Pullman School District
Instructional Materials Adoption Committee (IMAC) Process, 9-12 Math
Minutes – March 15, 2023

9-12 Math IMAC Members:
Joni Stevens – TOSA - facilitator
Sherree Komp – PHS Math Teacher
Scott Thompson – PHS Special Education Teacher
Juston Pollestad – PHS Principal
Johanna Erickson – LMS Math Teacher
Samantha Schertenleib – PHS Assistant Principal
Kyle Cance – PHS Math Teacher
Jake Unzicker – PHS Math Teacher
Roberta Kramer - Assistant Superintendent
Tauna Johnson – District Office Instructional Programs Assistant

Joni Stevens facilitator

Committee Members present: Joni Stevens, Sherree Komp, Kyle Cance, Jake Unzicker, Tauna Johnson

Illustrative Math Field Testing Discussion/Update:
How can we help students who need math support?
<u>Brainstormed Ideas:</u>

- Co-teach?
- Block days - A Special Education Teacher's students could go to a regular classroom math class.
- Middle school does co-teaching for both ELA & math, which is hard if students are all in the same class. It is difficult to reach all students including the IEP students.
- Stats Class(es) - Honors Stats OR regular Stats?
- ** LMS teachers recommend math placement for students.
- Be in Geometry, NOT Honors Geometry
- Maybe have more than 1 math track for students?
- What curriculum best supports learning?

- Pre-algebra (Intro. to Algebra) - *Math Essentials* Curriculum (Word documents) worked because it was aimed at students who were 1-2 grade levels below. Then a Highly Qualified Teacher was required and low students went to those teachers who were Highly Qualified.
- *Math Essentials* was used as a "credit retrieval" instead of truly teaching. This did not work. Below grade level students should not be put in regular level classes. They did not learn and became frustrated. It was meant to support, not be a stand-alone class.

Goal:
We want a standards-based curriculum that uses our pedagogy.
Develop a system to help us transfer information from LMS to PHS. We need to be transparent with families and communicate the math pathway.

Field Testing:
One teacher will complete the Google Survey tomorrow (3/16/23).
Another teacher will have 3 lessons in Algebra I and will fill out the form as well. Will have the Google Survey completed by March 24.
<u>Completed Google Surveys:</u>
Geometry - 2
Algebra II - 2
Two teachers will do Algebra I this week.

<u>Current Schedule:</u>
April 17 - CAC
April 26 - School Board presentation
May - place orders to hopefully receive supplies before school ends

- Teachers do not want to field test *Open Up.* They can always use it as a resource if it is needed because it is a free resource.

<u>*Illustrative Math* Discussion:</u>
- Concern (but not a deal breaker) - missing resources for assessment like "check your readiness"
- Units are so large, it is unreal to do an entire unit.
- Unit Assessment - includes many questions and is very lengthy
- 1 mid-unit assessment
- Teacher Common Formative Assessments (CFAs) can be used for assessment
- Can use some of *Illustrative Math* questions in the CFAs

*This can make teachers very intentional with assessment.

- Teachers can create their own test using a “problem bank”
- Search the CCSS to find assessment problems for the standard that was taught.
- Could supplement math fluency practice
- Resources - 1%ish - no list of equations to use, but can be easy to supplement
- How do absent students make up missed class time/work? This is where supplementing worksheets, forms, etc. can help.
- *Illustrative Math* - Teachers can use their art of teaching with the structure of *Illustrative Math* to help students.
- Concern - “Buy in” from the other math teachers?
- Thought will need to be put into how many classes for each course are needed?
- McGraw Hill *Illustrative Math* Teacher Guide is good.
- Teachers can look at *Illustrative Math* Facebook Groups to see if other teachers have prepared and shared supplemental materials.

Ordering:
3rd year - We need to think about the tracks and estimate how many students will be in each class. EX: Stats? Honors Geometry? Honors Stats (data science)

What is a good option for a 3rd year math course?
- Mathematical Modeling
- Data Science
- It is hard to predict right now

We need to focus on what the needs of students are.

Action Items:
- Data from the Google Survey will be organized to share with the team at the next meeting.
- look for supplemental resources for all programs

KutaSoftware - Test and Worksheet Generator for math teachers
3-year site licenses: (unlimited licenses)
- $400-1 program (geometry, algebra I, etc.)
- $690 - 2 programs
- $900-3 programs

Team Members:
- think about volunteering to help present to the School Board.
  One member volunteered to attend the School Board meeting. Others said they might attend as well.
- After spring break - have further discussions about timeline and supplemental resources.
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Next Meeting:

March 29 @ 3:15

- Make decisions if we are ready to go to CAC. Since *Open Up* is a free curriculum, teachers can use it for supplemental resources and for support. Team members agreed to not field test Open Up.