

OMEC
October 30, 2009
Meeting Minutes

Introductions – Klay Kruczek, WOU; Scott Peterson, OSU; Kathy Hall, HP; Linda Samek, George Fox; Laura Lethe, Salem–Keizer; Jim Leigh, ODE; Mark Freed, ODE; Nicole Rigelman, PSU; Ann McMahon, OCTM.

Klay Kruczek talked about the composition of our OMEC group.

Teacher representatives:

Paul Hibbard – High School.

Marla Baber –Middle School

Cassandra Barnes – Elementary

Community Colleges – Kim Neuburger from PCC

Our next meeting will be **Saturday, February 6th**, so that the teachers can join us. We will meet at George Fox, Salem Campus, from 10am to noon. We still need to look for an ESD person and a second business representative. Meeting address: George Fox University, Capitol City Business Center 4600 25th Ave NE Salem 97301

Reports/Updates

- a. TOTOM – Scott Peterson – 35 people attended the conference, more research based than usual, next year at WOU, September 9–11, 2010
- b. OMLI – hypothesis: If we increase quality and quantity of student mathematical discourse, then we can increase the achievement. Continued work is happening mostly through Teachers Development Group (TDG). Some of the work is grant funded through NSF continuation grants, but the original NSF–MSP has ended. OMLI courses are being delivered in districts throughout the US through TDG.
- c. PrISM (Preparation for Instruction in Science and Mathematics)... a consortium of 7 universities. They are seeking new monies as the USDOE grant will be ending soon. They are looking to NSF funds for continued course development and private agencies for scholarship monies. The PrISM courses are delivered in alternative formats: online, hybrid, Friday/Saturday, or week–long intensive. It is hoped that this will reach all school districts around Oregon as opposed to the 10 districts from OMLI.

State Report

Jim Leigh handed out updated test specifications grades 3–8 and an update on State of the State. There is a lot going on with the transition to the new standards. People have been doing remote item writing. The

Math Content Panel reviewed 1500 items last week and there are that many more items in process. The items are written by teachers, reviewed by a peer, and edited. Next year (2010) we will be assessing the new standards that are deemed to be overlap content, which means that students will have been previously taught these concepts. This is K-12! There will be about 1,000 items per grade. There is talk about using the growth model -- trying to track student learning over time. A RIT is a RIT... if it's a 220 for a 6th grader and a 220 for a high school student, you have a high functioning 6th grader and a lower functioning high school student. The newest AIR project plans to develop "grid items," which may include the use of coordinates on a grid to be able to move objects. This may be a way to assess standards so that students can interact with the program and, to some degree, construct responses. It is not problem solving in nature, but this is a beginning to get a test format other than multiple choice. Winnie Miller's project: the standard, vocabulary related to that standard, and then giving boundaries for that standard and samples of what that looks like. ODE will be asking for input in January from OMEC, TOTOM, OCTM, TOSA group for all of these projects. This year's 8th grade class (2014) will be the first one required to take three credits in math, with those credits to be at the levels of Algebra 1, Geometry, and another class at least at that level, aligned to the standards. (Currently, high school students in the class of 2010 have 3 credits required, without the stipulation of content.) Mark explained that there are no pacing requirements, so you could take the high school standard and spread them out in three years. You can slow down the pace or teach the same standard more deeply. You can teach the same standards, but in a different context. When they take the test and pass it (the 10th/11th grade test) as 8th graders, they could get by with only one more math class if they have already passed Algebra 2 as an 8th grader. This is a district decision. There is too much math to teach without moving the content down to lower grades. The Work Samples that are project based should help with this...math can be a component of the science research.

The Common Core State Standards Initiative are headed our way (CCSSO). The first draft was given to states in July and now it is up for public comment, which ODE submitted. They have arranged it to 10 strands which really look more like our 1995 standards. They are taking four year college readiness standards. "What should all students be able to do, not just those going to a university?" Philosophically they are saying that this is what we want everyone to achieve (this is the target) as opposed to the floor, which says this would be the minimum standard. Upper end content seems to be where the gaps are. Discussion revolved around statistics classes and the fact that we don't have people qualified to teach the content.

Work sample question --- now that the Essential Skills are in place, will there be a way to know if districts are NOT doing the problem solving that is required by the state? If a school is not meeting AYP progress, then this will be a problem for them.

Process Standards are only in the back of the high school standards. The Connections for each core standard may be a small piece of this that can be the vehicle for getting the word out about the Process Standards. They don't have to be approved by the State Board. Mark Freed said he is working on a budget for the Connections.

Nicole's report

Nicole distributed the Elementary Math Specialist Standards developed by an Association of Mathematics Teacher Educators (AMTE). The standards are broken out into components of teacher content knowledge, pedagogical knowledge, and leadership. Math specialists might be math coaches, TOSAS, or a teacher in the building with all the students at specific grade level, those in need of enrichment or remediation, or with other staff members. Nicole would like to invite OMEC members to help her encourage TSPC to adopt the elementary math specialist (EMS) standards. This could be a specialty core that teachers could take when they are working on their Masters' Degree. PrISM courses could be a pathway into an EMS program. If we approach TSPC with the EMS Standards we may also be able to get them to look again at the Elementary Mathematics Competencies that were presented shortly after the adoption of the Basic and Advancement Mathematics Competencies. The specificity would benefit institutions in developing their programs for preservice and inservice teachers. Laura suggested that the pedagogical knowledge and leadership components of the EMS standards could be appropriate for K-12 teachers.

Essential Skills Diploma

reported by Linda and Kathy. The committee gave their advice and the State Board chose not to heed this advice. They did adopt the Reading Standard where students had to pass informative reading and interpretive reading literature standards. The difficulty is related to ELL students who come to the US in high school. It was recommended that OAKS not be used as a measure to "apply mathematics." Multiple choice is primarily a recalling procedure. The committee felt that work samples were a wiser choice, but the Board said that it was too time consuming to score. Basically the committee spent all of their time working on the minimum graduation requirement.

Parking lot questions:

Laura - Master's level middle school math programs?

Kathy - Formative assessment of district progress toward Focal Points