

Parent Engagement Math Meeting F. A. Qs.

Questions	Answers
Big Ideas – Grades 6, 7, and 8	
Why are we finding out in February that there is so much available on the Big Idea website?	The first Parent Engagement Math, held on January 20 th was an overview of the Common Core State Standards (CCSS) and the shifts in mathematical thinking. The second Parent Engagement Math meeting, specific to grades 6, 7, and 8, was held on February 2 nd which addressed the Big Idea components. Also, information will be updated at school site meetings.
Is there a way to prepare for test that determines level?	How students can prepare for the tests that will be administered at the end of the year to both fifth and sixth grade students will be to master the CCSS at their grade levels. The two tests administered are: SBAC and NWEA (Measures of Academic Progress, Interim Assessments for Grades K -12.
<ol style="list-style-type: none"> 1) Do you really believe that leveling should only be based on test taking? 2) Also how do we know if the test is testing their knowledge? 3) 3) Whether they can take a test? 4) Whether they understand how to use a computer? 5) Are you going to start providing time for kids to learn how to take math tests on computers? 	<ol style="list-style-type: none"> 1) Both tests are performance based and measure academic progress and mastery of math skills and are normed tests. 2) Both tests are designed to ‘find out’ what students know. It is not a multiple choice test which at times students guess the answer. 3) Students have been administered tests since Kindergarten. 4) The State of California require students to use a computer to take the SBAC. Each school site, Deer Creek and Seven Hills teach students how to use a computer for test taking. 5) Students take both the English Language Arts and Math SBAC on the computer.
How is it going to work to stop leveling for those in 4 th grade that are currently leveled?	The fourth grade students will complete the fifth grade curriculum as fifth graders. Teachers will be able to expand through differentiation in class – build math depth of knowledge.
Why aren't the teachers here?	Teacher attendance was voluntary.
My kid is in 7 th grade Algebra now. What level will he be doing in 8 th grade?	Current seventh grade students in Algebra will move into Geometry as eighth graders.
When will you be teaching students how to write in math?	Writing across curriculums is a integral part of CCSS. Students will spend more time writing in all core subjects: Math; Science; English Language Arts; History/Social Science. Writing will be targeted throughout all core subjects.
How and where do we get involved in the decision making for the implementation of leveling?	Please provide input to your child's teacher and/or the principal.
Do you feel that your 7 th and 8 th grade math teachers are qualified for teaching this?	The seventh and eighth grade math teachers are highly qualified.
Why are we hearing all of this in February?! Math at home handbook given in February?! If the teacher is not able to bridge this transition, how long do we wait?	The pilot began on January 5 th . The first Parent Engagement Math meeting was held on January 20 th . The specific to program was provided to parents at the second Parent Engagement Math meeting held on February 2 nd or February 3 rd .
<ol style="list-style-type: none"> 1) Wish lists for supports? 2) Publisher's videos available? 3) Practice SBAC tests available 	<ol style="list-style-type: none"> 1) This question is not clear – we don't know how to respond. 2) Publisher videos are available online. 3) Practice tests for SBAC on website.
Are the answers to our questions going to be posted online? If so, when?	Yes. By the end of February.

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If the high school wants mastery of 6 th , 7 th and 8 th , then the 7 th and 8 th graders now are at a significant disadvantage.	The CCSS are new Kindergarten through grade 12. The high school understands this.
I would like to see concrete ideas for helping my student. NOT the publishers “top 10 reasons” marketing page. That is not helpful. We don’t need a sales presentation.	At both the February Parent Engagement meetings a booklet was handed out to parents. This booklet is on the district’s website as well. Other ideas for helping your child are on the district’s website. Your child’s teacher can also provide you with ideas about how to help your child.
Go Math – Grade TK - 5	
Were Big Ideas textbooks deemed to be the best choice to frame the CCSS for 7 th grade	Yes, the math committee viewed and evaluated approximately 10 program options and unanimously chooses GO Math and Big Ideas. Parent input from the public viewing as well as input from other districts was taken into consideration. GO Math is the nation’s number one choice for elementary school students.
Are the teachers happy with text selection?	Overall, the teachers are satisfied having a textbook that supports CCSS. Piloting teachers have ongoing conversations about the merits of this program.
Will there be summer school integrated plan for 7th and 8th grades?	Yes, for the incoming 7 th and 8 th graders. Detailed information will be coming out in the beginning of April.
Are tests (unit tests) weighted or graded on bell curve	According to Board Policy 5121, A teacher shall base grades on impartial, consistent observation of the quality of the student’s work and his/her mastery of course content and CCSS standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as classroom participation, homework, tests, and portfolios. The teacher of each course shall determine the student’s grade. . The Board or Superintendent except shall not change the grade assigned by the teacher as provided by law. Grading protocols will be discussed and shared on the February teacher math pilot collaboration day.
Are the CCSS math trainings offered, required for teachers to attend? Is there a minimum requirement?	Yes, the CCSS math trainings have been required and all teachers have attended. Piloting teachers have received additional trainings that have been required and attended by all.
What are we doing to help the older kids to transition from the old style to the new style?	Based on information learned in the first month of full implementation, we are teaching academic vocabulary, offering a summer program, allowing time for collaboration, providing after school tutoring and math support classes, hiring a math coach to work with the teachers, evaluating the needs for additional teacher training, and continuing to have fidelity to the program while using best teaching practices.
How are the teachers going to help the kids in upper grades kind of bridge the gap between what they’ve learned and how to do it differently now? How will you fill the holes?	See above. Teachers will use pre-assessment data, beginning of lesson pre-request skills, and “Fair Game Review” (what you learned in previous grades and lessons) to continue to revisit concepts. Teachers will continue to supplement Core program based on student need.
I, as a 7 th grade parent it would be helpful to see how my child’s benchmark measures up to other students, class and schools.	While teachers cannot share information about other individual students, they can provide you performance feedback relative to the rest of the class.
How and when will report cards be changing to reflect new standards?	A committee made up of teachers, administrators, and parents will research a variety of options and evaluate these in order to create a standards based report card TK-8 during the 2015-16 school year.
If there is to be more than one way to get an answer, how come my child was marked wrong because she didn’t do the problem how the teacher thought she should have	The best course of action would be to ask the classroom teacher.

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General Questions	
Because you have two different curriculums (Tk-5) (6-8), will there be a disconnect or lapse in teaching some concepts? What will the transition look like between the two programs?	There are not two different curriculums; there are two different textbooks from the same publisher being used. The textbooks are the tools that support the math domains and Common Core State Standards (CCSS) therefore there will not a disconnect or lapse in teaching concepts. The transition should be seamless.
What about the kids who are in the “gap” and haven’t been taught all of the prior information that these new books build?	The new textbooks provide stronger support of the CCSS and mathematic domains. See above question
How will the teachers have the time to grade the papers/tests and give feedback that has just been described in this meeting?	This question refers to the Performance Tasks. As in any long-term classroom project, small portions can be graded along the way and the work is spread out over multiple days/weeks.
Will training information-sharing, etc. continue after the pilot phase?	Yes, professional development is ongoing for all subject areas.
Are Big Ideas and Go Math! the same program? As in- is it a K-8 program broken into sections or 2 totally different programs?	Both Big Ideas and Go Math! Support the CCSS and the math domains. The textbook is a tool to support CCSS continuum and both are provided through the same publisher.
How can parents be involved to help their child in math when it’s a different perspective of “hows” and “whys” to solve math situations?	See website or textbook for how it was taught in class, see Math at Home Handbook, look at NCSD website for tools, ask your child questions, and approach it as a student, “How did you do it in class?”
Given new math rubrics, will math grades be broken up or will it still be a single grade?	At this time, there is still a single grade.
How long is the trial period? Is there time to try another curriculum if these don’t take?	The pilot program (trial period) for the textbooks is through the May 2015. It will be a decision by the teachers who are piloting the textbooks and the math committee to make a recommendation to the Leadership Team who will take the recommendation to the governing board.
What kind of support do the teachers have in order to: 1) teach all the concepts 2) break down problems in student’s learning 3) communicate all this to students 4) families 5) reteach each student or groups of students	Teachers who teach mathematics have and will continue to receive staff development to learn about the CCSS and additional staff development about the textbooks. Prior to the CCSS, the California State Standards existed. Whether teachers are teaching CCSS or the former California State Standards, teachers have and shall: address all of the concepts; break down problems for student learning; communicate to all students and families; and have the responsibility to reteach concepts to students.
Will splitting up classes into math leveled classes still continue?	There will be multiple pathways though the math CCSS at Seven Hills beginning in sixth grade.
Is the new math going to affect leveling? If so, is leveling stopping with 3 rd graders going forward or will it change for upper grades too?	There will be multiple pathways though the math CCSS at Seven Hills beginning in sixth grade.