

Oregon Mathematics Education Council

October 21, 2006

George Fox University, Tigard

9:30 am – 12:30 pm

Present: Mike Boardman, Pacific University; Kathy Hall, Hewlett Packard; Marla Baber, Reynolds School District, Middle School Teacher; Nicole Rigelman, George Fox University; Klay Kruczek, Western Oregon University; Martha Van Cleave, Linfield University; Kathie Quick, Bend-LaPine School District, High School Teacher; Linda Samek, Corban College; Cathy Brown, Oregon Department of Education, Assessment; Brian Goldman, Multnomah Educational Service District; Phyllis Leonard, Chemeketa Community College; Karen Marrongelle, Portland State University

Conversations Emerging from Introductory Comments:

Linda Samek brought a message from Susan Boyanosky regarding the need for community colleges to look at the alignment of course competencies in the below 100 level courses with national/industry standards. Chemeketa CC has outcomes for each of their courses and will send them to Linda Samek to pass along on Susan Boyanosky. Adult Basic Skills people have inquired about national proficiencies/outcomes for such course. Kathy Hall suggested that the vocation programs have standards that could inform this work. Community Colleges view the below 100 courses as feeder courses to other courses and/or see the courses as HS equivalent courses (check with ORMATYC, Pamela Matthews/Cathy Curtis did some work with east county HS and Mt. Hood CC).

Most of the institutions around the state of Oregon do not currently require the MATH 211-213 sequence in terms of admissions requirements for graduate programs. We need to reopen the conversations about this requirement and pursue adoption of the Elementary Mathematics Competencies at TSPC. Mike Boardman will send the letter that Linda Samek wrote to PSU School of Education.

1) Reports

a. State Mathematics Contest

Klay Kruczek distributed minutes from the May 16, 2006 meeting. All host institutions are leaning toward both an individual exam as well as a group competition. An issue exists around the cut score for the AMC. For the last two years there has been a lot more discussion across the state about the contest, consistency has improved and the number of levels of exams has decreased. The steering committee is now able to advise the state math contest and be the “bad guy” rather than the host institution.

b. Oregon Department of Education

i. Assessment

1. Performance Standards Revision this Winter including Performance Standards Descriptors

In 1996, Oregon had a very involved process for setting the cut scores for the Oregon statewide assessment. A caravan went around the state with items communicating the level at which students should perform and asked for input regarding the level of the standard. Portland Public Schools also had 10 years of assessment data that could be used to determine of the standard made sense. What has happened is that at grade three 87% of the students meet or exceed standard and at grade ten 47% of students meet or exceed standard. Meeting the standard at grade 3 is not predictive and the correlation is weak. In 2002, the Oregon mathematics standards were rewritten and there were attempts to better align the standards with TIMSS and NAEP standards in addition to NCTM Standards. There was quite a bit of shifting of the standards to and from various grade levels in the process. There were not funds dedicated to reset the standard so the content of the assessments changed but the performance standards did not.

With No Child Left Behind (NCLB) there is a peer review process. Coming out of the review of our system (standards, assessments, parent communication) is that the parent reports are meaningless (e.g., what does a 215 mean?). Cathy distributed performance level descriptors and discussed the ways in which they were/will be reviewed by the state board.

The peer review also suggested that the standards needed to be reset based on the above mentioned history. In December, the process for resetting standards will begin. The review groups will use the performance level descriptors to bookmark assessment items that match the performance level descriptors.

ii. State Mathematics Standards

A report from Jon Wiens was distributed. The state mathematics standards are currently being rewritten with an eye on NCTM's *Focal Points and Connections – A Quest for Coherence* [<http://www.nctm.org/focalpoints/>].

Action Item: How do we get from the Performance Level Descriptors (based on the 2002 Adopted Grade Level Standards) to NCTM's *Focal Points*? How does this impact 2- and 4-year preservice teacher education? Inservice teacher education?

What is the role of instructional materials in supporting teachers with implementing NCTM's *Focal Points*? What is the role of higher education instructional resources?

What is the professional development needed for Teachers of Teachers of Mathematics?

iii. State Board of Education High School Diploma Discussions

A report from Jon Wiens was distributed. Current 9th graders are expected to complete 3 credits/years of high school mathematics. The state board has agreed that Algebra 1 would be a minimum requirement. They continue to discuss the recommendation that one of the other two years has to be at least at the Algebra 2 level.

c. Oregon Mathematics Leadership Institute

The focus of the work in OMLI was to “scale up” the work in the buildings with a focus on increasing the quality and quantity of student mathematical discourse and “scaling up” the work with colleagues. Kathie Quick and Marla Baber each gave reports about what is going on in their buildings.

Several dissemination events are coming up as well: Joint meetings at MAA, Algebra focus research PMA, January AMTE, MSP Evaluator Conferences, and NCTM.

2) OMEC Priorities for 2006-2007

OMEC will write a position paper that makes suggestions to the State Board regarding a plan for implementation of *NCTM Focal Points* (successful writing/adoption and implementation of these standards). This report should connect the standards for students to standards for teachers (recommending adoption of Elementary Competencies). The subcommittee would include Karen Marrongelle, Klay Kruczek, Cathy Brown, Kathie Quick, Kathy Hall, and Nicole Rigelman.

3) Membership and Leadership in OMEC

Phyllis Leonard is President Elect. Membership should include more business and industry. Kathy Hall suggested that ASA's role in HS math

would suggest that the group should be represented.

4) Scheduling of Future Meetings

Mike Boardman has been in conversation with Sarah Anderson (OSEC president) regarding a joint meeting with OSEC in February (2/3/07). Some meeting locations were suggested but none were confirmed (ODE, Corban College). Cathy Brown and Linda will do some checking. Note the change in meeting date. The spring meeting is currently set for Friday, 5/18/06.