



**Curriculum, Assessment and Instructional Services, 2012-2013**  
**AGENDA: February 6, 2013**  
**Ed Services Conference (ESC) Room, 2:00-3:30**

Topic	Notes/Actions Taken	Person Responsible
<p><b>Welcome and opening remarks; Review purpose of committee and commitments</b>            (review, 5 minutes)</p>	<p>Welcome, Sign-In, and Opening Remarks; Parking Lot charts provided.            Curriculum, Assessment and Instructional Services (CAIS)</p> <ol style="list-style-type: none"> <li>1. is the result of the alignment of numerous district committees</li> <li>2. ensures cogency with the SVUSD Strategic Plan (adopted 2007-2008)</li> <li>3. supports and implements wildly important goal: <i>Optimal learning for every student by name, by need, by skill</i></li> <li>4. promotes professional learning</li> <li>5. contributes to professional reflection</li> <li>6. provides curriculum leadership</li> <li>7. serves as district ambassadors</li> <li>8. focuses on <i>learning</i></li> </ol> <p>The <u>role</u> of the CAIS committee is advisory and task/product-oriented.            Please avoid cell phone interruptions and engage 100%.</p> <p>→ Heidi out due to Jury Duty Ms. Lenertz started the meeting w/o intro</p>	<p>Heidi D. Chavez, Admin Designee for CAIS and Principal NSES</p> <p>Shannon Hansen, Co-Admin Designee and Assistant Principal SVHS</p>
<p><b>Meeting Minutes from January 9, 2013 meeting</b></p>		<p>CAIS members collect while signing in</p>
<p><b>Common Core State Standards (CCSS) and professional development, 2012-2013</b>            (information and updates – 2 hours)</p>	<p>In addition to our board approved professional learning contracts with Pearson, Holt, Scholastic, and CMAT, San Bernardino County will provide CAIS with CCSS information and updates:            February 6, 2013 = CCSS Shifts 1 and 2 for Mathematics            March 6, 2013 = CCSS Shifts 3 and 4 for Mathematics            April 10, 2013 = CCSS Shifts 5 and 6 for Mathematics            TIME: 2:00-4:00. Staying beyond 3:30 will be voluntary (without pay).</p> <p>→ Michele passed out “Critical Area” cards and had the group look at them. Asked teachers their opinion of what they read.</p> <ul style="list-style-type: none"> <li>• Felt it will be more focused</li> <li>• Manageable</li> <li>• Will not be “cramming” the student with a lot of concepts at one time</li> </ul> <p>High school has different domains, courses but has the same standards as k-8</p>	<p>San Bernardino County            Michele Lenertz</p>

	<p>Both sets of standards are the same; just have to choose depending on subject and grade. All standards need to be taught...some suggestions are summer school class, double-block class ie: algebra and geometry during the same year. You cannot skip. In 6<sup>th</sup> grade you decide which kids will accelerate. Need to have an acceleration class at the high school level as an elective. Students may not be ready in 6<sup>th</sup> grade but may be ready when they get to high school. In order for a child to accelerate they need/must to be viewed with multiple measures. The math frameworks are due out in March, 2013, they will release a 60 day copy around mid-March.</p> <p>Reviewed the “Standards Across the Grades” chart. The next shift would be “Coherence”. Had group read the slide and then played a video. Passed out handouts re: Coherence within a grade level” Categories are Domain, Expressions and Equations grade 6, grade 7, and grade 8 with Cluster Heading per grade. Had group select a Domain on handout and read through them, and then discussed what they read as a group.</p> <p>“Fluency” - what is it? Showed video on Fluency and what it will look like in Math. Fluency is mental process that is quick and accurate, know from memory. The question is how do we get to this goal? Getting there is from reasoning, practice, problem solving. Discussed with group what they heard in the video.</p> <ul style="list-style-type: none"> <li>• Students in grade 5 do not understand division concept</li> <li>• There is more than one way to get to the solution.</li> </ul> <p>Showed “Numbers Talk” video (Math Solutions - Classroom clips). Discussed the many different strategies the students used, all done mentally. Discussed doubling and halving....how does this work - showed video for a 3<sup>rd</sup> grade introduction. It’s important not to teach shortcuts but explore all different types of visuals. One option would be for kids to go to their desks and create a visual with cut-outs or drawings with what they understand math patterns. Went through a Kindergarten video – “10 Frames &amp; Dot Cards”, builds number sense.</p> <p>Michele recommended some DVD’s and books that would make helpful tools...</p> <ul style="list-style-type: none"> <li>• Number Talks Math Solutions ISBN 9781935099116 (might want to consider purchasing) shows how to build number sense and strategies.</li> <li>• Young Mathematicians at work ISBN?</li> </ul> <p>Discussed the different strategies used in the videos. Comment: Kids do not understand basic concepts of math. Michele stated that this is something that can be addressed with parents and have parents be more aware of the different concepts.</p> <p>Defining Fluency in Math – not knowing the basic facts create more “headaches” with teaching the concepts. Students need to know the multiplication facts.</p>	
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<b>Adjourn, Closing Remarks</b> <b>3:30 Time Certain</b>	The next CAIS meeting: <b>March 6, 2013, 2:00-3:30</b>  YOU can <b>volunteer</b> to stay for the remainder of the CCSS information and updates provided by San Bernardino County, ending at 4:00pm  <b>→ Dismissed group at 3:30pm</b>	Heidi D. Chavez
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**Additional Comments or questions can be directed to Principal Heidi Chavez at [hchavez@svusdk12.net](mailto:hchavez@svusdk12.net) or 760-254-3115**