



October 20, 2014

Dear BPS101 Gifted Committee Members,

CANDO's preparation for today's meeting to discuss Mathematics for gifted and high-ability learners has been far-reaching. This is a topic we are re-visiting as a group, after discussing it together in March of 2014. Information we have gathered to inform our position paper has come from the following sources:

- Parents who have reached out to CANDO Executive Board members or to their CANDO School Liaison, or who attended a CANDO Parent Focus Group.
- The results of an on-line survey sponsored by CANDO ending 3 October 2014, in which 127 parent/student pairs responded to questions about their experiences with Mathematics thus far in the 2014-15 academic year.
- A review of literature in the professional body of research, as well as on-line information about the new Common Core State Standards (CCSS) for Mathematics.
- Input from teachers and administrators across BPS101.
- Information about Mathematics instruction practices in our neighboring school districts: St. Charles, Geneva, and the two neighboring Naperville districts, 203/204.

As we have prepared for today's discussion, we have been consistently aware of the tremendous effort and consideration extended by Batavia's talented pool of educators and administrators at all levels. We recognize that the approach BPS101 has taken in aligning to CCSS in Mathematics allows teachers to play a vital role in selecting the instructional methods best suited to their classrooms and individual

students. The result of this approach will hopefully yield an educational opportunity best-suited for all Mathematics learners in BPS101.

In an effort to provide feedback about how this transition is being experienced by students and their families, CANDO will:

- 1) Summarize BPS's new approach to Mathematics instruction (aligned with CCSS), as well as the anecdotal feedback we've received from parents and BPS educators about the first 6-7 weeks of Mathematics instruction in grades K-8.
- 2) Summarize the results of the survey conducted in September and October 2014.
- 3) Summarize our findings from our literature review and the on-line resources available describing the CCSS approach to Mathematics.
- 4) Discuss what is being done in our neighboring districts.
- 5) Offer our conclusions and a few suggestions about this process of transition to instruction that aligns with Common Core State Standards in Mathematics in grades K-8.

The above information will be presented in the form of individual attachments to this letter, as we have several authors contributing to this position paper.

Thank you to all members of the Gifted Committee who are devoting their time and attention to this very important discussion. Our hope is that through collaboration, we can make choices about Mathematics instruction that meet the needs of all Batavia students, including gifted and high-ability Math students.

Our sincere gratitude, again, is especially extended to Batavia's teachers for all that they are individually and collectively doing to provide perspective, experience and real-world, real-time observations that are guiding this important process and decision-making.

Sincerely,

Deb Grizzell, CANDO Chair
The CANDO Executive Board

CANDO School Liaisons for the six Batavia elementary schools and Rotolo Middle School