

The poster features a green background with a faint hexagonal pattern. A white rectangular box on the right side contains the text. Above the text is a solid brown rectangle. A thin green horizontal line is located below the date.

Middle School
Math Adoption
Committee

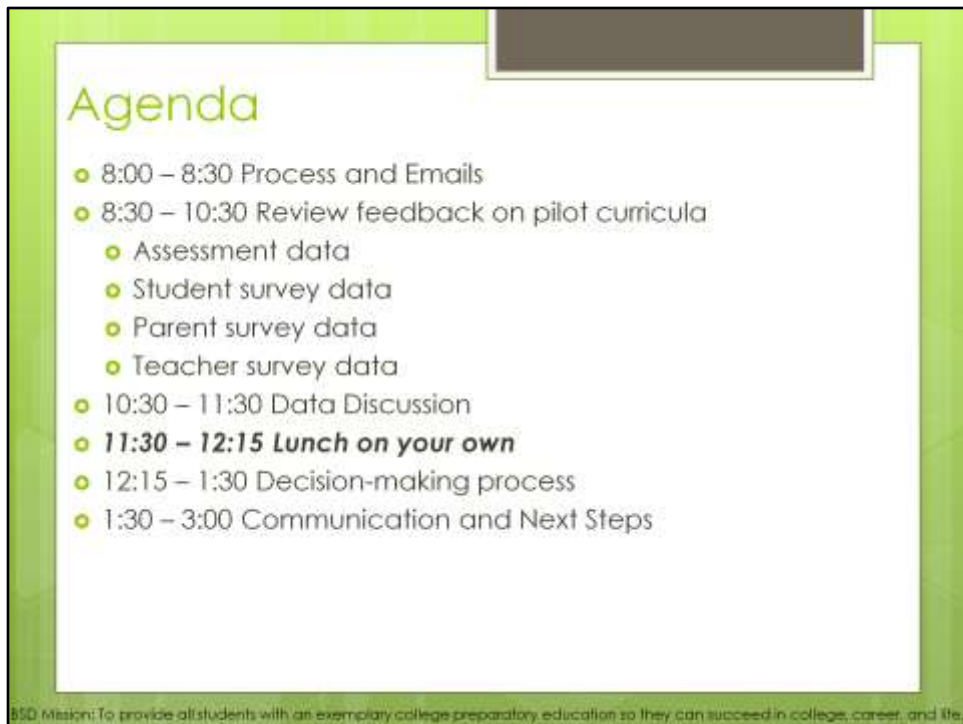
Monday, April 21st, 2014

BSD Mission: To provide all students with an exemplary college preparatory education so they can succeed in college, career, and life.

Reminders

- We are making a recommendation for adoption of instructional materials that will be the base for our curriculum (the textbook is not our curriculum).
- All decisions are made based on sound research, what is in the best interests of our students and align with our district mission and core values.
- Please keep an open mind throughout the process.

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Agenda

- 8:00 – 8:30 Process and Emails
- 8:30 – 10:30 Review feedback on pilot curricula
 - Assessment data
 - Student survey data
 - Parent survey data
 - Teacher survey data
- 10:30 – 11:30 Data Discussion
- **11:30 – 12:15 Lunch on your own**
- 12:15 – 1:30 Decision-making process
- 1:30 – 3:00 Communication and Next Steps

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Tentative agenda

Morning focused on reviewing data

Parent data about 25% response rate

Decision-making process after lunch

MS Math Adoption Committee

Jami Hoeger	Facilitator
Jonathan Shearer	Administrators
Faraz Doan	Parents and Community
Sue Kelly	ELL
Kristin McChesney	Special Education
Erin Thomas	Gifted
Abigail Horsfall	Chinook Middle School
Sara Clarke	Highland Middle School
Hope Isitt	Odle Middle School
Jessica Jolly	Tillicum Middle School
Mary Boettcher	Tyee Middle School
Eileen Wilcox	Big Picture School
Merrill Tucker	International School
Kerry Rogahn	Curriculum Department

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All present

Norms

- Let people finish speaking
- Assume positive intentions
- Be open-minded
- Allow time for pause and reflection
- Engaged (laptops down except when appropriate)
- Keep in mind the goal and be positive about moving forward
- Acknowledge and appreciate each other's perspective
- Let everyone speak

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Created by the team

Use table tents in place of raising hands during discussion

Bellevue School District Mission

The Bellevue School District's mission is to provide all students with an exemplary college preparatory education so they can succeed in college, career and life.



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Adoption Timeline

- May 2013: Form Adoption Committee
- End of May 2013: Adoption Committee Release Day (Tuesday, May 21st) to Review Materials
- September 2013: Materials Sent to Schools for Review (publisher dependent)
- 2013-14
 - October 14th & 30th: Adoption Committee Selects 2 Sets of Materials to Pilot
 - Fall-Spring: Pilot in Classrooms
 - Spring: Adoption Recommendation to IMC
- 2014-15: Implement – Goal!
 - **Smarter Balanced Assessment Spring 2015**
 - *Should additional materials become available, the pilot may continue with new materials*

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This committee makes a recommendation for adoption to the IMC, adoption must go through IMC and School Board approvals before it is final

A graphic with a light green border and a white background. At the top right, there is a dark grey rectangular box. The text is centered and includes a title, a URL, an email address, and a note about data sharing.

Middle School Math Adoption
Committee Website

[http://www.bsd405.org/community-
engagement/advisory-committees/middle-
school-math-adoption.aspx](http://www.bsd405.org/community-engagement/advisory-committees/middle-school-math-adoption.aspx)

Share general emails received at
msmathadoption@bsd405.org
Emails pertaining to the parent survey will be shared when
reviewing the parent survey data

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Emails all pertain to the parent survey so are included in the data review

Objectives

- Review and interpret assessment and survey data
- Using data to inform decision-making, recommend a curricula for adoption
- Prepare recommendation to the IMC
- Create a communication plan for the adoption recommendation

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Committee offers input for IMC recommendation, final document will be completed by curriculum developers

Core Values for our Middle School Math Curriculum

- Preparation for college, career and life
- Balance among problem solving, conceptual understanding and procedural skills
- Articulation between grade levels
- Accessible to a diverse student population
- Content aligned to CCSSM
 - Fosters student development of Mathematical Practices
 - Addresses Grade 6 and Accelerated 7th Grade content standards
- Mastery of concepts is clearly defined
- Students practice and develop problem solving skills
- Consistent with current research about teaching and learning



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Required Characteristics

- Align with CCSSM
 - Grade 6
 - Accelerated Grade 7 (Appendix A)
- Algebra 1 in 8th grade (Appendix A)
- 6th and 7th grade single publisher
- Technology
- Built in resources and supports for teachers, students, and parents
- Multi-language resources

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Data Review

In a group of 3, including at least one non-math teacher, you will rotate through 4 data reflections stations (25 minutes each)

- Assessment data
- Student survey data and comments
- Parent survey data and emails
- Teacher survey data and comments

Record your group's observations using the link emailed to you.

- Record any general patterns in the data.
- Record your group's interpretations of the data.

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Select one group member to record observations using link



Essence of conversation, not direct quotes

Abigail: our group saw teacher survey data last, everything was really split student/parent/assessment, noticed preferences more after seeing teacher data, Core Focus seemed higher

Hope: teacher data pretty clear preference for Core Focus, other three split

Abigail: ratios and geometry versus algebra made it hard to compare

Faraz: at first it didn't seem like such a big difference, read in detail, confidence level for students higher in CF when read in detail

Mary: students concerned about CF website issues, emails got quick response so feel that would be addressed

Merrill: very responsive to online glitches, chance for improvement is immense

Hope: a lot in the student survey frustration

Merrill: pilot online materials CF pushed out early for us to try

Sara: feedback on scrolling CF said they would work on hyperlinks to blocks

Merrill: student responses colored by predisposition to math

Abigail: parent survey could be a good sign parents didn't need to help

Hope: not a lack of communication with parents, students are more independent

Erin: parents hopefully will become more invested if curriculum is used all year

Mary: tickled to see no red flags on either, no anger or fear of either

Kristen: special education population, two of the five standards outperformed using CF than BI, particularly for Algebra readiness in 8th grade, exciting to see this in the

assessment data

Kerry: CF open to feedback/partnership for online materials development

Erin: CF met a need online next day

Hope: BI asked for tests in Spanish, had them next day

Mary: with either one, should be able to make repairs/edits to online materials

Hope: so much less inflammatory than expected, reassuring to see teacher comments with similar idea even though working at different schools with different student populations

Abigail: couldn't tell which school the teacher comments were from

Mary: how does this align with elementary math

Kerry: provided overview of *Math Expressions* philosophy, author, and alignment

Faraz: connection between middle school and elementary teachers?

Hope: half day in May could be used for alignment, perhaps new curriculum will encourage

Jami: Kerry and I seeking avenues for professional development across feeder patterns

Faraz: could propose to PTSA to find avenues for encouraging communication

Jami: school dismissal time challenges

Faraz: PTSA could possibly offer enticement to participate

Erin: elementary perspective from GIMT1 their data was pretty inconclusive

Abigail: progression from elementary to middle, is either one better for transition to Holt

Jami: Holt is traditional so either one would be fine, teachers supplement Holt

Sara: Core Focus looks a lot more Holt like than Big Ideas, but both of them would work

Merrill: either of them would work, do activities as class/worksheets, don't necessarily use the textbook

Mary: lifespan of an adoption

Jami: typically about 6-7 years, depends on other adoptions across the district

Hope: more choices in the future

Kerry: comments on how long it could take for publishers to create quality texts after Smarter Balanced test data is available

Jonathan: create our own partner with local companies

Jami: possible, but companies not necessarily in curriculum development; frustrating experience with custom text from education publisher for HS course

Decision-Making Process

The culminating activity of the math adoption committee will be to reach a decision regarding which math program to recommend to the Instructional Materials Committee for adoption. Each committee member has one vote that must be exercised. No abstentions will be allowed. A clear recommendation will be indicated by a super majority of 60%, 8 of 13, in favor of one of the materials.

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Process for after lunch



Lunch early 11:00-11:45

Decision-Making Process

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Consensus

Do you have enough information to decide which curriculum to recommend for adoption?

Consensus for Establishing the Decision-Making Process

- Thumbs Up: I have enough information
- Thumbs Sideways: I would like to discuss some minor issues.
- Thumbs Down: I would like to discuss some major issues.

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All thumbs up in response to question

Discussion, if necessary

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Not needed

Decision

Please vote to recommend for adoption:

- *Big Ideas Math*

OR

- *Core Focus on Math*

Representative	Big Ideas	Core Focus
Administrators		X
Parents and Community		X
ELL		X
Special Education		X
Gifted		X
Chinook MS		X
Highland MS		X
Odle MS		X
Tillicum MS		X
Tyee MS		X
Big Picture		X
International		X
Curriculum Dept		X
Totals		13

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13/13 voted to recommend *Core Focus on Math* for adoption to the IMC

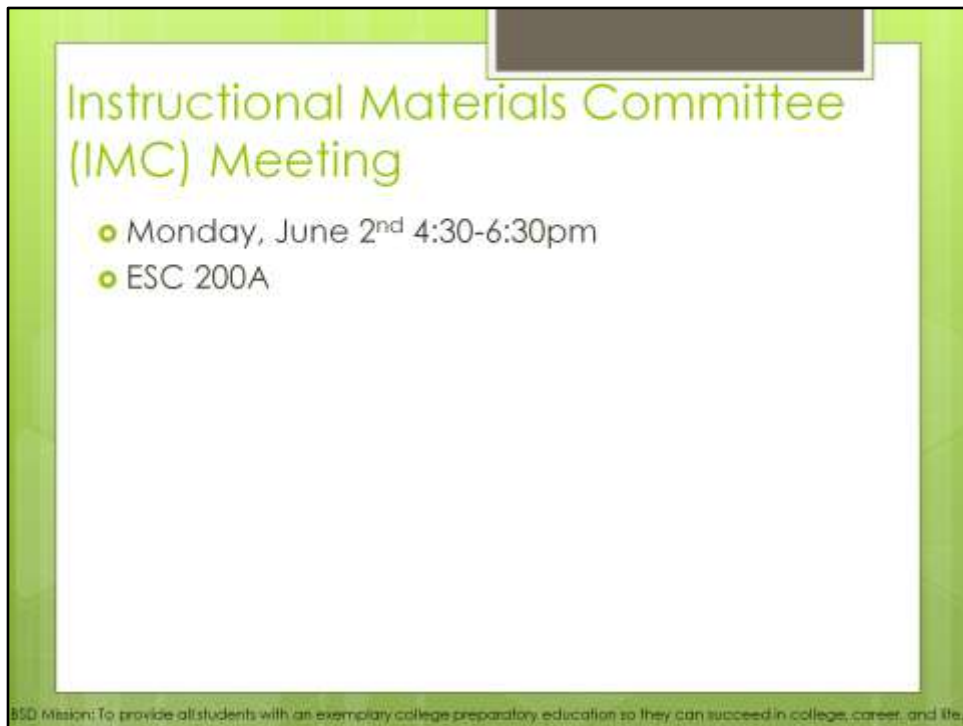
Discussion about logistics for returning *Big Ideas Math* books to publisher, inventorying *Core Focus on Math* books, and what to do with CMP2 books

Next Steps

- Email IMT1 teachers, IMT2 teachers, and administrators
- Complete paperwork for adoption recommendation to IMC
- Plan for implementation
- Professional development

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Emailed IMT1 teachers, IMT2 teachers, and administrators



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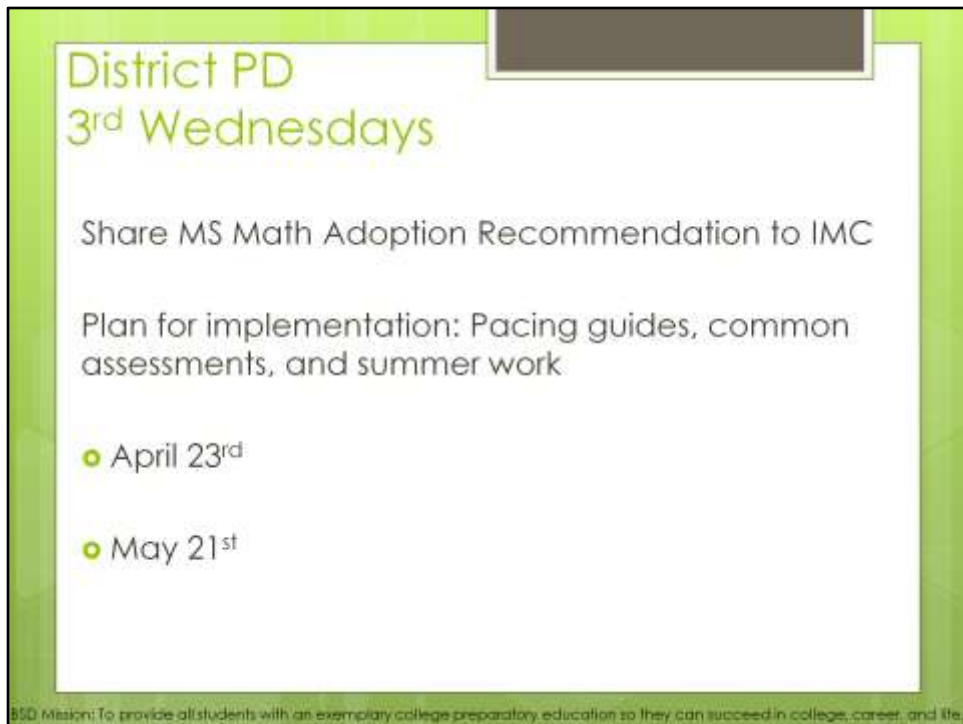
Instructional Materials Committee (IMC) Meeting

- Monday, June 2nd 4:30-6:30pm
- ESC 200A

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Schedule of presenters given in advance

Committee split into three teams to draft/outline/gather information to answer IMC paperwork questions



District PD
3rd Wednesdays

Share MS Math Adoption Recommendation to IMC

Plan for implementation: Pacing guides, common assessments, and summer work

- April 23rd
- May 21st

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April 23rd District PD:

Discuss professional development preferences and pacing guide considerations
Recruit IMT1 and IMT2 teachers for summer work kicked off with a release day in June

May 21st District PD:

Continue conversations from April 23rd and gather feedback for summer work



Thank You!!!

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