



Math Department Meeting

Thursday, December 14, 2023

Minutes - Protokoll

Attendees <i>Teilnehmer:innen</i>	J. Welborn, A. Iacobucci, D. Getchow, J. Stuhr, M. Althoff, T. Lindner, D. Arocas, P. Krueger, Dr. A. Begehr, J. Sullivan, J. Busta, M.P. Kuballa
absent/ <i>abwesend</i>	
excused/ <i>entschuldigt</i>	D. Friedrichs, T. Kaufmann, D. Coronado, M. Fontenot, W. Fürnkranz, M. Kieß

	Minutes	To-Do-List: what/who/until when/ sources and links
1	12:27: Agenda Approved	
2	<p>12:28: D. Getchow, discusses ways to support struggling students: D. Getchow, is going through departments to understand what supports we have in place for struggling students, and to determine what we can do as a campus to support struggling students.</p> <p>There are 13 total math teachers, we teach a spiraled curriculum in the Mittelstufe spanning from pre-algebra through algebra 2 in the American curriculum. On the Abitur side, we have Grundkurs and Leistungskurs, on the Diploma side we have Algebra 2, Precalculus, AB and BC Calculus, and AP Statistics. We also offer math accelerated and math-physics elective in 9th and 10th grades.</p> <p>When a student is struggling, where do math teachers go?</p> <ul style="list-style-type: none"> - Math Lab teacher in the 7th grade, former students, Haus Reil <p>What does the vertical alignment between grades look like in the math department?</p>	D. Getchow, is collecting this information from all departments and will report back with an overall picture of what the school is doing and could do to improve.

	<ul style="list-style-type: none"> - We are based on the Rahmenplan offered by the city of Berlin for guidance on what to teach when - Grade level teams meet once a week to ensure that classes are covering roughly the same content at the same time, give or take a few days depending on the schedule of the individual class <p>What supports are in place for struggling students:</p> <ul style="list-style-type: none"> - In the 7th grade, students who are struggling are placed in Math Lab, where they can get more individualized support. This is reassessed on a quarterly basis to determine if students should remain in math lab or leave. - In 8 - 10th grades, we usually have Team Teachers in each class once a week, though due to staffing issues we do not have enough hours for a full team-teaching complement. We are prioritizing 8th and 10th grades due to the MSA preparation. <p>What would you like to see improved when it comes to student support? What obstacles are there?</p> <ul style="list-style-type: none"> - Potentially a math lab equivalent for grades 8 - 10, though staffing may make this difficult at the moment. - An assessment and then a program to identify and then correct in foundational math skills (such as fractions, etc.) - The schedules for both teachers and students are so packed that it is difficult to find time for students to meet teachers for individual help. 	
3	<p>12: 40: Discussion of Professional Development Minutes</p> <p>We have been working recently on bilingual German/English glossaries of math terminologies and notation that we can use to improve aligning American and German teaching. As a professional development we are considering holding 5 monthly, one-hour glossary work sessions after school that could help us finish the glossaries.</p> <p>If we do this, we will need to select someone to lead these sessions and track the minutes of everyone involved. We will also need at least one American and one German working together to ensure both language groups are represented.</p>	<p>Resolved: J. Welborn will make a spreadsheet of teacher availability to identify 5 dates in which at least one pair of American/German teachers is available and willing to work on the glossaries.</p>
4	<p>12:46: Curriculum Addition: Conditional Probability and Four Field Tables (Two-Way Tables)</p>	<p>J. Welborn will add two-way tables in the curriculum guides for 10th grade.</p>

	<p>This is now one of the new standards for the MSA, though it will not be on the MSA test “for some years”.</p> <p>Many teachers are already doing this, but we should be folding it into our 10th grade curriculum.</p> <p>We need to come up with a department-wide agreement on the symbol for conditional probability ($P(A B)$ or $P_B(A)$ for Probability of A given B).</p>	
5	<p>12:57: Student Feedback ISQ Portal:</p> <p>It is encouraged that we have students take an anonymous survey assessing our teaching through the ISQ Portal. The current requirement is that each teacher give at least one survey in one class every two years. The school would like us to do an assessment one time in the Oberstufe before the end of the 1st Semester, and once in the Mittelstufe before Winter break?</p>	
6	<p>13:05: Sharing Test Questions:</p> <p>Department members can share test questions/ activities to give colleagues ideas about new ways to borrow/modify/build upon each others test questions.</p>	<p>J. Welborn will email a document or shared space in the Math drive where we can upload tests and share them with each other.</p>
7	<p>13:08: Bolyai Competition Jan 16</p> <p>Ulrike will send a message early 2024 as a reminder. We should remind students on the Bolyai Competition teams to show up to room W303 Jan 16th.</p>	<p>All teachers: Remind your students participating in the Bolyai competition to show up to room W303 on Jan 16th, 6th and 7th period.</p>
8	<p>13: 10:</p> <p>The Oberstufe team will meet in the future to discuss the Formelsammlung, probably sometime in January.</p>	<p>The Oberstufe team will meet in the future to discuss the Formelsammlung, probably sometime in January.</p>
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