

Attending: Phyllis Leonard, Klay Kruczek, Nicole Rigelman, Laura Lethe, Kathie Quick, Ann McMahon, Cassandra Barnes

1) Jon Wiens

There are two main task forces with math related issues, and five in all.

a) Essential skills: these are defined as process skills (such as “Write for a variety of purposes”, “Apply math in a variety of settings”, “Think critically and analytically”) that students will need to demonstrate in order to graduate starting with the class of 2012, and are not intended to be tied to any particular subject or course.

The task force, which contains representatives from K-12, higher education, and business, is currently defining them in detail (“indicators”), determining how they may be measured, and what proficiency will be required for graduation.

The math essential skill indicators are very similar to the current math problem solving standards. People who have been working on the math indicators include faculty from Central Oregon CC, Oregon State, and OIT, one K-12 teacher and several business people. More K-12 teachers are being added as the process progresses. There have been three meetings so far. There seems to be no requirement for anyone to be on this task force. One of the lead staffers for the task force is Therese Levy who was one of the architects of the CIM and CAM.

They are rushing the essential skills because they have been asked to fast track them by the State Board and others. This is happening BEFORE the high school standards are written, and before the Standards and Assessments Task Force has begun to make its recommendations.

The focus of the problem solving standards is on performance, a scorable piece. The math members of the task force do not all have the same perception of problem solving, for some it is much lower than NCTM would expect, i.e. representation, communication, connections. Initial discussions led to recommending 4 work samples tied to the math essential skill (2 in math and 2 in other subjects). Is this realistic? Are these essential skills to be imbedded into the content standards?

Some of the math members of the task force don’t have a strong understanding of K-12 education and haven’t seen the NCTM document.

b) Standards & Assessments Task Force

These people oversee the creation of the core standards. What are policies around the science credit? What does 3 years of math actually mean? How does the state assessment system need to change to assess the new diploma.

One issue is that next school year the state will administer a nationally normed test (such as the PSAT or ACT Plan) to every 10th grader in the state. This is in addition to State multiple choice test).

There was general support among those present that the State assessment test should be moved to 11th grade now that 3 years of math and science are required.

The current plan is for the State Board will put out a white paper with their “leanings” (i.e. tentative policy decisions) for public feedback prior to the final vote.

- c) Cost task force
- d) Implementation and advisory task force... superintendents, PR machine (public relations), don't weigh in on policy at this point
- e) credit for proficiency

No one at ODE is looking at the whole picture because they are all too busy trying to get the process going done. There is a vagueness about the roles and responsibilities of the various task forces.

Currently all the work samples are still being maintained.

Nicole said that currently the Process Standards are simply a heading to the Focal Points.

Teaching content – Core standards

Applying math in everyday contexts – Process standards

2) Action

OMEC will draft a letter to Ed Dennis and Susan Castillo

We will ask that these task forces slow down the process for essential skills and their measurement.

It was mandated that the first reading of K-8 be in October 2007 and high school by February 2008.

We feel that the NCTM Focal Points for high school should be published first. A rough draft will not be ready until spring of '08. Nicole will check with Nancy Drickey and Ann will check with her source.

3) Jon wants a new high school work team, but there is no money left. The math content panels for K-8 used up all the funds.

No feedback has been gathered about the high school standards. This current group that is working are not using the NCTM standards document !!

How can a work team affect this task force? It's almost like the current group would need to be reconstituted. They have worked hard, but have not made as much progress as we'd like. The language is not evocative of a broad range of understanding.

Discussion followed about how to implement a new team. Perhaps districts would donate people (Salem, Medford, Albany). There are two different groups: "We believe high school math should be integrated." "We believe high school math should be Geometry, Algebra, Pre Calc, etc."

If testing gets moved to 11th grade, would high school have to be listed by course or by essential skills?

Districts can "package" this any way they want... integrated, college prep, standard courses, 9 week courses (rearrange traditional sequence).

Goal: to come up with a better set of high school course standards and sub-standards.

Laura Lethe will form a committee to write high school power standards for Salem/Kaiser

OMEC committee could take a work day to look at these.

Jon needs to do something to break the process.

Ad Hoc committee possible people:

Laura Lethe, Kathie Quick, Klay Kruczek, Nicole Riegelman, Mike Boardman, Mike Shaughnessy, Winnie Miller, Jerry Young

These folks are familiar with the NCTM Principles and Standards. Six things that lay out conceptual development.

4) State Math Contest www.willamette.edu/cla/math/oimt

Oregon invitational math tournament. Algebra 1 is not part of this contest.

Geometry, Algebra II, Calculus and above

5) OMLI – they are done with their summers together, but 2 more years are left of the grant

four site visits this year, one next year.

There are new grant proposals to extend work with the same group.

6) A position paper regarding adequate funding for the high school diploma is on hold because research has not been done on this.

PRIORITIES

1. high school diploma requirements

2. elementary math endorsement (math specialist)
3. Do we need to re-present ourselves to other organizations? We want people throughout the state to know what we represent, our mission statement. Are we meeting the needs of others?
4. position paper on funding. If you're going to do anything, make sure you have the funding.

Our membership is made up of:

four people from public universities _ Klay Kruczek, Karen Higgins
community colleges – Elizabeth Lundy

private, independent colleges and universities – Linda Samek, Mike
Boardman, Nicole Rigelman

state math department chair – Phyllis Leonard

high school teacher - Kathie Quick

middle school - Marla Baber

elementary teacher – Cassandra Barnes

superintendent

principal – Sheila Shaw

ESD – Lynn Bonser

business – Kathy Hall and Rick Sorensen

district math specialist – Laura Lethe

ODE – Jon Wiens and Jim Leigh

OCTM board – Ann McMahon

School Board member

media

TSPC

If you know of anyone who can fill these vacancies, please call Phyllis Leonard and let her know.