

Mathematics SFVC Minutes

Meeting Date and Time: Wednesday, September 4, 2024, 3:30 – 5:30 p.m.

Committee Chair/Co-chairs: Lyndsey Brightful, Dr. John Staley

Members: Erin Ferdinando, Rebecca Gary, Danielle Glen, Dr. Karen Karp, Stacie Marvin, Lisa McKinnon, Jen Meehan, Robert Richardson, John San Giovanni, Dr. Beyunka Scates, Amy Stoops, Therman Trotman, Hattie Webb

Today's Attendance: Lyndsey Brightful, Dr. John Staley, Erin Ferdinando, Rebecca Gary, Danielle Glen, Dr. Karen Karp, Stacie Marvin, Lisa McKinnon, Jen Meehan, Robert Richardson, John SanGiovanni, Dr. Beyunka Scates, Amy Stoops, Therman Trotman, Hattie Webb

Next meeting (day and time): Wednesday, September 18, 2024, 3:30 PM – 5:30PM

MEETING NOTES

Welcome Introductions, and Connecting

- Call to Order
 - The meeting was called to order at 3:30 PM by Lyndsey Brightful. The agenda was reviewed, and no amendments were made.
- Announcements and Updates
 - Lyndsey explained that today's purpose is for all members to have an understanding of goals and priorities and to set foundations and tone for the work to come. SFVC will be operating under formality. A quorum for the meeting is 7 for voting and will be determined at the start of each meeting. No voting today. Starting next week, minutes will be approved and adopted.
- Approval of Previous Minutes:
 - Not applicable for today's meeting.
- Approval of Agenda
 - Agenda approved without objection
- Member Connection Activity

Purpose, Vision, Goals, Priorities

- Robert shared vision and goals for SFVC. SFVC will collaborate to develop and refine math standards and progression framework that provide access to rigorous balance, advance students in their goals in ways that interest them, and ensure coherent path/structure to set up for a 2 year integrated algebra path and then launch into advanced math pathways.
- MSDE SFVC Governance review:

- We will meet 2x month at this time. Members should attend as many meetings as possible. We need to have a quorum of 7 to make it possible. Most meetings will be virtual. We will have in-person meetings to allow for in-person collaboration, but we will provide a hybrid option.
 - Agendas will be sent via email and posted in SharePoint 5 days in advance. If SharePoint provides issues for access, we may transition to Canvas. This will be a central place to share. Wants to stick to rules of order as much as possible. Follow protocol. Use the hand-raise feature if you have something to share with everyone. Use chat for comments or add-ons.
 - First two SFVC meetings will provide training for members. Additional training hours will come through the prework. There will be no formal training outside the meetings.
 - Taking notes as formal minutes that will be public and shared before the next meeting to be approved. If you don't want something on the record, indicate as such.
 - Confidentiality is important. We bring in our prospectives but cannot share anything publicly except what goes into the minutes, and the final results of standards review. Please respect the confidentiality of the work.
- SFVC will prioritize intentional review, coherence across PreK-12 standards, and clear articulation. Our goal is to develop a nonrepetitive progression from PreK through Integrated Algebraic Foundations.

Background Context of Secondary Mathematics Work

- SFVC work will focus on all grade levels, elementary, middle, and high. We will begin with high school standards and use those to work back to middle and elementary standards.
- Currently, the high school math sequence follows Algebra I, Geometry, and Algebra II pathway. AGA sequence was first introduced in 1892 and largely adopted in 1957. This sequence works well for a small subset of students and sidelines everyone it doesn't track. We want to find solutions in the replacement of the AGA sequence, to provide access to College & Career Readiness for a larger group of students.
- High school mathematics sequence will transition to an integrated approach that will include two integrated algebra courses. Following the completion of Integrated Algebra I and II, students would select courses within one of the pathways based on their future goals and interests, in alignment with Blueprint. Students can stay within one pathway or can move between pathways.

What Does it Mean to Write Strong Standards?

- Members shared key goals as participants of the group, experiences, and what they bring to the group.
- Breakout discussions included conversation around:
 - What insights or reminders from the pre-reading material resonated most with you? How do these connect with your thinking about the review and revisions process?
 - In your experience, what makes a strong mathematics standard (e.g., clear, assessable, etc.)?
 - What collaborative approaches do you think are effective in reviewing/developing standards?

- What does it look like to ensure standards don't inadvertently exclude or disadvantage any group of students?
- Process for standard review and revision will be iterative and we will move through the cycle multiple times and at each grade/band. All members' perspectives will be necessary throughout the process.
- Key areas of focus will be identifying essential and relevant standards, supporting the vision for integrated algebra (including the development of pre-algebra standards), and outlining next steps for developing resources to support classroom teachers.

Action Items and Next Steps

- Prior to meeting on September 18, committee members will:
 - Review Writing Strong Standards and Criteria for Standards Evaluation. Add comments that integrate today's discussion and other relevant thoughts so these documents are consensus resources by September 16, 2024.
 - Review Protocol for Prioritizing Standards.
 - Review Maryland College and Career Readiness Standards for Algebra 1, Algebra 2, and Geometry.
- Lyndsey Brightful from MSDE led the concluding part of the meeting, inviting members to share comments, questions, or reflections. Next Steps & Adjournment
- Meeting was adjourned at 5:28 pm