

## Parent Aspirations for Math Adoption

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(Verbatim comments from parents)

- A comprehensive, maintains K-12 vocabulary, etc., teacher friendly, standards-based curriculum that prepares students for an enjoyment of math, life, college success, and problem solving, communication and reasoning abilities.
- I want my students to graduate with solid math skills. They should not need to take remedial math in college. I want to be able to help my kids with their homework, which means we need instructions on student assignments, and examples. Elementary students need to learn math without the use of calculators. High school Algebra should not be taught with a graphing calculator.
- 1. I would like to see example problems in the start of a unit.
  2. More #s and problems rather than words.
  3. STUDENT INVOLVMENT
  4. Give kids a chance to understand K-8, probably don't comprehend what they need, but by now I realize what I need.
  5. Why are curriculums different nationwide? Yet we take same SAT!
- A solid math program with materials to achieve the possible highest standards. Success breeds the most possible standards.
- A math curriculum that prepares my child for college. This would include being prepared to take AP Calculus by their senior year.

- Students should learn mathematical skills and vocabulary that is firmly grounded in math concepts. Math is not a group activity—individual proficiency needs to be demonstrated! Books should have clear, step-by-step examples.
- All students should be ready to learn Algebra skills by the end of 8<sup>th</sup> grade (or sooner for accelerated students). All students should be proficient in multiplication facts prior to middle school. Take time to memorize factors, multiples, sums, products, etc. All students should have a common math vocabulary. Textbooks need to be “back to the basics”, more traditional, with examples and skill-drill. Problem solving should be incorporated but not the focal point.
- A traditional, repetitive math curriculum that thoroughly prepares all children to successful transitioning into any college in the nation and attain the highest national SAT and ACT scores.
- I want a traditional math program, typical of what was taught before 1993. This facilitates parent involvement because it is familiar, ease of teaching for the same reason, transfers in and out of school district because it isn't weird.
- I would like to see the committee discuss with kids who are capable of doing so about what they think and are having trouble with.
- Remove current math curriculum! Program adopted that moves away from the spiraling program. Teach more core concepts with required mastery understood through periodic testing. Math books and material that contains examples with numbers, etc. of daily problems. My son is in 7<sup>th</sup> grade. I hope an adoption occurs before he enters 8<sup>th</sup> grade.
- Students should be provided with the opportunity to build a solid math foundation that will allow them to take Calculus as a college freshman.

- The students should have mastered the basic skills used through Algebra II. College bound students should be fully prepared to take AP Calculus and should have the opportunity to take AP Calculus. Of those who take AP Calculus all those who are diligent in completing assignments and participating in class should achieve a 4 or 5. If spiral type math is offered, a traditional curriculum should also be offered.
- I'd like to see more flexibility in interpreting the State Math Standards so that other curriculum can score higher. I'd like to see different math tracts for math-oriented versus non math-oriented students. I'd like to see curriculum adopted that allows for independent study and doesn't rely totally on teacher instruction.
- Clear math program that exceeds standards and provides for independent learning by providing examples and written explanations. Also computational speed/drills (i.e. K-8 level—they should know times tables and be able to do calculations in their heads, and understand when an answer does not fit.
- 1. I want a math program that teaches traditional math, with mastery skills. This does not include reasoning and communication.
  2. I want to have my children learning the math that makes them competitive in college application, college success, and career success.
  3. I want to have student input. I do not know one student at CVHS who likes the CMIC program!! None of the kids like this curriculum.
  4. I want to be respected as a very involved parent.
- A math program that focuses on proven successful math programs in other states. A program that focuses on Basic math skills—not how to reinvent and discover math in a new way.  $2 + 2$  does = 4. Math program that parents support K-12. Piloting or in place 2009 school year. Ask high school students!!
- Students have mastery of fundamental concepts before moving to next level. Students are taught specific mathematical procedures for solving problems. Materials have

sample problems that students and teachers/parents can use. Don't limit selections to state recommendations because the state has a poor track record with math instruction.

- A challenging curriculum with resources that allow parents to help their kids. The program should teach math that will help with college, life and career. Books should not need a teacher's manual to be useful, they should be useful in themselves.
- Skills covered/practiced to mastery before moving on, with lots of practice and examples.
- I would like to have a curriculum in place that is not “fuzzy math” that teaches my children hard math skills that will prepare my children well for a college education in preparation for a potential career in math/science fields like doctor, engineering, etc.
- Numbers-based math book with more core problems. Much more concrete explanations and samples. Answers in back of books. Review problems at end of chapters, etc. Old School Text Books!
- More clear interpretations of the math problems. Involving some sample based questions, and some support.
- I want to when I get to college to actually know what they're talking about. Everyone just needs to stop trying to top another district but look at the colleges instead and find the steps to what they (the colleges) teach and teach it to us.
- 1. Students have knowledge of correct terminology—“integer”, “communicative property”, “reciprocal”.
  2. Understanding of Basic math facts: fractions, decimals, etc.

3. Continuation beyond “exploratory” mathematics which currently teach a principle without a name; teachers don’t go to next step because harder to teach.
  4. My 9<sup>th</sup> grader would like a program which goes beyond investigations to a practical application with practice and example.
  5. She is tired of describing graphs without ever understanding what is supposed to be learned.
  6. I would love to see a program without calculators. Students in middle school should be graphing by hand. My 9<sup>th</sup> grader in CMIC II told me she can’t do long division! She just uses the calculator.
  7. A program that doesn’t insulate students from rote memorization and connects ideas to solid mathematics, i.e. Length of a line on a graph is application of Pythagorean Theorem.
- What I want to see is our high school students are able to flow right into college math class.
    - With a child in college right now with a good grasp on math she is struggling in her beginning college math class. Yes, she passed the math portion of the WASL with above National test score. I would like to see, when you get to the high school portion, hear some students’ opinions of what they think they like or lack in what they are learning. You have plenty of time for elementary. The high school needs to be fixed now. Thank you.
  - Why do you focus on K-8 before you focus on where the real problem is in high school? Going to college. Elementary and middle schoolers got time to fix. WE DO NOT!
    - I want my voice heard and be part of the decision. A math curriculum that is beneficial for students and sets them up for college! Sample problems, more math, less punching it into a calculator--actually figuring it out, calculator to check.