

# PAC- Parent Advisory Committee

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15 December 2016 / 6:30-8:00PM /  
2020 Bonar St, Room # 126

## Welcome & Meeting Purpose- Tasha

- Meeting began at 6:30 PM

## Public Comments

- **Natasha BSEP**
  - Prop 51 passed with 89%
  - How funds in BSEP measure funds work
    - Classroom teachers, music program, etc.
- Invitation to workshop in 1/12/2017

## Approval of minutes

- Nov. minutes will be approved on 1/19

## Math presentation K-8

Ana Delgado-

- 1. RTI- instructional recommendations and resources
  - Created a document that outlines the major math concepts in order to insure that all students are at grade level
  - Math concept math by domain
  - Base 10
- 2. Teacher coaching and Math PLC's
  - Teacher coaching - Supporting teachers directly
    - 4-6 week coaching cycles
      - Fall worked with teachers that reached out in a weekly or biweekly meetings/coaching as and pre-observations, planning, remodeling
    - Ongoing support
      - Check ins

- Created a drive with resources for all teachers
- Math PLC's
  - MLT's plan math instructional units using ASOU
  - Identify Exit Tickets- Formative assessment
  - Differentiation recommendation for proficient and for students that need additional support
  - Create plan based on school site
- Sample unit plan
  - What are the standards?
    - (Image on presentation)
- 3. New teacher support
  - In mid January new teacher will be given the opportunity to observe and learn from master teachers
  - Grade specific
  - Lesson debrief
  - Planning towards next unit to ensure that all students are learning
  - Identify goals
  - Exit tickets

**Q:** What happens when students do not get and exit ticket?

**A:** Depending on what the scores are student may be placed in small groups to teach. Provide resources and alternatives to the teaches in order to help the student progress. Example; small classes, 1:1, provide the teacher with strategies and resources to help student

**Q:** What if the teacher does not get it?

**A:** Part of the coaching helps build a plan

**Q:** Do you collaborate with tutors and additional support so that students that are falling in the cracks get extra help?

**A:** Have not spoken with the tutors but is based in need, communication between teacher and tutor in order to ask for additional support to student.

**A:** Math coach believes there is a disconnect, IAs need more training in order to support

**Q:** What are the direct services and support to children since the program is focused on teaching the adults?

**A:** Rti, she's helping 11 sites at the same time so it's difficult to help everyone at once

**Q:** How do you determine who gets the training?

**A:** Informed teachers before school ended. This year at the beginning of the year had five people that contacted her. Planning to do a survey in order to engage new math teachers.

**Maggie-** There are different ways that schools and teacher get additional support. For example, each school has a leader math teacher that can provide additional support. Also, the principal knows who need extra help and can provide more resources for that teacher.

**Q:** What kind of data do you collect from prior years and what is being done know, what is more effective, cumulative effect of pull out?

**A:** Teacher coaching spreadsheet for every teacher that is being coached and well as a pre-survey before coaching to determine what areas where they need help and post-survey to determine if coaching was useful. Progress monitor intervention grade level domains by focusing on algebraic thinking and operation, numbers and base 10, fractions, fluency

**Q:** Improvement of fluency of curriculum overall?

**A:** In the past three years an increment of units completed has increased for example in Year one 3 Units completed, year two 5 units completed, year three 6-7 units/entire curriculum completed. Teachers felt more confident and capable of teaching

RTI Support:

- RTI coaches will work on Half day PD in Feb/March
  - Look at domain: numbers and Base 10
    - Look at progression of mathematics
      - What do children need to know in kinder, 1st, 2nd, 3rd and 4th grade.
    - Think of the groups that are currently there in terms of intervention and design a specific plan to that domain and the children they are serving
    - Checking for understanding on a daily weekly or monthly bases

### **Ryan Keely Math Coach/ TSA**

- Learning and teaching are two different things:
  - We need to teach and make sure that the students is learning the material on a day to day basis
  - Exit-Ticket used in order to know if students are learning
    - Exits tickets help identify if the students learned the lesson that same day rather finding out at the end that the student did not learn.
  - A research concluded that students in 3rd grade that were placed with high performing math teachers for 3 consecutive years scored higher at a 96% tile. Students who were placed with non-high performing teaching tested at a 44% tile.

1. Teacher coaching (new teachers)

- opt-In
  - Growth mindset
    - How hard you are willing to work, what questions are you asking.
  - High expectations
  - Engaging lessons
    - Check for student comprehension between lessons
  - \*High help- using formative assessment
  - \*Peer to peer discourse and tutoring

## 2 .Professional development

- Instruction and achievement (sample on Powerpoint)
  - Analysis tool ( Powerpoint)
  - Achievement gap falls in where student have multiple risk factors (3+)
    - Usually LCAP, ELAC, homeless, unduplicated students
  - Teaches with a higher population of student with multiple risk factors should focus more in this group.

## 3 .Assessment analysis

- Lesson~~~Exit-ticket~~~Intervention ( whole class )
- Study off impact of teacher effectiveness on student achievement
  - Students with high performance teachers for three years scores 96% while students with low performing teachers scored 44%
    - Teachers can get a better picture of where students are struggling.
      - Example fractions, base 10.
      - Make mistakes a learning opportunity

**Q:** Ardelle Thomas- There's a huge chasm in cultural competence when it comes to special needs because of the lack of high functional teachers because don't call on all the students based on race, gender, but there can be a group of newcomers that are using different techniques in order to engage and involve all the students, therefore students are given the opportunity to learn and be at grade level.

**A:** Ana -growth mindset is also for adult because all students can grow at grade level because all children have the capacity to learn but we all have to provide children and adults to have high expectations from all students regardless of race.

Michael- students are being segregated by color as much as by special needs

**Q:** Ardelle segregation of student by colors like special needs. Hopes that we can get past a point where million professional ... can get past racism, if you really want to close the achievement gap hire the right teachers.

**A:** The best teachers are the ones that connect with the student

## Maggie

- Professional Learning Communities
  - PLC Big Ideas
    - ... Ensure that all students are learning at high levels
  - PLC work to date
    - 2015-2017
      - 5 full days led by Solution Tree consultant Kim Bailey
      - Currently: Every site implementing PLC structure...
      - Results: increase focus and analysis of student work and assessment results
      - Results: continue to support sites to use PLC structure, extend PLC's to district learning team work, train new staff

**Q:** What do you do with the teacher is deemed low performing?

**A:** We need to see what professional development we can provide to teachers. There are steps to complete an evaluation process to determine what teachers are struggling

**Pat:** Voluntary coaching that many teachers do not take advantage of. Helps the teachers obtain extra support before it's determined by an evaluation. It can be referred by principal or self-referred. Each teacher teaches differently, for example before teachers were used to following direction from the textbook, but we need to make the curriculum engaging but not all teachers have that capability, so it's important for people to obtain additional support.

**Ryan:** Compare work with teachers and compare where they are strong and share with one another things that are working for them.

Ana: As a Teacher what are we going to do different along with our peers to share ideas and techniques that are working; instructional, what do students need

**Q:** What is common core?

**A:** Learn that there are multiple ways to do one problem so they use different or multiple strategies.

**A:** Include the traditional method of solving a problem as a strategies

**Suggestion:** Please bring Ms. Pam to a future meeting

## Petitions for the School board:

- Tasha and Nichelle will attend Board meeting in Jan. 17

**Suggestion:** Math is a language that we teach our children before they even make it to the district you teach them that language, but then they are put in a system where they are told they are not allowed to use that language. It seems very familiar to the situation of EL students except that they do not have the same support as ELs. ~S11A

### **Future Topics**

- Cultural competency, language, math literacy

Meeting ended at 6:30 PM

### **UPCOMING MEETING**

PAC Meeting  
1/19/2017  
6:00-8:00 PM  
2020 Bonar St,#126

DRAFT