

Come Together, Right Now, Over me

- High School to Postsecondary Alignment
- Huddle 1



Huddle 1 Presentation

- High School to Postsecondary Alignment
 - The High School to Postsecondary Alignment workgroup will examine how high school curriculum in mathematics aligns with postsecondary expectations, which may include: clarifying what college entrance-requirements are and how they align with high school assessments and courses; examining the longitudinal student data on mathematics sequencing and student success rates; engaging high school and college mathematics faculty in dialogue about postsecondary expectations; and identifying strategies that promote greater alignment of curriculum and content.
 - Content alignment from elementary to college

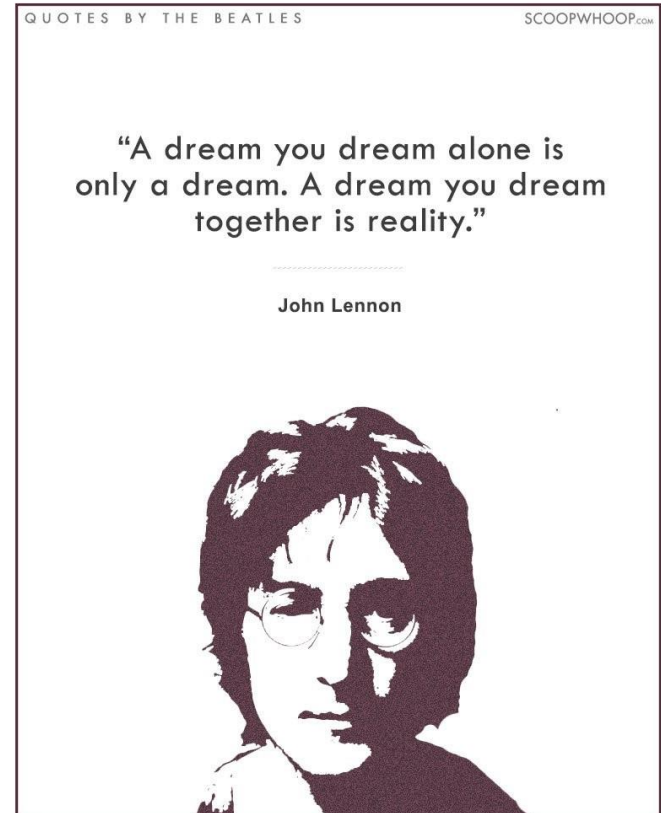
Workgroup: Insert workgroup name

Huddle: Insert huddle number and name

Recommendation	Type	Strategy
<p>1. Hold a big meeting(s) with key stakeholders (K-20) in each district (or other breakdown).</p>	<p><input type="checkbox"/> Policy <input checked="" type="checkbox"/> Practice <input checked="" type="checkbox"/> State <input checked="" type="checkbox"/> Local</p>	<p>Topics at the Big Meeting(s) included collaboration between K-20, curriculum, support from of all stakeholders, sequencing, common vocabulary, others.</p>
<p>2. Create standing advisory groups to make connections through K-20 in all of the districts (or other breakdown)</p>	<p><input type="checkbox"/> Policy <input checked="" type="checkbox"/> Practice <input checked="" type="checkbox"/> State <input checked="" type="checkbox"/> Local</p>	<p>Create standing advisory groups to make connections through K-20 in areas of pedagogy, curriculum, instruction, assessment, etc.</p>
<p>3. Design professional development that is common for instructors through K-20.</p>	<p><input type="checkbox"/> Policy <input checked="" type="checkbox"/> Practice <input checked="" type="checkbox"/> State <input checked="" type="checkbox"/> Local</p>	<p>The professional development will include, but not limited to active learning strategies and formative and summative assessment techniques.</p>

GOALS (WHY)

- To improve student learning and success in mathematics K-20
- To provide a seamless transition from high school to college course work
- To provide a common goal that all math educators are working toward



Recommendation 1: Hold a big meeting(s) with key stakeholders (K-20) in each district (or other breakdown).

- **INSTRUCTORS MEETING DAY**
- **STAKEHOLDER MEETING**
- **CONVERSATIONS ON COURSE SEQUENCING**
- **COMMON VOCABULARY**



Recommendation 1 (Continue)

- **INSTRUCTORS MEETING DAY**

- Statewide mathematics meeting day where all K-20 (or K-18) mathematics instructors meet to align curriculum and vision through K-20. The meeting is within the local county school and local college. Examples of what products of the meeting: College personnel identifies what content is essential for success in each of the three mathematics pathways (algebra, liberal arts, statistics), Public school personnel uses the essential content from the college mathematics pathways as a lens for examining the courses available at the high school level to support college readiness, Examine paths existing in the public school that lead to college mathematics pathways.

Recommendation 1 (Continue)

- **STAKEHOLDER MEETING**
 - Bring together the stakeholders for K20 (state, local public school district, and college feeder patterns would meet locally) to assess what is currently in place, identify gaps, and define expectations for college readiness; for example: set aside statewide a professional development day for secondary and post-secondary math instructors to meet, meetings could be local feeder patterns so that local needs and concerns are discussed and addressed

Recommendation 1 (Continue)

- **CONVERSATIONS ON COURSE SEQUENCING**
 - Bring together high school and college instructors to meet for conversation regarding course sequencing. Steps during the conversation: Identify current sequenced courses and curriculum, provide a unified vision for what a successful student needs in the transition from high school to college, and Streamline sequenced courses to be successful from high school to college. Ex. Proper courses with proper content are taken in high school to prepare students for college pathways.

Recommendation 1 (Continue)

- **COMMON VOCABULARY**
 - Bring together secondary and postsecondary instructors for conversation regarding common vocabulary; these conversations could be held in the advisory committee meetings suggested above; the results could be housed in the same accessible location as the crosswalks.

What is needed?

- Commitment from all levels
- All expenses to have a one day mathematics statewide meeting; follow-up meetings will be necessary (this cannot be completed in one day)
- On-going time and monies to provide opportunities to complete the alignment and training for faculty

Recommendation 2: Create standing advisory groups to make connections through K-20 in all of the districts (or other breakdown).

- **STANDING GROUPS FOR CONTINUES CONNECTIONS**
- **LIASONS**
- **ADVISORY COMMITTEE**

LYRICS TO LIVE BY:

— #64 —

**“WITH EVERY MISTAKE,
WE MUST SURELY BE LEARNING.”**

THE BEATLES, WHILE MY GUITAR GENTLY WEEPS

Recommendation 2 (Continue)

- **STANDING GROUPS FOR CONTINUED CONNECTIONS**
 - The recommendation is to have standing groups or advisory groups to make connections through K-20 in areas of pedagogy, curriculum, instruction, assessment, etc. in all of the districts (or other breakdown).

Recommendation 2 (Continue)

- **LIAISONS:**

- Have liaisons at each of the levels (state, district, college) that meet regularly

Recommendation 2 (Continue)


- **ADVISORY COMMITTEE:**
 - K-20 mathematics advisory committee to have conversations around pedagogy, curriculum, instruction, assessment, etc.; these advisory committees would represent feeder patterns at the local level; meetings occur on a regular basis (at least 2-3 times per year).

What is needed?

- Commitment from all levels
- All expenses to have a standing group (advisory committee); follow-up meetings will be necessary (this cannot be completed in one meeting)
- On-going time and monies to provide opportunities to complete the alignment and training for faculty

Recommendation 3: Design professional development that is common for instructors through K-20.

- **PROFESSIONAL DEVELOPMENT**
- **INTERNET SPACE FOR RESOURCES**



"THERE'S NOTHING
THAT YOU CAN DO
THAT CAN'T BE DONE."

*All You Need is Love
-written by John Lennon*

Recommendation 3 (Continue)

- **PROFESSIONAL DEVELOPMENT:**
 - Design professional development that is common for both secondary and postsecondary in active learning strategies and formative and summative assessment techniques; workshops would include teams of secondary and post-secondary instructors from feeder patterns.

Recommendation 3 (Continue)

- **INTERNET SPACE FOR RESOURCES:**
 - Set up a common space on the internet where crosswalks can be accessed by all stakeholders.

What is needed?

- Commitment from all levels
- All expenses to have the professional development opportunities and trainings and for the creation and maintenance of the internet space for resources.
- On-going support, time, and monies to provide professional development opportunities and updating and improving the online resources.

GOALS (WHY)

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Thank you! Huddle 1 Team Members

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