

Mathematics Curriculum Development Project Meeting

May 19, 2006

Minutes

Pee Dee Education Center 8:30 – 4:00 pm

Present:

Kindergarten - Linda Rankin,
Genetta McManus, Lisa Gleason

1st grade - Julia Richburg,
Cindy Huggins, Susie Hill

2nd grade – Melody Haigler,
Mary Frances McMillan, Linda
Steagall

3rd grade – Barbara Baker,
Rosemary Young, Cindy Dawsey

4th grade – Ginger Baggette,
Bridget Porter, Patricia Grant

5th grade – Jessica Merritt,
Shelly Flud, Karen Reynolds

6th grade – Gloria Frierson,
Wendy Pace, Dixie Drew

8th grade – Chrystal Kelly,
Sylvia Rowell

Staff:

Markey Bee
Brenda Hill
Tammy Pawloski
Gretchen Huggins, student assistant

Guests:

Dr. Andrea Keim
Dr. Pat Mohr

I. Introduction

Dr. Tammy Pawloski welcomed everyone to the meeting and explained that there were some forms to be filled out before breaking into the mathematics and social studies work groups. Payment forms were explained and those in attendance were asked to complete the forms and turn them in as soon as they were finished.

Professor Nancy Townsend of the FMU School of Education explained that Curriculum Development Project members were eligible to receive renewal credit for recertification

by enrolling in EDPD 525 for a cost of \$55.00. She was available to answer questions and ensure that the forms were filled out correctly. Thirty-five of those attending the meeting registered for the course.

II. Mathematics Curriculum Development Project Session

The group then broke into Mathematics and Social Studies groups to continue work on units and to discuss the work that had been done to date.

Dr. Pawloski spoke to the Mathematics Curriculum Development Project members about the Project revisions that had been put into place, effective April 1, 2006. She explained the four phases of the project and what would be required of those members wishing to continue working with the Mathematics Curriculum Project. Dates for the next Mathematics Work Session was set for June 9, rather than June 6 & 7. Work on revisions using the revised taxonomy will be done on that day. Three additional one-day sessions will be available for Partner district teachers and will provide direct training in the theory and application to curriculum design of the Revised Bloom's Taxonomy of educational objectives. The dates are June 16, 19 & 20, 2006. Each full-day session will be limited to a maximum of 30 participants.

III. Mohr & Keim Educational Services

Tammy then introduced Drs. Andrea Keim and Pat Mohr of Mohr & Keim Educational Services of Columbia, SC. Andrea & Pat began with a PowerPoint presentation outlining their position and expectations for the Mathematics Curriculum Development Project.

IV. Responsibilities and Timelines

Andrea and Pat explained their responsibilities included coordinating the development and review of the math units. Their timelines will run from May 19, 2006 – May 2007.

They also gave a brief overview of the revised taxonomy (tables) and introduced the TAP (Taxonomy Alignment Profile). They explained what makes a strong versus weak alignment. They also discussed horizontal and vertical alignment and the assessment in units.

V. FMU Faculty Unit Reviewer

Dr. Rich West, FMU faculty, was introduced to the group. Dr. West and Dr. Bill Fox have been acting as reviewers of the units as they were submitted. Dr. West then gave an overview of their general findings in the units. Several points were noted:

- File names – They need to know the grade and unit number. Also, please indicate if you have changed a unit number. It is helpful to them to have some expectation of what is in the file. All the files should be Word or .pdf files (Adobe Acrobat files). Dr. West explained that Dr. Fox looks at the units for content and

- standards. Dr. West enters the units electronically and does the final “markup”. If you use ‘print layout’, the comments will appear on the right side of the screen.
- Do the first page LAST. The first page should include the grade level, unit, title, standards. The second page should start Day 1 or Day 1 & 2 and should include standards, materials, and vocabulary.
 - Use a page break after each lesson if the lesson can’t be completed on one page.
 - If you aren’t doing the whole standard, have an objective listed, and put in parenthesis (allude to State Standard #)
 - In general, single-space everything. Also, we are dealing with “students” not child or children. Talk in English – the student, the teacher. Stick to the same voice and clarify when student is speaking and when the teacher is speaking. Write out “Note to Teacher” if necessary.
 - Some assessments are missing. They can be listed separately at the end of the unit.
 - Please...no pictures. They take up too much space on the flash drives. Clip art and maps are fine. Attachments can be .pdf files.
 - When using a website for reference, it is best to download the website to the Center of Excellence (copy and paste to a document at COE).
 - In writing comments, Dr. West will put some comments in brackets in red. This means that he doesn’t know what you mean.

VI. Conclusion and Wrap-Up

Pat and Andrea continued with the PowerPoint presentation after a lunch break. There was some discussion regarding units being written for children of poverty with the following questions in mind:

- What did you do to tailor the units for teaching these children?
- How did you accommodate their lack of background knowledge?
- Do your students know how to study math?
- How did you develop their vocabulary?

The next meeting is scheduled for June 9th. Teachers can bring laptops, if needed, and any other resource materials that might be needed. We will have use of the PDEC Computer Lab. At this meeting, teachers will refine/revise your units. Field-testing will also be discussed in more detail.