



OLYMPIA SCHOOL BOARD


MATH TASK FORCE
UPDATE


February 27, 2006




ELEMENTARY SURVEY RESULTS

- We asked a question regarding elementary staff members desire to continue using Trailblazers or changing to another core material.

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- There were 66 respondents
 - 57 of the respondents are K-5 classroom teachers
 - 77.4% expressed a desire to continue with Trailblazers and develop supplementals
 - 22.5% desire to change to a different core material

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- 32.3% felt very strongly about continuing with Trailblazers
 - 45% felt somewhat strongly about continuing with Trailblazers
 - 12.9% felt very strongly about changing



IN REVIEWING MATH MATERIALS FOR ADOPTION THE FOLLOWING IDEAS SHOULD BE CONSIDERED.

THE JANUARY 2006 PHI DELTA KAPPAN ISSUE HAS SEVERAL ARTICLES RELATED TO MATH AND MATH REVIEW PROCESSES. THE FOLLOWING ARE QUOTES FROM THIS ISSUE.

Phi Delta Kappan -- January 2006

- “It seems that children exposed to this form of teaching are expected to use a concept before they have experienced it. Isn’t this style of rote teaching an example of what Michael Battista says is common, is “ineffective,” and “seriously stunts the growth of students’ mathematical reasoning and problem-solving skills”?”



Phi Delta Kappan -- January 2006

- “Lessons in the United States seem to place greater emphasis on definitions of terms and less emphasis on underlying rationale.”



Phi Delta Kappan -- January 2006

- “But, in a curriculum designed to foster understanding, our students really do need to know what these things mean, where they come from, and how they fit into the grand scheme of things we call mathematics.”



Phi Delta Kappan -- January 2006

- “In teaching for understanding, students experience the concept before they move to the symbolism.”



Phi Delta Kappan -- January 2006

- “Effective teaching is about offering the developing brain high-quality information based on real experiences, for then it responds well.”



Phi Delta Kappan -- January 2006

- “In a truly understanding mathematics methods book, the line should read: “It is essential that students connect their number ideas to the real world.”

Phi Delta Kappan -- January 2006

Questions to consider when reviewing texts

- Is the material in the textbook focused on student understanding? Are students encouraged to learn and use different representations of mathematical ideas in order to understand mathematics and communicate understanding?