Math & Science Supplemental Resource Review Committee

Meeting Summary

1.1 Introductions

Mrs. Natasha Camp called the meeting to order at 5:00 pm with introductions of the committee participants. Liberty employee participants in attendance included Natasha Camp, Loretta Zumbro, Connie Crowley, Lynne Hahn, Shy Schroder, Ericka Daniel, Stephanie McCorkle, Brittany Kacer, Joni Sheesley, Christi Mendoza and Amanda Loveless. Parent participants Katie Heier and Catharina Steir, were also present.

1.2 Purpose and Outcomes

The purpose is to review the quality of supplemental materials and ensure resources used for instruction meet our district criteria. The outcome is to score the supplemental resources, determine resources to recommend for a 60-day review.

1.3 Review of Criteria for Scoring

Ms. Camp asked for feedback on the Math and Science Supplemental Resource Review document sent to committee participants for review. Ms. Camp asked about the ease-of -use of the format and if the links were working properly. All participants agreed that the document was easy to use and all the links worked. Ms. Camp reviewed the rubric to make sure everyone understood the document. The criteria for this research was: 1. Is it aligned with the Arizona High Academic Learning standards? 2. Does the research show that the materials are evidence-based? 3. Is it appropriate for the subject area for age, emotional development, ability level, learning styles and social development? 4. Does it fill gaps in curriculum and/or support differentiation of learning for students. 5. Does it use current relevant technology that further engages interactive learning? All of the criteria would be scored with Meets Expectations, Exceeds Expectations or Does not meet expectations. There was also an opportunity for open-ended comments.

1.4 Discussion of DreamBox Scoring

DreamBox is a digital math program for grades K-8 that combines a fun and engaging math learning environment with a rigorous, standards-based curriculum. DreamBox lessons are interactive experiences that promote active learning and independent critical thinking and respond to each student's strategies and decisions in the moment. This enables DreamBox to individually tailor the instructional experience for each student based on the strategies they use when working through lessons. Because DreamBox dynamically adapts lessons and learning paths based on the needs of each learner, students always have just the right level of support when and where they need it. Ms. Camp presented a summary of the committee scoring for DreamBox.

Scoring:

1 - Alignment - Exceeds - 40% , Meets - 60%, Does not meet - 0%.
2 - Research - Exceeds - 80% , Meets - 20%, Does not meet - 0%.
3 - Appropriate - Exceeds -70% , Meets - 30%, Does not meet - 0%.
4 - Fills Gaps - Exceeds - 50% , Meets - 50%, Does not meet - 0%.
5 - Relevant Technology - Exceeds - 60% , Meets - 40%, Does not meet - 0%.

The committee reviewed the additional comments followed by discussion. Ms. Hahn shared the greatest benefit from the program was using it for the recommended amount of time. Ms. Kacer loves DreamBox. The program is beneficial for students at multiple learning levels. Using it consistently helps fill the gaps. She has noticed improvement in her students. Ms. Crowley, a MAG teacher, likes the program because it doesn't restrict the student to their grade level. It allows students to learn beyond their grade level. Ms. Stier likes the program also. She shared that her daughter likes the program but has experienced some frustration. Ms. Stier says it is hard to explain to her daughter how to solve the problems. Ms. Camp explained the program is adaptive. It gathers information from the students “play time” to give hints to guide them through. Ms. Loveless shared teachers are realizing they can assign tasks more in depth. It has helped the junior high students struggling due to the pandemic. She has seen an increase in use of the program by junior high students to assist with filling gaps. Ms. Schroder shared she is assigning goal setting tasks for the students, focusing on the standards and the gaps the student needs support with. Ms. Heier stated both her children use the program. She likes that they can work in it at home and she can see what they are doing.

1.5 Discussion of GIZMOS

Gizmos are interactive science virtual labs and simulations for grades 3-8. Over 400 Gizmos aligned to the latest standards help educators bring powerful new STEM learning experiences to the classroom. Ms. Camp presented a summary of the committee’s scoring for GIZMOS.

Scoring:

1 - Alignment - Exceeds - 30% , Meets - 70%, Does not meet - 0%.
2 - Research - Exceeds - 30% , Meets - 60%, Does not meet - 10%.
3 - Appropriate - Exceeds - 3% , Meets - 70%, Does not meet - 0%.
4 - Fills Gaps - Exceeds - 40% , Meets - 60%, Does not meet - 0%.
5 - Relevant Technology - Exceeds - 30% , Meets - 70%, Does not meet - 0%.

The committee reviewed the additional comments followed by discussion. Ms. Mendoza likes the program. The program gives teachers the opportunity to perform virtual lab simulations to collect data. Ms. Mendoza shared that one GIZMO activity can meet standards for multiple grade levels. Students may not have to do all the steps because they have already met the standard. Ms. Camp asked if Ms. Mendoza was suggesting to use GIZMOS more strategically

with standards to minimize redundancy. Ms. Sheesley replied yes. Ms. Sheesley agreed with Ms. Mendoza. She loves the data collecting component and the way the program allows teachers to manipulate questions to create different experiments. It allows for a lot of differentiation. There is a matter of resistance from the students. The program was used often during Distance Learning for both Math and Science. Students feel it is repetitive. Ms. Sheesley said the strategic use of the program would be helpful with keeping students interested. Ms. Heier said she appreciates the program. She asked about the grade levels for the program. Ms. Sheesley said mainly for 5-8 grades. Ms. Kacer added that 3rd grade teachers were invited to the training. She agreed with Ms. Sheesley regarding overwhelming 3rd grade teachers by adding another program to learn.

1.6 Discussion of IXL Scoring

IXL uses insights from student work in the curriculum and the Real-Time Diagnostic to generate personalized guidance for each learner. These personalized action plans seamlessly link students to the skills that will help them build on their knowledge and remediate gaps in understanding. IXL is specifically being utilized for the Multi-Age Gifted (MAG) students. Ms. Camp presented the summary of the committee's scoring for IXL.

Scoring:

1 - Alignment - Exceeds - 20% , Meets - 80%, Does not meet - 0%.
2 - Research - Exceeds - 40% , Meets - 50%, Does not meet - 10%.
3 - Appropriate - Exceeds - 30% , Meets - 70%, Does not meet - 0%.
4 - Fills Gaps - Exceeds -50% , Meets - 50%, Does not meet - 0%.
5 - Relevant Technology - Exceeds - 50% , Meets - 40%, Does not meet - 10%.

The committee reviewed the additional comments followed by discussion. Ms. Crowley is one of the MAG teachers at Westar. She has used the program for seven years. She is very familiar with it. Any student can use this program. The program will give the student a diagnostic test to determine their grade-level knowledge. Data will be provided to the teacher of the students strengths and weaknesses. The student is then able to select the tasks given to them by the program. It continues to challenge the student as the questions are answered. Ms. Crowley said this is a great tool and reaches students where they are ready to learn. She believes that this program would be beneficial for all students of the district. Ms. Heier shared that her daughter is gifted. She would like her daughter to use the IXL for additional learning. She feels her daughter is not challenged enough in the classroom, and the program would fill that need. She believes other gifted students, not in the MAG program, could benefit from IXL. Ms. Camp shared a reason for the committee is to discuss and determine if the program can be extended to students outside of the MAG program. She thanked Ms. Heier for point of view. Ms. Camp asked Ms. Crowley to explain how she used all resources. Ms. Crowley said she does use all programs. IXL Math is not as manipulative as the DreamBox program. DreamBox allows students to manipulate the materials in the program. Using IXL and DreamBox together is a

benefit for the students. IXL Science provides the reading component. GIZMOS is more interactive. Ms. Mendoza shared IXL seems limited in teaching material. Ms. Sheesley asked how often the program is updated. She has noticed some gaps in regards to the standards. Ms. Camp stated she would check with the vendor. Ms. Schroder asked about the difference between Achieve 3000 and IXL. Ms. Camp explained IXL is a supplemental resource for gifted learners at this time. Achieve 3000 and DreamBox are for all learners. She envisions at some point in time, the district will have a list of supplemental programs, approved by the Governing Board, that can be used for all types of learners. Ms. Loveless believes that a teacher should have many supplemental resources to access for students.

1.7 Supplementary Resource Recommendations for 60-day Review and Approval

The committee was asked by Ms. Camp if they were in support of recommending the supplemental instructional resources that were reviewed during this meeting. She asked the committee to vote for each program with a choice of one of the following: Yes, Can live with it, or No, should not move forward.

1 - DreamBox - All participants on the committee were Yes.

2 - GIZMOS - All participants on the committee were Yes.

3 - IXL - All participants on the committee were Yes.

Ms. Camp will be sharing the committee recommendations to the Governing Board to approve a 60-day review to elicit community feedback. She thanked everyone for taking the time to be a part of this committee.

The meeting was adjourned at 5:52 pm

DreamBox Supplemental Instructional Resource Criteria Rubric

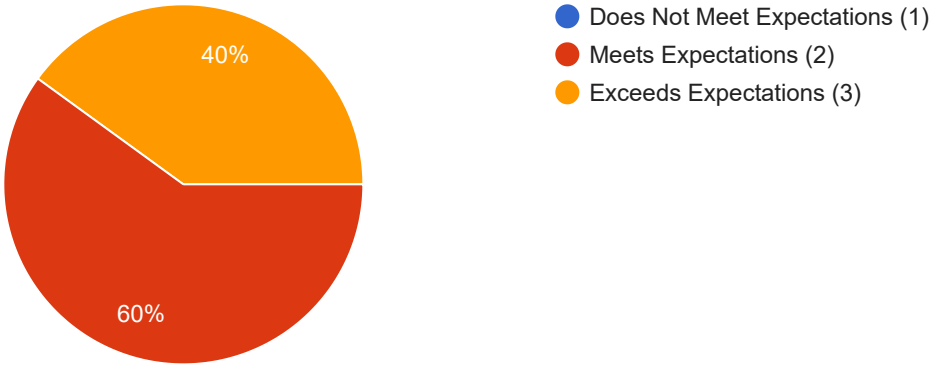
10 responses

Publish analytics

Is aligned to Arizona High Academic Learning Standards, Math Standards: https://www.azed.gov/standards-practices/k-12standards/mathematics-standards

Copy

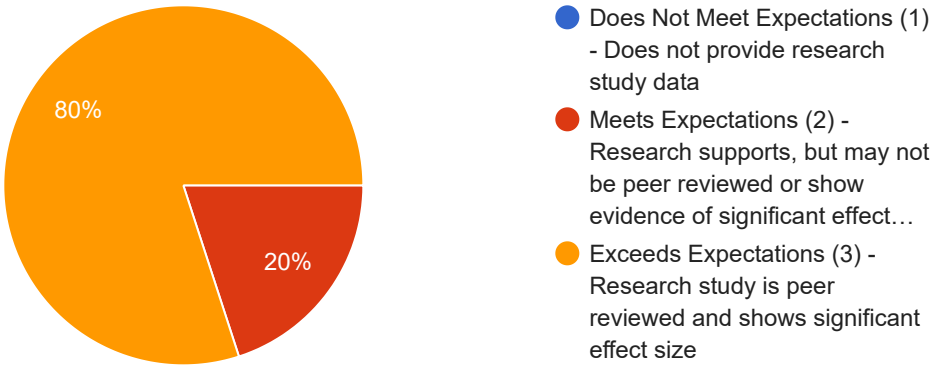
10 responses



Research shows that the program or materials are evidence based.

Copy

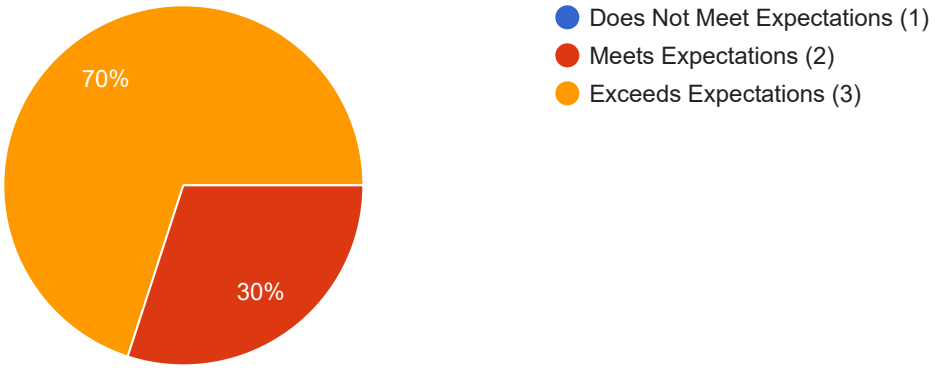
10 responses



Is appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students.

Copy

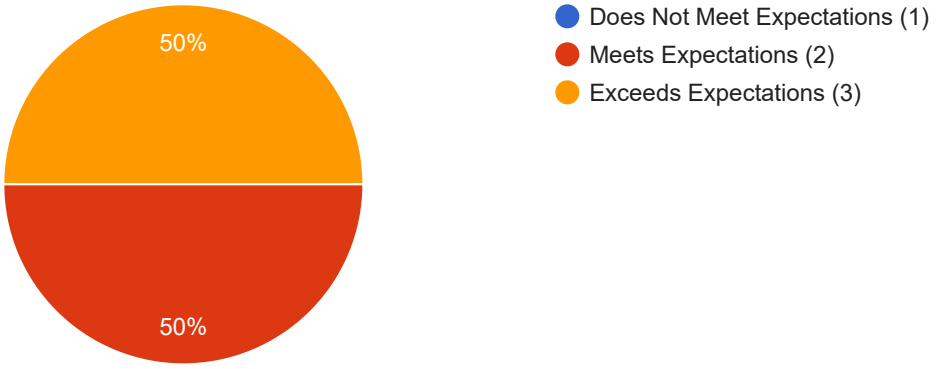
10 responses



Fills gap(s) in curriculum and/or supports differentiation of learning for students so teachers can enrich/extend, remediate or intervene

Copy

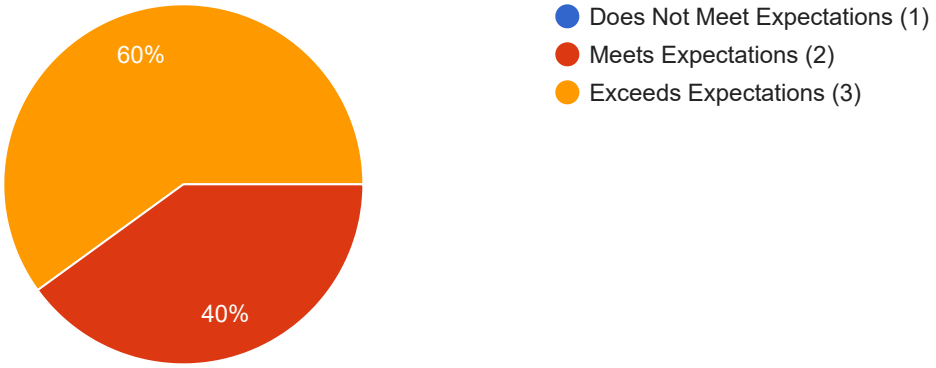
10 responses



Uses current, relevant technology that further engages interactive learning and can be used in the classroom and beyond

Copy

10 responses



Additional Comments for committee to consider

10 responses

This has been a great tool for my kids and I appreciate how engaging and fun it is.

Dreambox has helped students fill gaps missed in prior grades and connects to grade level standards helping make connections in real time.

n/a

Dreambox is a great instructional support that consistently allows student to work where they are and move forward with their skills and level of ability and learning.

In Dreambox, students made the greatest gains when they used the program for the recommended amount of time, which is about 60-90 minutes weekly.

NA

N/A

I have first hand seen that students enjoy doing Dreambox. I have also heard the

GIZMOS Supplemental Instructional Resource Criteria Rubric

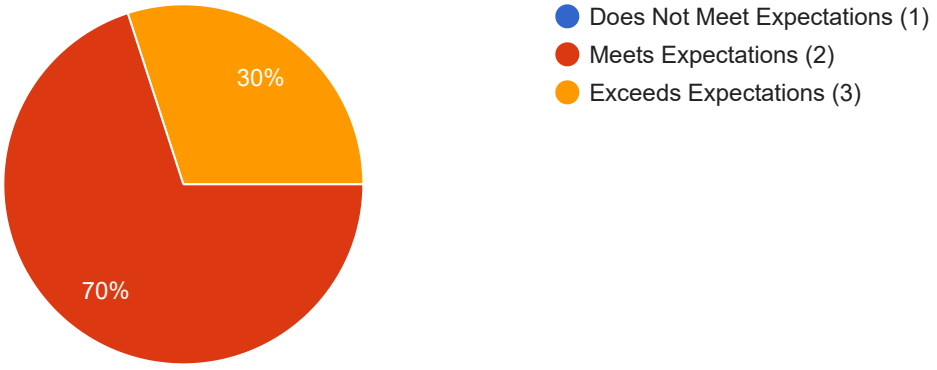
10 responses

Publish analytics

Is aligned to Arizona High Academic Learning Standards Science Standards: https://www.azed.gov/standards-practices/k-12standards/standards-science

Copy

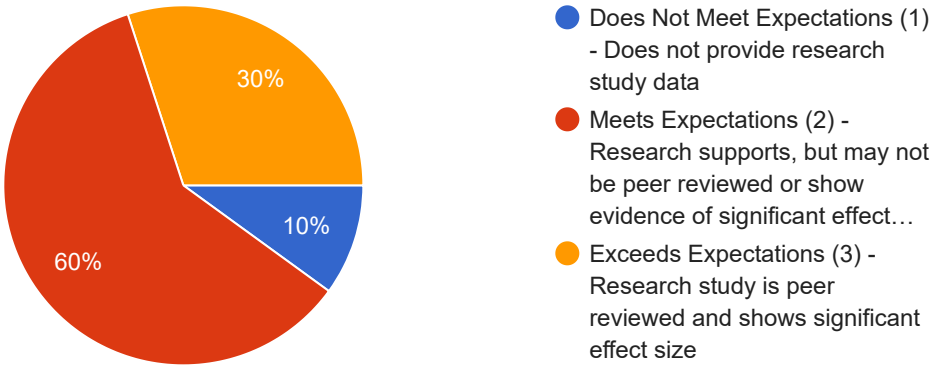
10 responses



Research shows that the program or materials are evidence based.

Copy

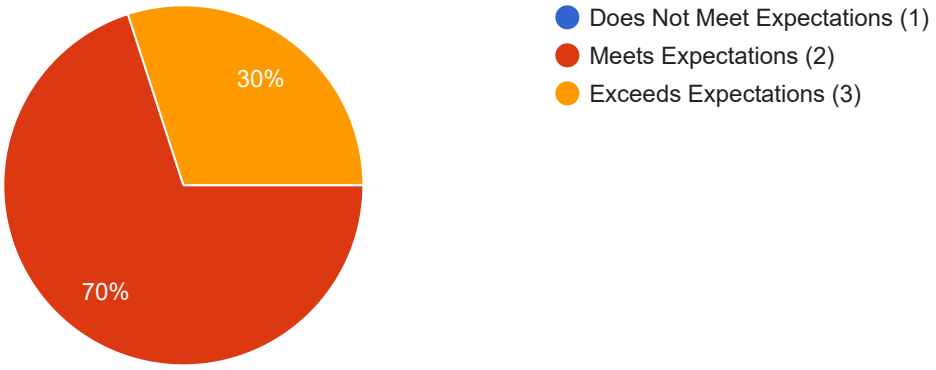
10 responses



Is appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students.

Copy

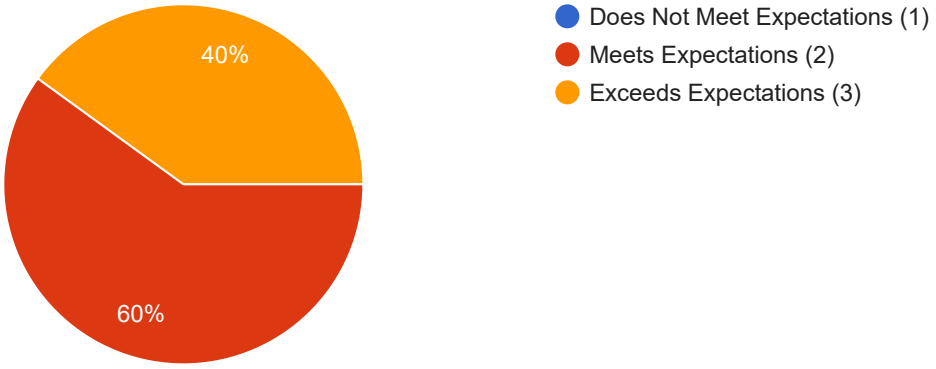
10 responses



Fills gap(s) in curriculum and/or supports differentiation of learning for students so teachers can enrich/extend, remediate or intervene

Copy

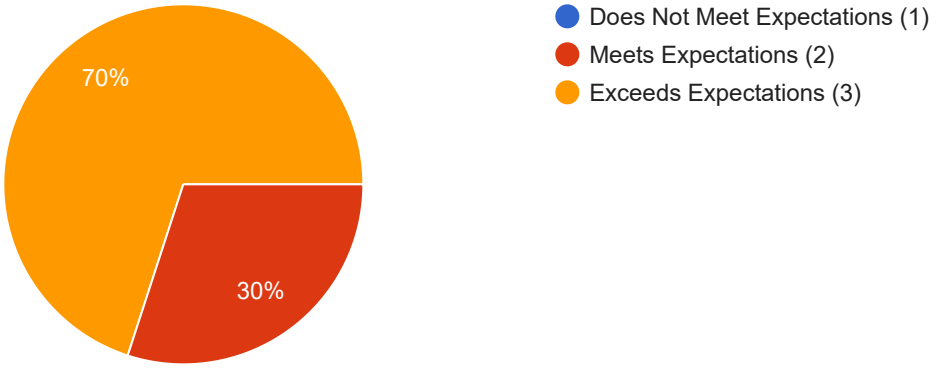
10 responses



Uses current, relevant technology that further engages interactive learning and can be used in the classroom and beyond

Copy

10 responses



Additional Comments for committee to consider

10 responses

The students and teachers like this program and it is very engaging to students

Gizmos is a supplemental science resource that provides a virtual lab for students that they can use on their own or can be teacher guided.

After exploring and learning more about Gizmo, I was able to see how this could be a great support. The teacher would have the resources and materials to develop the science concepts and connect the students with visual representations while learning.

I really appreciate how this program helps visualize the concepts and provides feedback on answers.

Gizmos have been wonderful for filling in gaps and also for differentiating for learners who could use the visual support.

Pros-Great for modeling large scale systems (ex. changes in populations, or weather systems). Gives teachers the opportunity to model things that could not be modeled in the classroom (breeding to show traits, earth-moon-sun-relationships). Helpful for

IXL Supplemental Instructional Resource Criteria Rubric

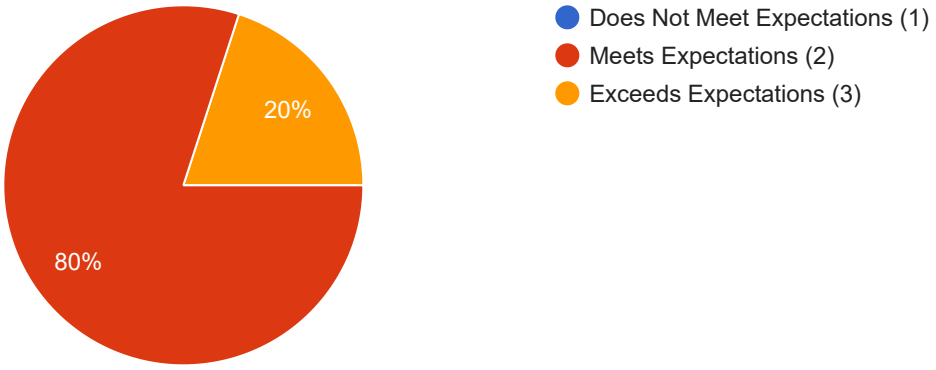
10 responses

Publish analytics

Is aligned to Arizona High Academic Learning Standards Science Standards: https://www.azed.gov/standards-practices/k-12standards/standards-science Math Standards: https://www.azed.gov/standards-practices/k-12standards/mathematics-standards ELA Standards: https://bit.ly/3MYildA

Copy

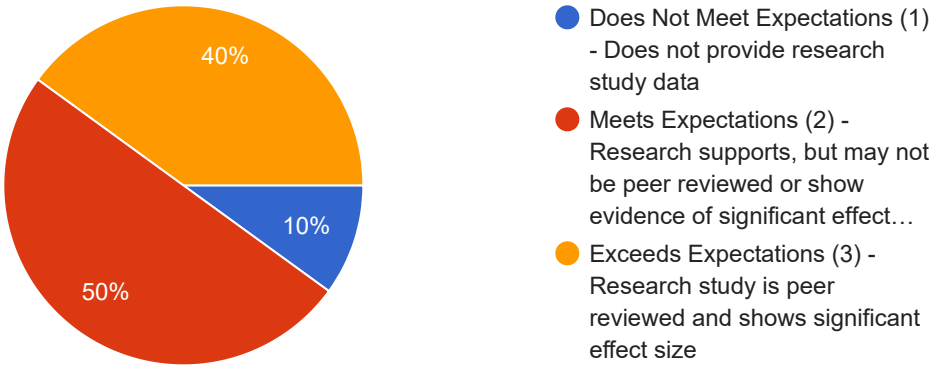
10 responses



Research shows that the program or materials are evidence based.

Copy

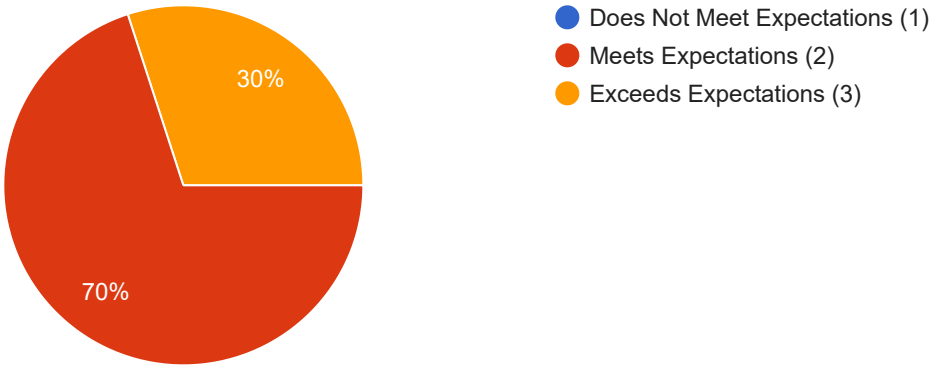
10 responses



Is appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of students.

Copy

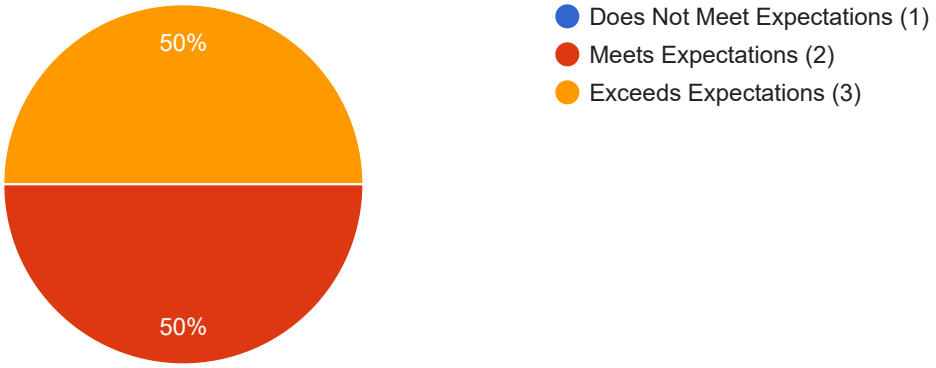
10 responses



Fills gap(s) in curriculum and/or supports differentiation of learning for students so teachers can enrich/extend, remediate or intervene

Copy

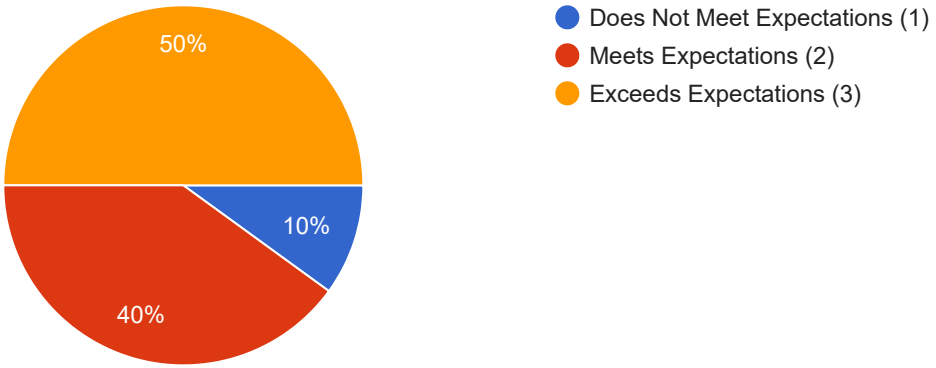
10 responses



Uses current, relevant technology that further engages interactive learning and can be used in the classroom and beyond

Copy

10 responses



Additional Comments for committee to consider

10 responses

Might be a little complicated first, but offers explanation for math problems, could help parents as well.

Having the opportunity to download the IXL onto smart devices, I feel would be beneficial for home use. Standards that have been unpacked into targeted skills is a greta feature as well.

In terms of science it appears to be very life science heavy. Also, it uses some outdated teminology like scientific method rather and SEP's. The research also seems to be mainly based on ELA and math. This does not seem as engaging for science when compared to Gizmos.

The material is user friendly and very comprehensive.

IXL looks to be a "one stop shop" for all subject areas. It's research-based certified through Digital Promise - which includes actual research on its website. I like the diagnostic overview and strand analysis options which seem to be user friendly, making it a useful resource for teachers. The program is adaptive to meet student needs, and provides data in different formats in meaningful ways