school with college prep and advanced college prep
- different-dual tracks: traditional vs. integrated
- math workshop model, flexible per unit
- mathzilla model: build excitement opportunities for math fun
- require conceptual understanding and computational fluency
- identify supplemental resources and use consistently
- mathzilla and math olympiad questions peppered into the regular curriculum
- separate evaluation and measures beyond the CAASPP

Wendy encouraged interested parents to fill out the application to join the Elementary Math Parent Committee. She also shared that Elementary Principals will be distributing applications to all parents as well. These are due March 13, 2018. The committee will meet 2-3 times in April and May to explore solutions proposed at this meeting.

Meeting adjourned at 8:06 p.m.