

SPECIFIC RECOMMENDATIONS: MATHEMATICS PROGRAM DESIGN AND PRACTICES

1. MULTIPLE MATH PATHWAYS

The State Board of Education has adopted new graduation requirements that call for all students, beginning with the class of 2014 (current 7th Graders) to earn three credits of mathematics, all at the level of Algebra I or higher. Beaverton currently provides two curricular pathways to students to meet this requirement. They are:

- **Sequential Mathematics**

Provides a course sequence that typically includes Algebra I, Geometry, and Algebra II, preparing students for higher level mathematics coursework.

- **Integrated Mathematics**

Provides a course sequence that includes topics found in Algebra I, Geometry, and Algebra II, but the topics can be arranged thematically or in units that integrate content.

The State also expects districts to offer opportunities for students to meet the math graduation requirements through evidence of proficiency in courses where Math standards are taught in applied academic settings, such as Construction Math or Business Math, or in courses with integrated mathematics, such as Pre-Engineering or Construction, as long as the math content taught and assessed meets the threshold of Algebra 1 and higher. This approach would create a third pathway for students:

- **Applied Mathematics**

Courses where math standards are embedded in applied academic settings and students can demonstrate math learning by way of proficiency.

RECOMMENDATION: It is recommended that all three pathways be supported with instructional materials, professional development and assessment support as needed.

OTHER TOPICS TO ADDRESS:

2. SLOWING THE “RACE TO CALCULUS”: SPEED VS. BREADTH
3. FOSTERING TEACHER SUPPORT AND NETWORKING
4. CONNECTING PARENTS TO THEIR STUDENT’S MATHEMATICS
5. EXIT EXPECTATIONS FOR ALL; NO CEILING FOR ANY
6. LINKING MATHEMATICS TO NEXT STEPS IN STUDENT PLAN & PROFILE
7. CURRICULUM GUIDES
8. COMMON COURSE SYLLABI
9. INDICATORS TO MONITOR QUALITY DURING IMPLEMENTATION