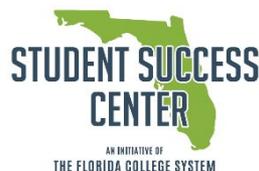




# Florida Mathematics Re-Design: A Next Steps Webinar

Please join us by phone: 1-877-309-2074    Access code: 585-388-845  
Audio PIN: Shown after joining the webinar

October 15, 2018



[www.floridacollegesystem.com](http://www.floridacollegesystem.com)

# Webinar Logistics

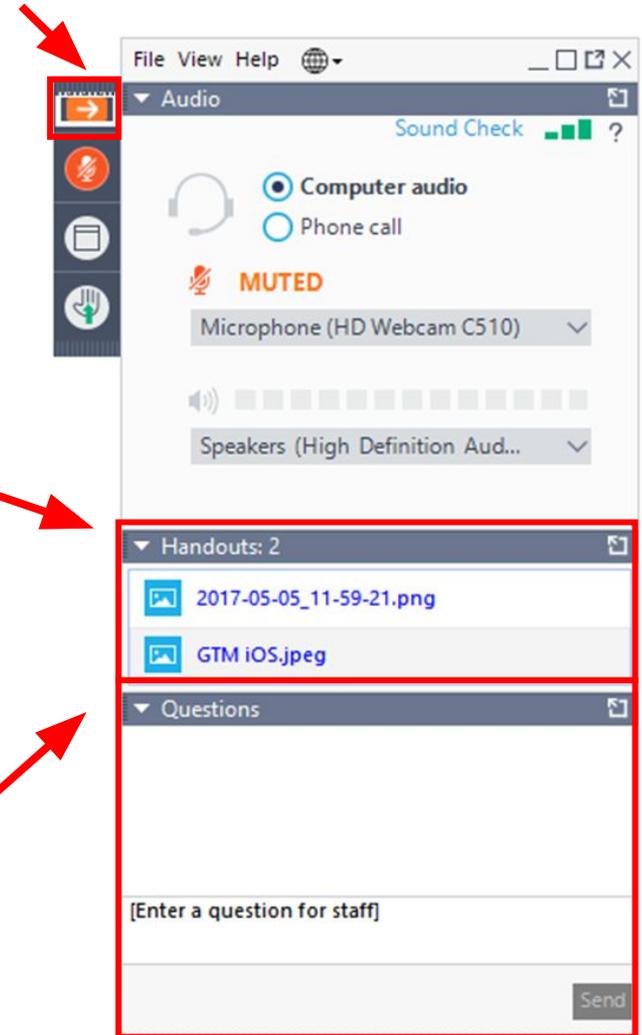
Participants will be on mute for the duration of the webinar.

## Material from today's webinar:

In the handouts area you will find a copy of today's presentation.

## How to submit questions:

To submit questions during the webinar, please utilize the Questions function. During the Q&A portion of the webinar, questions will be addressed.



# Florida Mathematics Re-Design



**Naomi Sleap**

Executive Director  
Florida Student Success Center



**Dr. Carrie Henderson**

Executive Vice Chancellor  
Florida College System

# Agenda

- Recap of milestones 1-2
- Guidance on milestone 3
- Review of Canvas resources
- Overview of next steps

# Mathematics Workgroups

## *High School to Postsecondary Alignment*

Explore how high school curriculum in mathematics aligns with postsecondary expectations

## *FCS Mathematics Sequences*

Examine multiple pathways for students to enter based on programs of study as well as the re-design of course structures to maximize support for students

## *FCS to University Alignment*

Examine how FCS curriculum in mathematics aligns with university expectations, particularly for students in transfer programs

- ~28 faculty and administrators per workgroup representing K-12, Florida College System and State University System
- ~40 members at-large who will engage through newsletters and webinars and submit feedback in the collection of evidence-based practices and policy recommendations

# Workgroup Expectations

September 18, 2018	<input checked="" type="checkbox"/> Attend an in-person one-day orientation and kick-off meeting
September 2018 – May 2019	Participate and engage in monthly virtual meetings
June 2019	Attend an in-person one-day institute in June 2019
Monthly Activities	Engage in readings, research and other related activities contributing to workgroup roles and responsibilities (Estimated 6-8 hours per month)

## Workgroup Chairs



**Professor Cynthia McGinnis**  
Northwest Florida State College  
**Chair:** High School to  
Postsecondary Alignment

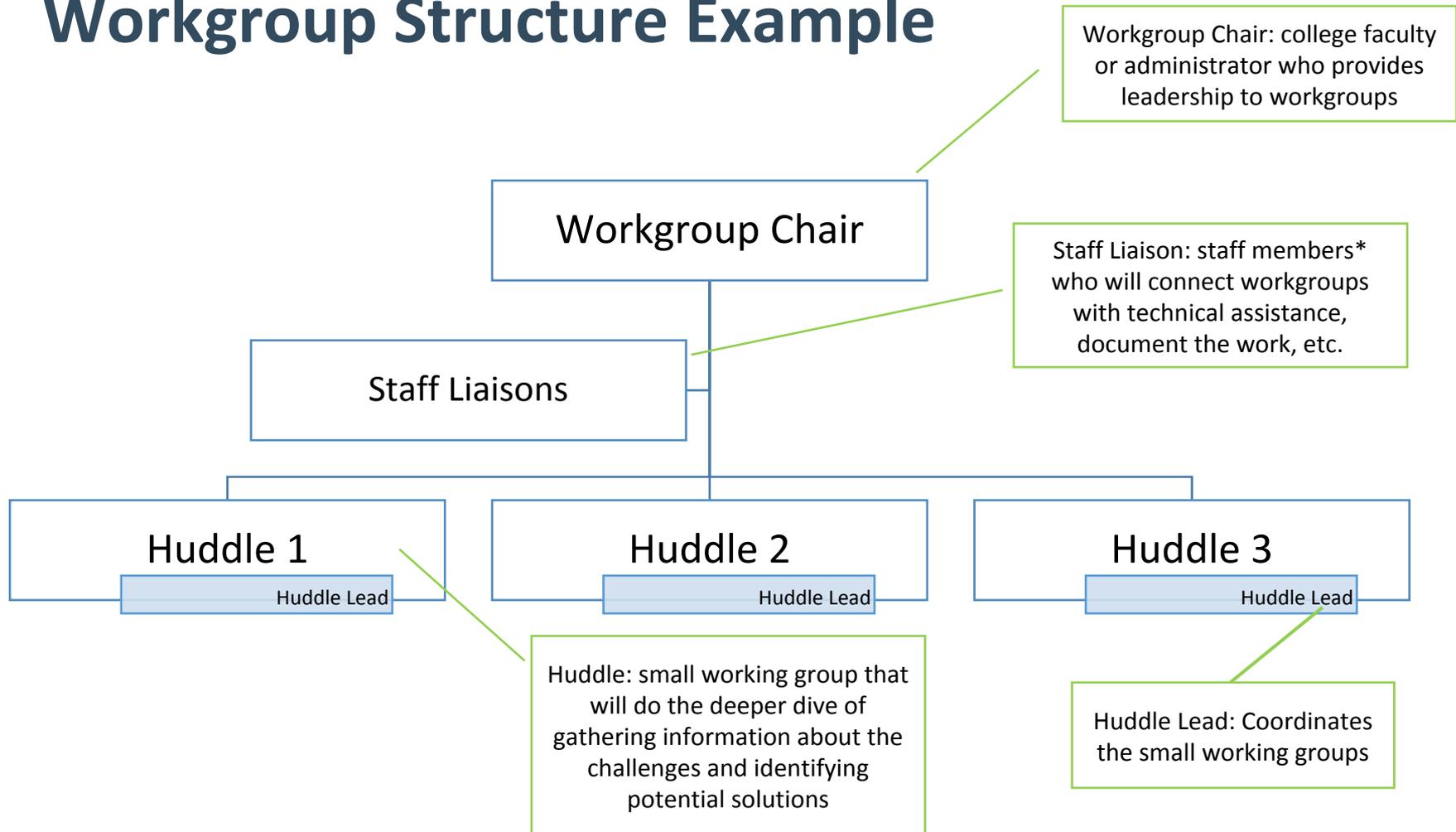


**Dr. Julie Phelps**  
Valencia College  
**Chair:** FCS Mathematics  
Sequences



**Dr. Tommy Minton**  
Seminole State College of  
Florida  
**Chair:** College to  
University  
Alignment

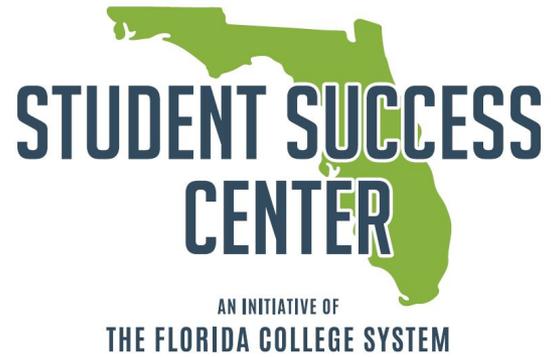
# Workgroup Structure Example



\*from the Florida College System, Florida Department of Education and Office of the Board of Governors for the State University System

# Milestones

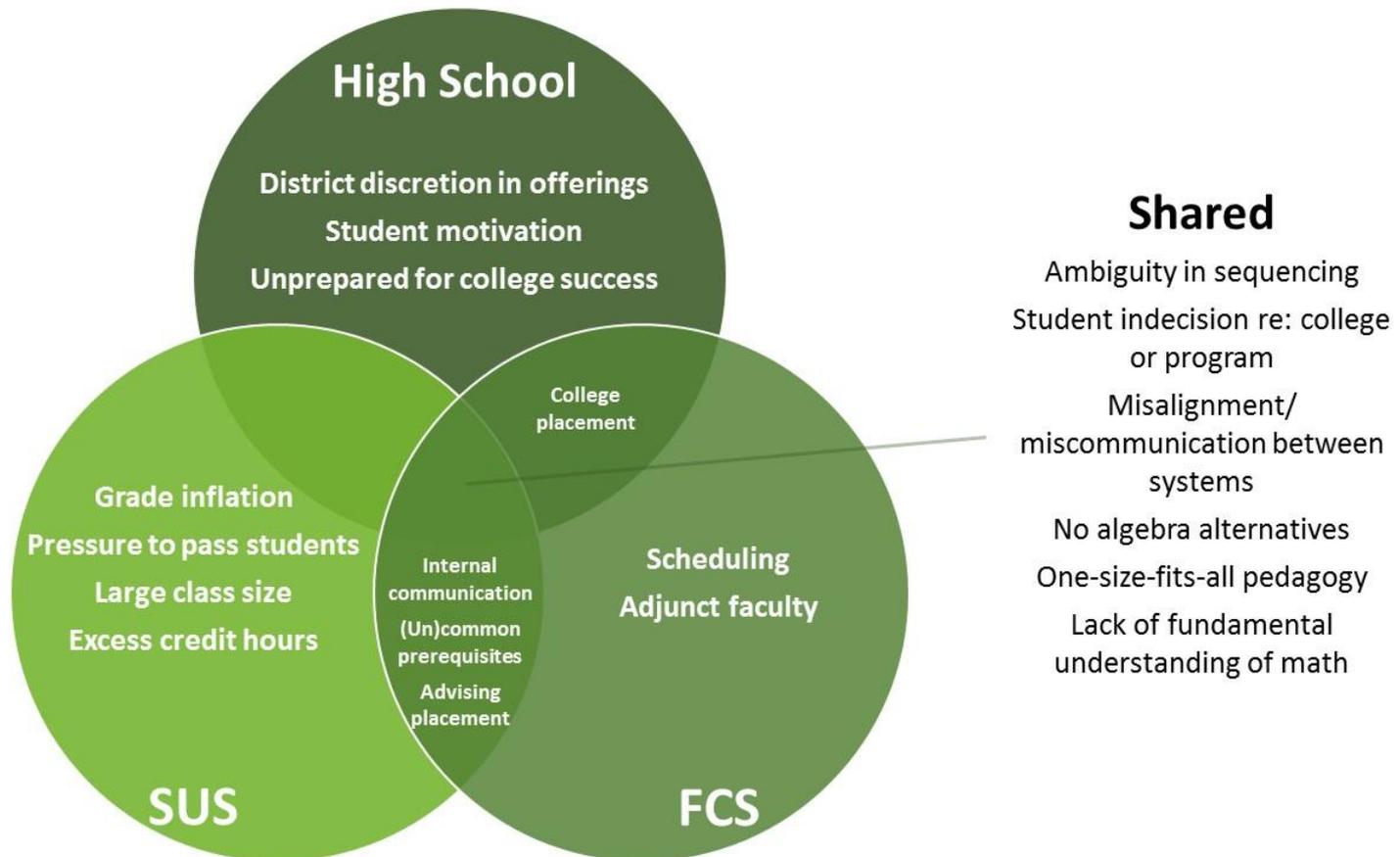
Defining the Challenges	Prioritizing the Challenges	Gathering Information	Linking Challenges & Solutions	Prioritizing Solutions	Policy Recommendations & Evidence-Based Practices
<p><b>Milestone 1</b> <i>Complete</i></p>	<p><b>Milestone 2</b> <i>Complete</i></p>	<p><b>Milestone 3</b> <i>Nov. 2018</i></p>	<p><b>Milestone 4</b> <i>Jan. 2019</i></p>	<p><b>Milestone 5</b> <i>Feb. 2019</i></p>	<p><b>Milestone 6</b> <i>April 2019</i></p>
<p>Administer survey to on key challenges &amp; synthesize findings</p>	<p>Prioritize the challenges and assign members to huddles—smaller working groups</p>	<p>Identify factors contributing to challenges, evidence &amp; drivers or root causes</p>	<p>Brainstorm &amp; evaluate potential solutions to the challenges previously identified</p>	<p>Propose and prioritize formal recommendations</p>	<p>Identify policy recommendations and evidence-based practices</p>



# Milestones 1-2

# Milestone 1: Challenges with Implementing Re-Design

Results from a pre-kick-off meeting survey



## Milestone 2: Prioritizing the Challenges

### *High School to Postsecondary Alignment*

Content alignment from elementary to college

Professional development for math teachers

Advising students into math sequences & career paths

Improving fundamental math skills & concepts

Assessment of students

### *FCS Mathematics Sequences*

Foundation preparedness

Multiple sequences/pathways

Ambiguity of math sequencing resulting in content overlap

Placement, advising misplacement & single measure of college readiness

Revisit prerequisites for commonality

### *FCS to University Alignment*

Communication about desired math outcomes for degree programs

Alignment of course content

Advising of math pathways

Aligning prerequisites for courses between institutions

# Huddles for High School to Postsecondary Alignment

- Huddle 1: Content alignment from elementary to college
- Huddle 2: Professional development for math teachers
- Huddle 3: Advising students into math sequences & career paths
- Huddle 4: Improving fundamental math skills & concepts
- Huddle 5: Assessment of students



**Professor Cynthia McGinnis**  
Northwest Florida State College  
**Chair:** High School to  
Postsecondary Alignment

# Huddle Assignments – High School

## **Huddle 1: Content alignment from elementary to college**

- **Huddle Lead:** Donna DeSena
- **Huddle Members:** Courtney Starling, Al Groccia, Hadley Pridgen, Kris Demarais, Theo Koupelis, Keri Siler, Donna DeSena

## **Huddle 2: Professional development for math teachers**

- **Huddle Lead:** Virginia and Hayes, Joi B Davies
- **Huddle Members:** Mark Billiris, Virginia Hayes, Joi Davies, Dr. Kathy Nobles

## **Huddle 3: Advising students into math sequences & career paths**

- **Huddle Lead:** Janet Stevenson
- **Huddle Members:** Nikki Goenago, Pam Weeks, Lindsey Page, Steven Bellenot, Thenai Chan, Douglas Wendel

## **Huddle 4: Improving fundamental math skills & concepts**

- **Huddle Lead:** Diana Remesar
- **Huddle Members:** Cassie Palelis, Jerry Hower, Joseph Pick, Louise Bossardet, Kim Wuellner, Louise Wolf

## **Huddle 5: Assessment of students**

- **Huddle Lead:** Darryl Chamberlain
- **Huddle Members:** Lisa Greenberg, Davida Austin, Travis Barton, Gabi Booth

# Huddles for FCS Mathematics Sequences

- Huddle 1: Foundation preparedness
- Huddle 2: Multiple sequences/pathways
- Huddle 3: Ambiguity of math sequencing resulting in content overlap
- Huddle 4: Placement, advising misplacement & single measure of college readiness
- Huddle 5: Revisit prerequisites for commonality



**Dr. Julie Phelps**  
Valencia College  
**Chair:** FCS Mathematics  
Sequences

# Huddle Assignments – FCS Math Sequences

## Huddle 1: Foundation preparedness

- **Huddle Lead:** Joanne Mechmech & Kathryn Pantelis
- **Huddle Members:** Kelly Brooks, Carrie Stevens, Robert Sandbach, Rachid Ait Maalem Lahcen

## Huddle 2: Multiple sequences/pathways

- **Huddle Lead:** Angelina Kuleshova
- **Huddle Members:** Wendy Carden, Megan Cavanah, Irma Cruz-White, Lourdes Espana, Thomas Flanagan

## Huddle 3: Ambiguity of math sequencing resulting in content overlap

- **Huddle Lead:** Kristine Buddemeyer
- **Huddle Members:** Kalynda Holton, Don Ransford, Kim Ghiselin, Paul Blankenship

## Huddle 4: Placement, advising misplacement & single measure of college readiness

- **Huddle Lead:** Matthew Pfaff
- **Huddle Members:** Ryan Newell, Jimmy Chang, Bobbi Cook

## Huddle 5: Revisit prerequisites for commonality

- **Huddle Lead:** Karen Hogans
- **Huddle Members:** Lee Klingler, Brad Marovich, Sybil Brown

# Huddles for College to University Alignment

- Huddle 1: Communication about desired math outcomes for degree programs
- Huddle 2: Alignment of course content
- Huddle 3: Advising of math pathways
- Huddle 4: Prerequisite alignment



**Dr. Tommy Minton**  
Seminole State College of  
Florida  
**Chair:** College to  
University  
Alignment

# Huddle Assignments – College to University

## Huddle 1: Communication about desired math outcomes for degree programs

- **Huddle Lead:** Teresa Dorman
- **Huddle Members:** Bonnie Smith, Gail Burkett, Adam Christopherson, Amy Comerford, Robert Lenich

## Huddle 2: Alignment of course content

- **Huddle Lead:** Nydia Nelson
- **Huddle Members:** Harrison Oonge, Dalia Gil, Burcu Karabina, Carol Zavarella, Maria Witherell, Connie Campbell

## Huddle 3: Advising of math pathways

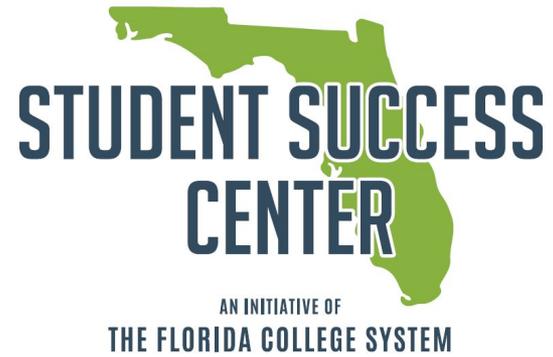
- **Huddle Lead:** Not identified
- **Huddle Members:** Penelope Kirby, Pascal Roubides

## Huddle 4: Prerequisite alignment

- **Huddle Lead:** Not identified
- **Huddle Members:** Misty Vorder Bruegge, Agatha Shaw, Aletheia Zambesi, Daniela Johnson, Pedro Mora

# Huddle Assignments

- Please contact your workgroup chair if:
  - You do not see your name assigned to a huddle
  - You want to switch huddles
  - You want to volunteer to serve as a huddle lead



## Milestone 3

## Milestone 3

- **Purpose:** This template guides discussion among huddles to clearly define the challenges associated with addressing the problems previously identified by the workgroups with implementing mathematics pathways. The template helps ensure a thorough discussion and provides a way to organize information that will be gathered by the Huddle Leads and presented to the workgroups.
- **Suggested Completion Date:** November 2018
- **Instructions:**
  - Huddles should complete the *Template for Gathering Information*.
  - Huddle Leads should share the completed template with the workgroup chair for feedback.
  - Huddle Leads should share on the workgroup webinar that will be scheduled for November-December.

# How to Access Milestone 3 Template

☰ Florida Mathematics Re-Design Workgroups > Modules

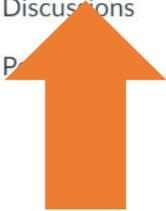
Home

Announcements

**Modules**

Discussions

P



## ▼ Overview and Resources

 [Florida Mathematics Re-Design Workgroups Membership Revised 10.4.2018.xlsx](#)

 [Mathematics Workgroup Charter](#)

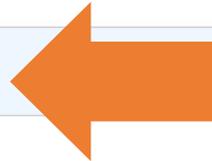
 [Toolkit for Mathematics Workgroups](#)

Toolkit for Mathematics Workgroups

 [All Workgroups Discussion](#)

 [Materials from Kick-Off Meeting \(September 18, 2018\)](#)

 [Policy and Research Resources](#)



# Toolkit for Mathematics Workgroups

The [Toolkit for Mathematics Workgroups](#) is a resource for workgroup chairs, workgroup members and staff liaisons to guide the re-design efforts from September 2018 through June 2019. Contents of this toolkit were adapted from the University of Texas at Austin, Dana Center Mathematics Pathways, State-Level Math Task Force Toolkit.

Milestones	Activity	Description	Files	Recommended Completion Date
Milestone 1	Defining the Challenges (Pre-Work)	Administer survey to solicit workgroup feedback on key challenges related to mathematics re-design	<a href="#">Milestone 1-Instructions-Defining the Challenges.docx</a> 	Prior to kickoff meeting
Milestone 2	Prioritizing the Challenges	Prioritize the challenges and assign members to huddles	<a href="#">Milestone 2-Instructions-Prioritizing Challenges.docx</a>  <a href="#">Milestone 2-Template-Huddle Assignments.docx</a> 	Kickoff meeting
Milestone 3	Gathering Information	Complete <i>Template for Gathering Information</i>	<a href="#">Milestone 3-Instructions-Gathering Information.docx</a>  <a href="#">Milestone 3-Template-Gathering Information.docx</a>  <a href="#">Milestone 3-Example-Gathering Information.docx</a> 	September 2018



# Gathering Information - Template

*Template for Gathering Information*

<b>Huddle 1 Challenge:</b>	Click here to enter text.		
<b>Factor contributing to the challenge</b>	<b>Evidence that this factor contributes to the challenge</b>	<b>Drivers or root causes of the factor</b>	<b>Additional information needed</b>
<b>Factor 1:</b> Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Factor 2:</b> Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Factor 3:</b> Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*Add additional rows as needed.*

**Process check:** If the factors identified above were resolved, would the overall challenge be eliminated? Why or why not?

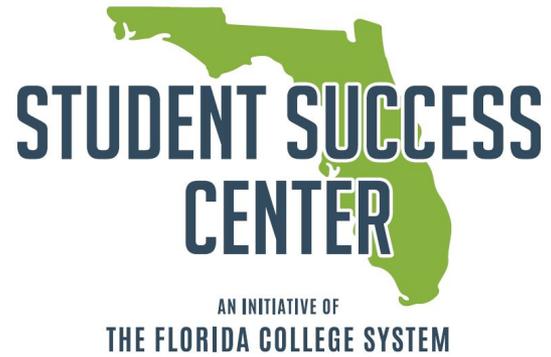
**Additional information:**

Click here to enter text.

# Gathering Information - Example

*Example of Completed Template for Gathering Information*

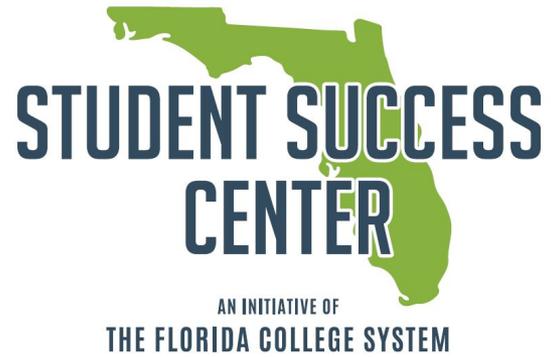
<b>Huddle 1 Challenge:</b>	Problems with transfer and applicability of mathematics courses		
<b>Factor contributing to the challenge</b>	<b>Evidence that this factor contributes to the challenge</b>	<b>Drivers or root causes of the factor</b>	<b>Additional information needed</b>
<b>Factor 1:</b> Mathematics requirements for programs differ from institution to institution.	Anecdotal evidence from group members.	Lack of communication between institutions and discipline faculty. Concerns about rigor of courses other than College Algebra.	Gather information about mathematics requirements across institutions. This might be part of the task force recommendations if it cannot be done quickly.
<b>Factor 2:</b> Students go into College Algebra even when quantitative reasoning or statistics is consistently accepted for their program.	State data show that high percentage of students in liberal arts programs take College Algebra.	Advisors see College Algebra as the “safe bet.” Students self-advise, take College Algebra because it is the most familiar to them.	Group members will talk to advisors at their colleges to verify how students decide which mathematics course to take.



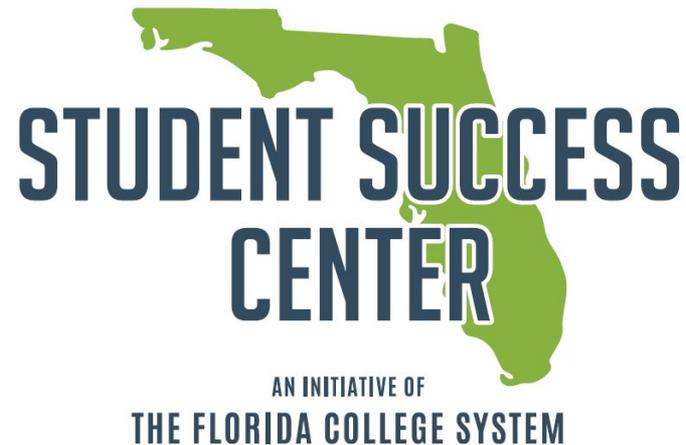
# Canvas Site Review

## Next Steps

- Huddle leads should connect with workgroup chairs about completing milestone 3 template
- All participants should review modules in Canvas
  - > Overview and Resources
    - > Policy & Research Resources
  - > [Workgroup Name]
    - > Resources [Workgroup Name]
- Huddles should begin working on milestone 3



# Q & A



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**THANK YOU!**

