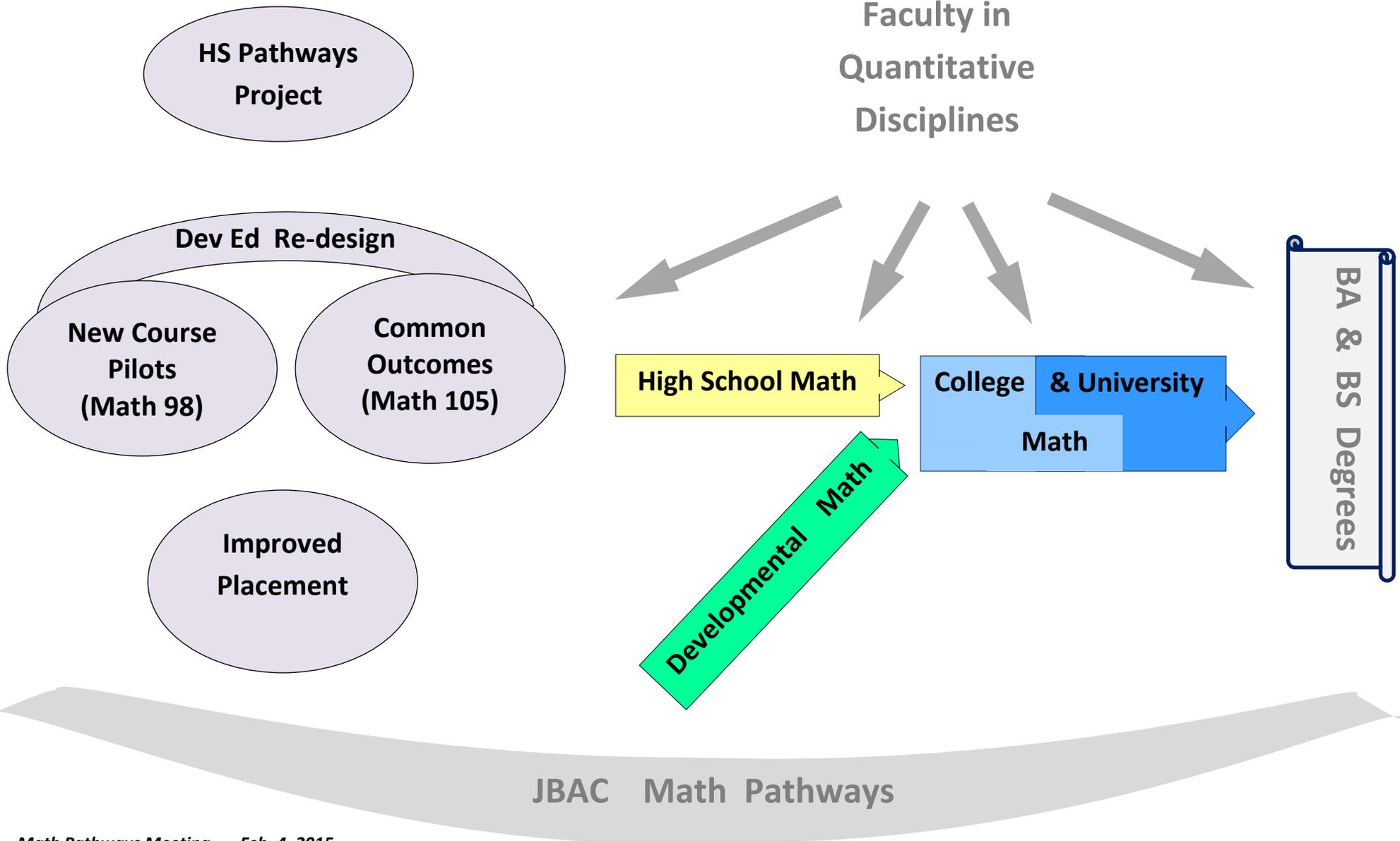


Re-thinking Math Education in Oregon



Initiative	Description	Leaders/Participants
<p>High School Pathways Project</p>	<p>The goal is to create alternatives to the Algebra I, Geometry, Algebra II progression that is now standard for Oregon high school students. One alternative provides courses that teach math in the context of career options that don't require a four-year degree. The courses are aligned with high school math standards and the Oregon Diploma.</p> <p>Background: In 2006, ODE introduced "Math-in-CTE", an enhancement of mathematics instruction in <u>C</u>areer and <u>T</u>echnical <u>E</u>ducation courses through a collaboration between math teachers and CTE teachers. This model was developed and tested by the National Research Center for Career and Technical Education (NRCCTE) and as a spinoff, Oregon conducted a three-year project with NRCCTE to expand the idea to a year-long math course designed to meet high school graduation requirements, improve student performance, and enhance student attitudes toward mathematics. The project involved teams of math and CTE teachers from a number of high schools and the results are summarized here: http://www.ode.state.or.us/wma/teachlearn/cte/oregon-applied-academics-project-final-report.pdf</p> <p>Current Status: The new course is under consideration for adoption by the math teaching community.</p>	<p>Mark Freed, Math Specialist, and Tom Thompson, CTE Specialist, are leading this work, which is being vetted as an alternative to traditional high school math by math teachers at ODE-run PLC workshops and at local and regional meetings of math leaders. The teachers who participated in Math-in-CTE and in the NRCCTE research project continue to serve as a resource.</p>
<p>Developmental Education Redesign Workgroup</p>	<p>The original goal was to identify and implement community college practices that have the potential to increase educational effectiveness. Specifically,</p> <ul style="list-style-type: none"> • practices that can decrease time to completion (<i>i.e.</i> to degree, certificate or university matriculation) • practices that can decrease student attrition between test-based placement and completion • strategies that have particular promise in decreasing time to completion and attrition for subgroups of students (<i>e.g.</i> ABS and ESL students, GED recipients) • policies at the college and state levels that promote student completion and decrease attrition <p>Current Status:</p> <ul style="list-style-type: none"> • Each community colleges is testing the practices it has chosen to focus on (<i>e.g.</i> Math 98 pilots at several colleges). • Community college and university mathematics faculty have developed common outcomes for Math 105. 	<p>All 17 community colleges have participated and the work is now expanding to include university and K12 partners.</p>

Initiative	Description	Leaders/Participants
<p data-bbox="100 142 365 168">Improved Placement</p> <p data-bbox="100 212 365 313">Placement Proficiency Aligning Standards project (PPAS)</p> <p data-bbox="121 355 344 418">aka "Math Alignment"</p>	<p data-bbox="394 142 1493 597">The goal is to improve student success in college and careers by ensuring a direct correlation between assessment of the Common Core State Standards (CCSS) and the placement tests in math, writing and reading that are used in higher education. Such an alignment should guarantee that students are truly prepared to begin college-level coursework in any area. It should also promote common understanding among educators across levels, as they articulate shared goals and develop common rubrics for measuring proficiency. So far, there has been limited engagement in Oregon between secondary and postsecondary instructors regarding the CCSS assessments. Higher education administrators and faculty are just becoming familiar with CCSS, while their K-12 counterparts have been working with the standards for some time. The idea behind current work is that specialized, discipline-based interactions between high school and college faculty can help teachers as they respond to the CCSS. Such collegial effort could give a real boost to the development of assessments that measure college readiness reliably</p> <p data-bbox="394 621 1486 719">Background: This work has been supported by Oregon's Lumina-Hewlett-Gates grant and the project is called Placement Proficiency Aligning Standards (PPAS). It has been facilitated by the Educational Policy Improvement Center (EPIC) and is described at these two sites:</p> <p data-bbox="394 743 1436 807">https://www.epiconline.org/publications/lcc-core-to-college-math-95-alignment-study-final-report</p> <p data-bbox="394 849 1173 880">https://blogs.lanecc.edu/studentssuccess/our-work/ctc-overview/</p> <p data-bbox="394 938 1486 1214">Current Status: Two community colleges (Tillamook Bay and Lane) initiated a project to align the common Core Standards with the knowledge and skills students are expected to develop in Math 95 (a course equivalent to HS Algebra II that is taught by both colleges). The deliverables were to be a series of assessments, but both Tillamook Bay and Lane concluded that this could not be achieved because critical pedagogical shifts needed to take place first. Therefore, Tillamook Bay is now working with Rebekah Elliott, OSU Math Educator, to facilitate professional development for its own faculty and for high school faculty.</p>	<p data-bbox="1522 142 1969 240">Facilitated by EPIC, Tillamook Bay Community College and Lane Community College have led the way.</p>

Initiative	Description	Leaders/Participants
JBAC Math Pathways	<p>The goal is to convene community college and university faculty in a variety of quantitative disciplines to determine the types of math needed by students in fields that rely on quantitative reasoning but that employ specific mathematical operations to varying extents. The results will inform policy governing transferable, entry-level mathematics courses and could lead to changes in the traditional math requirements.</p> <p>Current Status: The first cross-disciplinary faculty meeting is February 4, 2015.</p>	<p>The coordinating team consists of:</p> <ul style="list-style-type: none"> • <i>JBAC:</i> Kendra Cawley, <i>Chair</i> (CC); Kathie Hledik (CC); Karen Sprague (U); Linda Samek (private); Lisa Reynolds (CCWD); and Donna Lewelling (HECC) • <i>Core to College:</i> Lisa Mentz • <i>Dev. Ed. Redesign:</i> Doug Nelson and Elizabeth Cox-Brand • <i>Universities:</i> Mike Price; Scott Peterson • <i>K-12:</i> Laura Lethe; Mark Freed (ODE) • <i>Math Educator:</i> Rebekah Elliot