

**Mathematics Community Advisory Committee
Gentry Middle School
May 6, 2008**

The meeting was called to order at 4:02 p.m. Members present were Lex Akers, Patty Avery, Teresa Barry, Tim Bilyeu, Kathryn Chval, Marla Clowe, Lynn Eaton, Dan Edidin, Walter Gassman, Sharon Jacoby, Susan Lever, Cheryl Lightner, Catherine Linder, Jennifer Mast, Alicia Pham, Kim Presko, Michelle Pruitt, Joseph Quetsch, Jennifer Rachow, Jeanne Sebaugh, Gail Underwood, Susan Keller (for David Keller), and Teresa VanDover (for Larry Jones).

Dr. Pitchford stated that in order to provide a good foundation to committee members as they prepare to give advice to Columbia Public Schools regarding the math program; the first two meetings were about data gathering. The focus for the current meeting is to build on the information previously provided as well as the experiences of those who participated in the walkthroughs.

Discussion of *The Final Report of the National Mathematics Advisory Panel Executive Summary*

The committee broke into groups and discussed the *Executive Summary of the National Mathematics Advisory Panel's Final Report*. Groups discussed the sections regarding Curricular Content, Learning Processes, and Instructional Practices.

Introduction to Columbia Public Schools Curriculum Documents – Linda Coutts and Chip Sharp

Dr. Pitchford stated that the committee would be given the opportunity to review the current CPS math curriculum and to compare the curriculum with the Report from the National Mathematics Advisory Panel. Linda Coutts and Chip Sharp distributed current CPS math curriculum documents.

Linda Coutts and Chip Sharp explained the documents distributed to the committee. Mr. Sharp distributed the current version of the state Grade Level Expectations, version 2.0 of the state Grade Level Expectations (which are slated to become effective in 2009-10), and the DESE/METS learning goals document. He explained the design of the documents, as well as the status of the documents with the Missouri Department of Elementary and Secondary Education. Mrs. Coutts distributed the current CPS Elementary Mathematics Curriculum in two formats.

Comparison of CPS Curriculum to National Mathematics Advisory Panel Recommendations

Members broke into groups based on areas of interest (elementary or secondary) to compare the documents with CPS curriculum.

After review, committee members gave their written recommendations and suggestions regarding the CPS math curriculum which are attached with these minutes.

Discussion of Classroom Observations

Dr. Pitchford invited committee members who participated in classroom walkthroughs to share their observations.

Michelle Pruitt: Reported on her visit to Hickman, Rock Bridge High and Paxton Keeley Elementary Schools where she viewed pre-calculus, honors and regular track classrooms. She stated that the teachers were really excellent. Teachers were teaching the material and the students were focused on the materials being taught. However, one would need to review the math materials to draw conclusions regarding student achievement and performance.

Jeanne Sebaugh: Stated that she was impressed with the classes and the students, some of whom were reviewing for a test. Instruction was fast-paced. The classroom situations were unlike a college classroom (individual desks, note-taking). Would be difficult for students to make the transition?

Dan Edidin: Stated that he observed students in pre-Calculus. Topics they were covering are in the MU curriculum. Then he observed an Integrated course. Integration is not the issue for him. The class ran fairly well; was not teacher directed. He had concerns about students in the integrated classrooms as he did not reel the skill acquisitions were adequate. As an MU professor and parent, the integrated curriculum is a grave area of concern.

Lynn Eaton: Stated that as a student at Rock Bridge High School she took the integrated mathematics path and then calculus. She stated that in integrated curriculum one is doing math as you learn it. The integrated math courses prepared her for Calculus BC as a senior.

Tim Bilyeu: Stated that in his walkthrough, he experienced a different point of view from Dr. Edidin in regards to the integrated math observation. In the integrated classrooms, students functioned as a group. This prepares students for real life situations where they will work in groups. Students in the traditional path are probably students who are better in math, and would do just as well in the integrated classroom. It's hard to compare the two.

Joseph Quetsch: Stated that he observed pre-Calculus course taught in the traditional way and was alarmed. As an example, one of the pre-Calculus classes was taught in the traditional style similar to what one would have experienced in 1970 in which one was not instructed in the when and where and why to use the mathematics. He did not see Pascal's triangle or other relevant concepts. In another pre-Calculus class he was very impressed with the instruction. Based on his observations, he asked the group to study the impact of different teaching styles on student learning, and to study which students go into each pathway.

Ian Mette: The group should consider the issue of equity in instruction. Not everyone is well versed in math, will become a mathematician, or go to college. The discussion should take into account learning theory, as teachers are teaching a person, not just content.

Committee members were thanked for their participation and asked to complete the Reflections and Feedback form and to include their ideas for topics for the next year, additional advice on the process, availability to serve on the committee for next year, interest in summer work, and comments on the meeting schedule for the next year.

Reflections are attached.

The meeting adjourned at 5:50 p.m.

Attachments – 3