

# OMEC Notes

Friday, February 3, 2005

9:00 am – 1:45 pm (12:15 pm – 1:45 pm joint OSEC meeting)

Oregon Department of Education, Public Services Building

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**Present:** Marla Baber, Reynolds MS, Reynolds SD  
Mike Boardman, Pacific University  
Cathy Brown, Oregon Department of Education, Assessment  
David Coronado, MESA  
Virginia Gray, Southern Oregon University  
Kathy Hall, Hewlett Packard  
Karen Higgins, Oregon State University  
Klay Kruczek, Western Oregon University  
Phyllis Leonard, Chemeketa Community College  
Laura Lethe, Salem Keizer School District  
Elizabeth Lundy, Linn-Benton Community College  
Karen Marrongelle, Portland State University  
Winnie Miller, OCTM  
Kathie Quick, Summit High School, Bend LaPine SD  
Rick Sorensen, Vernier Software  
Nicole Rigelman, George Fox University  
Jonathan Wiens, Oregon Department of Education, Curriculum

**Guests:** Susan Boyanovsky, Community College and Workforce Development  
Cathy Boyce, Portland Public Schools Secondary Math TOSA  
Andy Clark, Portland Public Schools Math Coordinator  
Diana Fisher, Wilson High School  
Margaret Calvert, Portland Public Schools

## **Increasing H.S. graduation requirements: content or seat time?** (Diana Fisher)

- Requesting feedback from OMEC regarding how PPS should proceed with responding to the new HS graduation requirements of 3 years of mathematics
- *Questions include: What is the core content needed for a 3rd year of high school mathematics (assuming the first two years are algebra 1 and geometry)? Should one course be offered for all students or should two courses be offered? If one course - what should the bare-bones curriculum cover? If two courses, assuming the current algebra 2 course is one of these, what topics should the second course contain so these students would be directed toward a chance to go to college or whatever further education they desire?*
- Currently approximately 70% of HS students enroll in Algebra 3-4...  
approximately 54% are successfully complete or pass Algebra 3-4
- Goal for students is that they enter the university system without the need for remediation. What is the essential content that students who are college-bound? – they desire that students are ready to enter credit-bearing courses

- Mike Boardman suggested that we pull together a larger group of content experts, representing ALL the public and private colleges, community colleges and universities to clearly articulate program entrance requirements set for no mathematics remediation. All of the high school teachers in the room supported the need to standardize these requirements between the various colleges as much as possible. Susan Boyanovsky suggested that the group should begin developing learner outcomes.
- Kathy Hall suggested that these outcomes should be illustrated with examples that would help high school teachers translate the rigor of the expectations into knowledge of what material they must teach and the students master. Sometimes this translation is difficult for the teachers.
- Linda Samek points out that the outcomes may not be different for the various groups of students but instead the instructional approach would vary (She gave the example of Geometry, where *Discovering Geometry*, by Michael Serra helps make the content more accessible to a ALL students.)
- Elizabeth reminds us that “process” is likely more important than pedagogy. Students need rigorous thinking skills – skills often developed in math classes.
- PPS needs to make a decision about expectations by this summer so they can give accurate information to this year’s freshmen
- Susan suggested that a good resource is *The Empirical Curriculum 1972-2000*

### **Impact of statewide initiative on post-secondary math courses and AAOT updates**

(Susan Boyanovsky)

- Expanded Options – early entry and articulation into post-secondary education and provisions and priorities for at-risk students  
<http://www.leg.state.or.us/05reg/measpdf/sb0300.dir/sb0300.en.pdf>
- Revised AAOT – looking for agreement about what counts in broad categories so that students taking 100-200 level courses could transfer those courses as a result of the articulation agreements between Oregon schools.
- Pulling together group to discuss what the courses mean across the community college and higher education systems in an effort to create the articulation agreements (not just a list of courses, rather common outcomes and assessments), and the list of which classes at one institute specifically fulfill the math, statistics and quantitative skills requirements at another public college. Also seeking uniformity with AP scores as there is currently no commonly accepted minimum score that counts for credit.

### **Tests used for teacher license math endorsements**

- Keith Menk was not present. Linda Samek shared that all the competencies for basic and advanced mathematics have been adopted... several years ago a review of the tests eliminated *Proofs and Models II*.

### **OMEC/OCTM grant proposals & related OPAS topics (Linda Samek, Winnie Miller)**

- Linda and Winnie have submitted a grant proposal to the pre-engineering and applied science project in response to the discussion at the October OMEC meeting – Project title: *Growing Engineers: Kindergarten and Beyond*

- Goal of the project – All PK-12 teachers in Oregon schools will be aware of and have access to resources available for integrating pre-engineering concepts into math and science coursework and will have the opportunity to participate in training for implementing the available resources either in face-to-face or online formats
- Announcements will be made in March. There is \$700,000 available and this proposal was just under \$90,000.
- OPEN and Annenberg could host the online training module and library (annotated list of resources – guidance for classroom use). Kathy also mentioned the CRAN network as a potential host.
- OCTM – Fullerton IV from Roseburg SD won an Intel award, [http://www.edutopia.org/php/article.php?id+Art\\_1405&key+238](http://www.edutopia.org/php/article.php?id+Art_1405&key+238). OCTM Board has been reading *Good to Great* as a way to set goals and is developing an action plan for disseminating this information more broadly. Eastern Oregon is going to host a math conference during state-inservice next year (October 2007). This will happen in addition to the conference in Southern Oregon. Committee will meet to clarify and define the relationship between OML and OCTM. Cathy Brown shared that OML, TOTOM, and OMEC grew out of a systems grant in 1977.

#### **ODE Standards, curriculum and assessment issues (Jon Wiens, Cathy Brown)**

- Jon distributed a draft of the problem solving standards. NCTM process standards (problem solving, reasoning and proof, communication, connections, and representations) are included in this set of standards. A subgroup from OMEC will meet on February 11 to review and provide feedback on the draft. These comments will be distributed to OMEC with comments forwarded to Jon by February 17, 2006.
- Cathy brought up that if the CIM/CAM change significantly then what role does the work sample play in the assessment process? To what extent can CIM/CAM change with NCLB requirements? Should there be more accountability for local-level assessments? How will we assess problem solving? Kathy Hall asked about the possibility of assessing problem solving within another content area like science.
- Cathy distributed an excerpt from Bush's state of the union address that state "Bush is asking for \$380 million to train 70,000 new teachers for advanced placement courses in math and science, to encourage 30,000 math and science professionals to take up teaching, and to promote new methods of math instruction and intervention for students having difficulty with math." Attention needs to be paid to the structure of university courses and the professional development concentrating on the specialized math knowledge for teachers. Mike Boardman suggested that we write a letter to our senators in response to the potential and the concerns in this proposal.
- **Actions:**
  - *Feedback on Problem Solving Standards back to ODE by February 23. (Subcommittee)*
  - *Letter in response to comments re: education in the State of the Union address – Kathy to draft, distribute, include comments and send.*

### **Math Contests (Klay Kruczek)**

- Second meeting held in December. Agreements made regarding who could take the state math contest (OIMT). Any student taking a math class at the high school could take the test as middle school students have their own contests. Teachers should place the students, not the students placing themselves.
- Students can qualify with an AMC score or through the community college competition.
- To assure fairness of the exam, universities should show the proposed exams to the community colleges and other host institutions.

### **Reports:**

- **OMLI** – second round of site visits are underway. The Co-PIs just returned from a conference for all the MSPs across the United States. Student mathematical discourse is a focus of the grant, both in the professional development and with evaluation. Marla reported increased communication and articulation between the middle and high school. There are some concerns emerging from Non-OMLI teachers regarding their comfort with observation. It's been important to make clear that these observations are separate from observations for evaluative purposes. Julie Fredericks and Martha Van Cleave will be studying impact on faculty and college coursework.
- **ASA** – looking for judges for the Intel Science Fair in Portland on March 17, 2006. It is a middle and high school conference where every project is judged for problem solving and application of mathematics and statistics as appropriate.

### **Next Meeting:**

- Friday, May 19, 2006 from 9:00-12:00 at Linn-Benton Community College

### **Discussion with OSEC**

- Sarah Anderson gave an update regarding what OSEC has been doing over the last year. What can be done to get the information of OSEC out? What role can OSEC play in informing OSTA and Oregon Science Leaders? Discuss outcomes from OPAS summit. Curriculum standards for K-12 standards in science were reviewed and the idea of adding additional pre-engineering standards did not make sense when teachers are already struggling to “cover” content. They instead discussed a move toward emphasizing process and skills rather than requiring additional content, a focus on developing “inquiring” minds. Literacy through science process and skills rather than content alone.
- Information regarding NWSE – Intel Northwest Science Expo was distributed. There is a need for judges, particularly at the Mt. Hood Science Expo as this is a new fair this year. For information about how you can volunteer and support this conference go to the website: [www.nwse.org](http://www.nwse.org)
- NASSMC – National Alliance of State Science and Mathematics Coalition – possible affiliate for OSEC and OMEC [www.nassmc.org](http://www.nassmc.org)
- Elaine Jane Cole shared about the upcoming Write On retreat for faculty scheduled for June 18-22, 2006.

- CIM and CAM requirements – 1 page document distributed – comments from Susan Castillo’s presentation at Portland City Club on December 9, 2005
- Joint letter will be written from OSEC and OMEC to legislators in response to Bush’s State of the Union Address – move to circumvent traditional schools and education in the process of bringing in adjunct high school teachers and alternative certification programs
- See Education Week... Oregon Quality 10 report – successes of NCLB act (available for about 10 more days)