



ASSOCIATION OF MATHEMATICS ASSISTANT PRINCIPALS, SUPERVISION OF NEW YORK CITY

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AMAPS Meeting Minutes December 10, 2009 Moran's: New York, New York

The following Agenda Items were addressed:

- Announcements – *John Wolfe* opened the AMAPS meeting by thanking everyone for coming, thanking AMSCO for hosting this AMAPS meeting, and wishing everyone a happy holiday season.

- Gates Mathematics Assessment for Learning Pilot – *Ronald Schwarz* presented two items.
 1. In anticipation of adopting national standards in mathematics, the Gates Foundation has selected a small number of urban school districts to help design and pilot a mathematics assessment for learning program. New York City is one of those districts. A flyer on the specifics of the program was distributed to AMAPS members. Fifteen NYCDOE high schools will be able to participate in this pilot, which includes professional development and funding. Please contact Ron Schwarz at rschwarz@schools.nyc.gov if interested.
 2. A brochure of the Sloan Awards for Excellence in Teaching Science and Mathematics in New York City Public High Schools was distributed to AMAPS members. Nominations for 2010 awards will be accepted from December 1, 2009 through March 31, 2010. A \$5,000 prize is awarded to the teacher and a \$2,500 prize is awarded to the school. More information can be found at www.fcny.org.

- Presentation by AMSCO – AMSCO's sales manager from New York City welcomed AMAPS members to the meeting and then introduced the other AMSCO staff in the room. Some of his staff included sales representatives from different boroughs, editorial staff, math editors, the chief textbook editor, the vice president of sales and marketing, and the President of AMSCO. A mathematics editor then presented AMSCO's resources available for New York high school mathematics courses. Resources presented included:
 - Workbooks designed specifically for the New York core curriculum
 - Test Banks available on CD's in PDF format
 - Teacher Manuals
 - TI's Activities Exchange (calculator activities)
 - JMAP.org
 - Win Possible – video tutorials that review basic concepts and interactive questions

- Component Retesting – *Stacey Torres* discussed the first upcoming Component Retesting scheduled in May 2010 for the NYS Integrated Algebra Regents examination. She distributed the memorandum provided by the state and highlighted changes from previous component retesting administrations. There are only three components: (A) Algebra, (G) Geometry, and (P) Probability and Statistics. If the student’s higher score is between 55 and 64, the student only takes the Algebra component. Also, the student must fail Integrated Algebra twice to be eligible for this component retesting. A student who failed Math A once and Integrated Algebra once is not eligible.
- Preparing for Quality Reviews: How can we be better prepared? – *Sonia Buszwatiuk* opened the discussion by eliciting from AMAPS members what quality reviewers may look for in a math classroom. Responses were:
 - Student work and rubrics posted in the room, student engagement, differentiated instruction, student-self assessment, data driven instruction, and evidence of student learning

John Wolfe then reminded AMAPS members that many teachers already properly use data to inform and differentiate instruction, but may not be cognizant of it, since it is second nature to them. These teachers need to be coached on how to properly articulate the work they do with the quality reviewers.

Rosalie David shared what her LSO is discussing regarding classroom visitations and Quality Reviews:

- Every student has a math notebook/log – routines
- Safe Respectful classroom (climate)
- Environment reflect curricular and achievement goals
- Meaningful feedback to students (accountable talk)
- Exemplary work – and rubrics
- Effective use of resources (includes staff)
- Each classroom has appropriate materials
- Math strategy charts reflecting current learning are posted in the classroom and used by students
- Classroom setup allows for students to work together in small groups (student centered)
- Current student work is displayed
- Materials are organized and accessible for student use
- Technology is accessible in the classroom (calculators, overhead manipulatives, computers, etc.)
- *** Looking for mathematics standards posted in the classroom

Another AMAPS member announced that his school just finished their quality review. Following are his observations:

- ✓ The quality review team wanted to meet with a “teacher team”. They observed a teacher meeting (or inquiry team meeting) in progress.
- ✓ The quality review team wanted everyone in the school involved in inquiry teams
- ✓ Formative assessments were discussed.
- ✓ Exit strips were visible in classes, but the team wanted to know how exit strips were used.
- ✓ The quality review team asked how a teacher moves to another segment of the lesson.

- ✓ Students were asked why they were grouped with particular students.
- ✓ Technology should be evident in all classes, not just computer classes.
- ✓ The curriculum must directly address Regents examinations.
- ✓ The quality Review team wanted to see CTT, ELL, and Special Education classes.

Sharon Hoosak said that Assistant Principals can use the language from Quality Statements in post-observation conferences with math teachers as a method of familiarizing teachers with appropriate language.

Respectfully submitted by: Rhonda L. Pekow, December 11, 2009.