

## CISC Mathematics Subcommittee Webinar Meeting

March 3, 2017

9:00 – 12:00 pm

### Roll Call

Happy Birthday Ellen!

Regions: participants from all regions present

### Activity

Mathematics activity – “Grind or Finesse: How can you solve without grinding out the computation?”

Discussion

- distributive property application (i.e. multiplying the equation by 2)
- sum of squares
- exponents: Standards for Mathematical Practice 7/8. Use of patterns

### Partner Reports

California Math Project: registration discussion for the Call to Action Equity Conference. Contact Kyndall if having difficulties registering.

CMC: (Vicki minutes) Discussion of CMC-Central Symposium March 10-11, 2017 and annual conferences. CMC is sponsoring a second cohort for Jo Boaler’s online course: “How to Learn Math for Teachers” (See Google Drive for complete minutes.)

<https://camathcouncil.wufoo.com/forms/application-for-cmc-sponsored-jo-boaler-course/>

CDE: attachments / update? March SBE meeting. Update of ESSA State Plan. SBE is currently requesting stakeholder feedback. April 3<sup>rd</sup> is deadline for Title programs (Item 4). Attachment 1 of Item 4: policy decisions, administrative actions. Attachment 2: Educator Equity (pg. 15 of 22) Supporting Principals (19 of 22) drafts of ESSA State Plan includes aspects addressing leadership. Feedback would be valuable if specific groups should be emphasized or highlighted in State Plan. Continue to monitor changes to ESSA and State Plan. CA Science Test scoring guide is available on CAASPP website. SBE Item 14 March meeting timeline – reviewers will convene during summer (majority must be teachers) for Science standards. CA Computer Science Standards funding has been temporarily delayed but a committee will be formed. CA Alliance for NGSS. March 22<sup>nd</sup> online training [www.CAforNGSS.org](http://www.CAforNGSS.org). Presidential Awards for Excellence in Mathematics and Science is recruiting reviewers.

CAMTE – Mission is to support CA math teachers (need more). Would like to extend opportunity to become members. Help teachers understand opportunities for leadership. [www.camte.org](http://www.camte.org) to register. Research awards can be submitted (two-page application) and honors award nomination opportunities are two potential membership benefits.

TODOS – Excellence and Equity in mathematics. Volunteer organization. Publications (news/noticias and TEEM: Teaching for Excellence and Equity in Mathematics) and live events are valuable resources.

[https://toma.memberclicks.net/index.php?option=com\\_mc&view=mc&mcid=form\\_33690%20](https://toma.memberclicks.net/index.php?option=com_mc&view=mc&mcid=form_33690%20)

Membership is \$25/year

### Community of Practice March 30-31

Reviewed feedback from 1<sup>st</sup> event and will make adjustments that include: better understanding the nature and purpose of participants, taking a deeper dive into readings, dedicated time for job-alike collaboration, discussion of 5x8 cards (i.e. focus on application, including role of administrators), more structured regional processing time, introduction of regional action plan concept as an outcome of personal/individual action plans, equity lens will include conversation of 'Safe Spaces to Brave Spaces' as well as cultural proficiency / social justice pedagogical considerations, accommodations and workshops

### **Statewide Mathematics Survey**

Focus is statewide systems of support for mathematics standards implementation. Investigation of building capacity across the state with consideration of roles and professional development opportunities across counties. Survey will align with 4 math priorities (**Access and Equity, Content Knowledge/Pedagogy, Administrator Support, Communication**). Survey will be disseminated via CISC for broader distribution. Intent is update existing understanding of standards implementation on an annual basis. Timelines for survey implementation and subsequent responses are being determined.

### **Revisiting Pathways and Adoptions**

Shared findings about number of districts selecting integrated vs. traditional math pathways. 377 districts have reported data and 250 districts are implementing an integrated pathway. Adopted Core Curriculum pivot table data is difficult to group due to inconsistency of terminology (i.e. data entry). Can we implement collective uniformity in order to further analyze data? If correctly aligned the data could be better utilized for next steps. One proposal would be for region leads to conduct a preliminary data cleanup. In terms of utilization for addressing best practices, the data could better inform regions about district support for materials and professional development. Counties continually receive inquiries from districts as to which adoptions other districts are implementing. There seems to be a desire for local collaboration around materials and articulation of processes. Future meetings could include learnings from counties who have used the pathways data for district engagement. Data could also have value when reviewing regional CAASPP results and whether options influenced assessment outcomes. While it would be very difficult to conduct a viable study, it has implications for consideration. Other variables including, teacher quality/preparedness, professional development, and degree of district implementation would probably account for more variance within a correlative, longitudinal construct. However, the data will provide counties/regions with improved global awareness and can provide a catalyst for discussions regarding standards implementation. **March 24<sup>th</sup> is deadline for data entry or amendment.** Until further notice, the data (i.e. hyperlink) should only remain accessible to CISC math subcommittee members.

### **Tools and Strategies for Articulation without Blame**

While high-quality vertical articulation is a common desirable outcome, how do we facilitate open communication across grade levels and schools? Utilizing high school expectations and needs to assist middle school teachers with curricular expectations has been positive. Determining the minimum expectations for student performance as student transition between grade spans assisted teachers to be critical of which aspects of the curriculum are emphasized. CAASPP tools and guidebooks could also be a useful tool to guide discussion. Being mindful of opinions based in student performance data vs. the general expectations of student preparedness is important. Review documents detailing higher education stance: <http://www.ucop.edu/agguide/updating-your-course-list/files/UC%20Support%20of%20Common%20Core.pdf> An additional consideration is high school articulation with college personnel and to what degree is there alignment with high school student readiness for higher education demands.

Subcommittee / Task Force

[Math Placement Act](#) can support more equitable outcomes. Some districts have already completed analysis of math placement. While full implementation is not yet reached, initial data indicate the need for a long-term view before determining actual effectiveness and outcomes. Subcommittee members are encouraged to gather degree of implementation for discussion during future meetings.

### **Dates for next year**

If face-to-face meetings were to take place, placing adjacent to Community of Practice (CP) had general consensus. The January pre-CP would serve as the ideal face-to-face opportunity. Sacramento COE would host subcommittee face-to-face meeting, most likely to be held the day prior to the January Math Community of Practice. Having reviewed possible dates with the group, Ellen will send out a Google form survey regarding meeting dates for next year. **Responses will be expected by March 14<sup>th</sup>.**

### **Announcements**

[PAEMST](#) - Nominations due April 1. (Secondary)  
NCTM (April 3-5, 2017) / NCSM (April 3-8, 2017) San Antonio, TX

CMC Speaker Applications open now CMC-North already open, CMC-South opens March 15  
Check the CMC website: [www.cmc-math.org](http://www.cmc-math.org)

### **Dates of Future Meetings**

**Community of Practice: March 30-31**

**Next CISC Math Subcommittee Meeting: MAY 15, 2017 9:00 - 12:00**

### **2017-18 Community of Practice Dates:**

October 18-19, 2017 (in conjunction with science)

January 18-19, 2018

April 12-13, 2018

**Science dates:** October 18-19; Feb 1-2; April 19-20

CISC Subcommittee Meeting Dates for 2017-18: Ellen will send out a survey to regional leads