

2:35 Will is here; dailies

- Explaining our thoughts and Will can explain his thoughts
- Will was a student here in the 90's and recalls what math education looks like; never understood what the rationale for dailies was and how that affects grades
- Math education or dailies specific; doesn't think dailies, like with A, if dailies are an impediment, they are the spotlight he has a problem with it
- Anna - CH doesn't have dailies, work plan is closest comes after Christmas; as parent son would never get to work choice; now changed to choosing when they can do it; he now gets to do the choice work; helps work on being introduced to wording and different types of problems that are in the state tests; gives them a touch up on that; young ones don't take the state test
- Mariah - did change the way we are doing dailies; still using same sheets, great for spiral review, still required; they get them have access to them all day long, expectation is to do the 5 problems and fact piece; she can see where there is more instruction needed over her lunch; finding most children are choosing to do it right away in the morning (once requirement is removed); choice is the Montessori philosophy; thought it was required in the morning because work time was in the afternoon and they wanted the afternoon for the Montessori work time; now schedule has changed, time for review lessons in the afternoon now; it shouldn't be their entire day doing it, if they didn't in the morning, they had to do it in the afternoon then; not choice to do dailies, in place before these teachers started; told they need to do this spiral review, uses it for intervention, helps her see what they need another lesson on and they can supplement with Montessori materials; prefers Montessori but this reduces anxiety for some students since they all have to take the test
- Amy - last year they required if not in the morning then in the afternoon; also whenever they have time, preference, can take it home to allow for flexibility; she supports having them because they get a math lesson a week whereas in the public school, they get a lesson everyday; they get the math practice each day through dailies, spiral review; sometimes they get a curveball problem which are taken out; wording and test aspect mentioned again; do test prep in the spring but this allows for more exposure;
- Meghan - don't do dailies in ErdK; have a math lesson each day; new curriculum has spiral review built into it; hit those skills (daily practice, spiral review); homework shows the teacher what needs to be reviewed
- Will - compares it to Khan Academy; Monday if doing the problems correctly, review is dropped down to 2-3 problems instead of 5; clear presentation and clear progression; sense of hears what you are working on and here's where you are going; believes it shows student is getting it wrong; using last year's sheet; doesn't believe it is a spiral review which you get less problems as you get them right; no matter what, they are doing the same problems over and over, he doesn't know how to improve this system; understands teaching to the test but feels like it is not being done as well as it has in the past; was a math educator, used Khan with those students and looked at spiral review, but if not getting to do less, what are the incentives for the students
- Meghan - not as familiar but looking forward, next year looking at math again for standards; talked about brushing up on to see if needs are being met, include this as

part of the review; looking at if dailies are part of spiral piece; discuss with whole faculty; personally doesn't think they should go away but maybe there is part of what Will is saying, are they spiraling in the way we want, is there a program that does this better

- Mariah - Why do I have to do more of that? Doesn't hear that from her students; what we can do different, you get these right, you don't have to do the rest of the week, she doesn't have any skills who could be done on a MOnday for the week; part they don't remember and part they can't perform;
- Will - Even math facts?
- Mariah emphasizes they need that and it doesn't impede
- Shelly - you can't over practice math facts; if focusing on the facts you'll lose that spot you are in the longer division problem
- Meghan - based on what we see, there are a lot of students who need that practice; Amy agrees; Mariah hears that their math facts aren't automatic;
- Amy - could reconsider how we are implementing them and are they accomplishing what we want them to; you mentioned it isn't happening before
- Will - didn't see a timed sheet until 4th grade; lots of big problems on graph paper;
- Mariah - lists the works in her room that emphasize math facts
- Amy - significant gap between the montessori philosophy and the regular school; learning process could be longer but as we are a public school, we have to make sure they know that by a certain time, montessori has beautiful freedom to practice at their level and at their pace however, we have those public constraints; so many ways we can practice it, consider it with dailies how to integrate it; hears her concern
- Meghan - where the school was in the 90's as just barely a charter and state testing was minimal; that piece has changed and we have to balance that as a public montessori; with that another reason is we had done so poorly on math that we were in trouble with the state, balance that need for skill practice (public school) with the wonderful things (montessori)
- Teachers are open to exploring
- Mariah - Getting students to take out materials is a struggle, added technology components (IXL), has the level of incentive they may need too; just willingness to get them to do things with their hands; just want to be on the screen, finding that delicate balance, they are excited about the worksheet; having 25 kids, how do you accommodate who does the paper vs who does materials; willing to look at it further; maybe not a lot has
- Amy - appreciates the challenge to find a new way to make this work
- Will - fundamentals are all the way at CH; on paper should be the culmination of the work, fundamental focus on the shapes of numbers, how they interact, how they feel together; thinks that is the basis of the educational system
- Amy - pressure of the standards to be able to do things by this specific time, get to more next year but just being exposed to it
- Mariah - testing wasn't the focus and they were super stressed out; reality of doing it that way did not show they had learned the skill when they just show them last minute;

- Amy - prioritizing more as a level to meet students where they are due to COVID instead of caring about the standards; appreciates the concerns and how we can make this look most like Montessori
- Will - also thanked us; uses Khan with all of his kids

3:06

- Debrief - overall think it went decent; think he sees we are trying to make use of the dailies; specific child he had concerns; concerns he has the montessori ways as the focus; are they still the same dailies, yes, changed it one year and students were in tears so back to the old ones; are they out of date, common core(ish) aligned so that does have some curveballs; math standards put together in 2005, updated in 2015 gave a check and did that again; not much of a sequence, they need the independent practice
- Maybe one thing we can do during math alignment is to try to create our own; agree that would be ideal; might have to realigned because documents need to be looked at; creating own sheets; can meet students where they are; is there a better way to differentiate; workload vs benefit; do a quick review lesson to see where they are at to inform planning but quick is not a thing, so this is convenient to have something that you can assess later;
- Get more integration of specialists into curriculum??

3:14

- Workshop day, time is set aside to work on science alignment; have spreadsheet where listing things; Question: Does it make sense to make a unit plan? Thing/why/activities. What do we want the end product to be for next year or the new teacher that comes in? (side note: for phases, Anna eats oreos)
- Meghan will send some templates for them to review; heads nod
- Can each level have different templates? Yes

Meghan

- Has a solution for herself but won't work for others that don't use fastbridge: Feels like fastbridge measures a skill, if doing science, give a pretest/post test; blanket 30% growth can't be used with science;
- Think about/discussion for next year - asking specialists; needs to be more support for those who don't use fastbridge; Meghan and Laura would like, for this year, to use the reading fastbridge, literacy aspect in their subject, which wouldn't work for other specialist; agree that there is a rational there, nonfictional is in their subjects; bring this up at the next meeting to catch Henry up;
- Is there a way to see what other schools are doing?; aside from everyone doing reading even if you aren't teaching reading; program or other avenue they are using

Amy

- Loses time during transitions - PE, getting everyone on the same page because they would be late for classes; had transition built in but it wasn't effective; knowing you don't have the full 30 minutes of class because you have to be at specials and ready to go