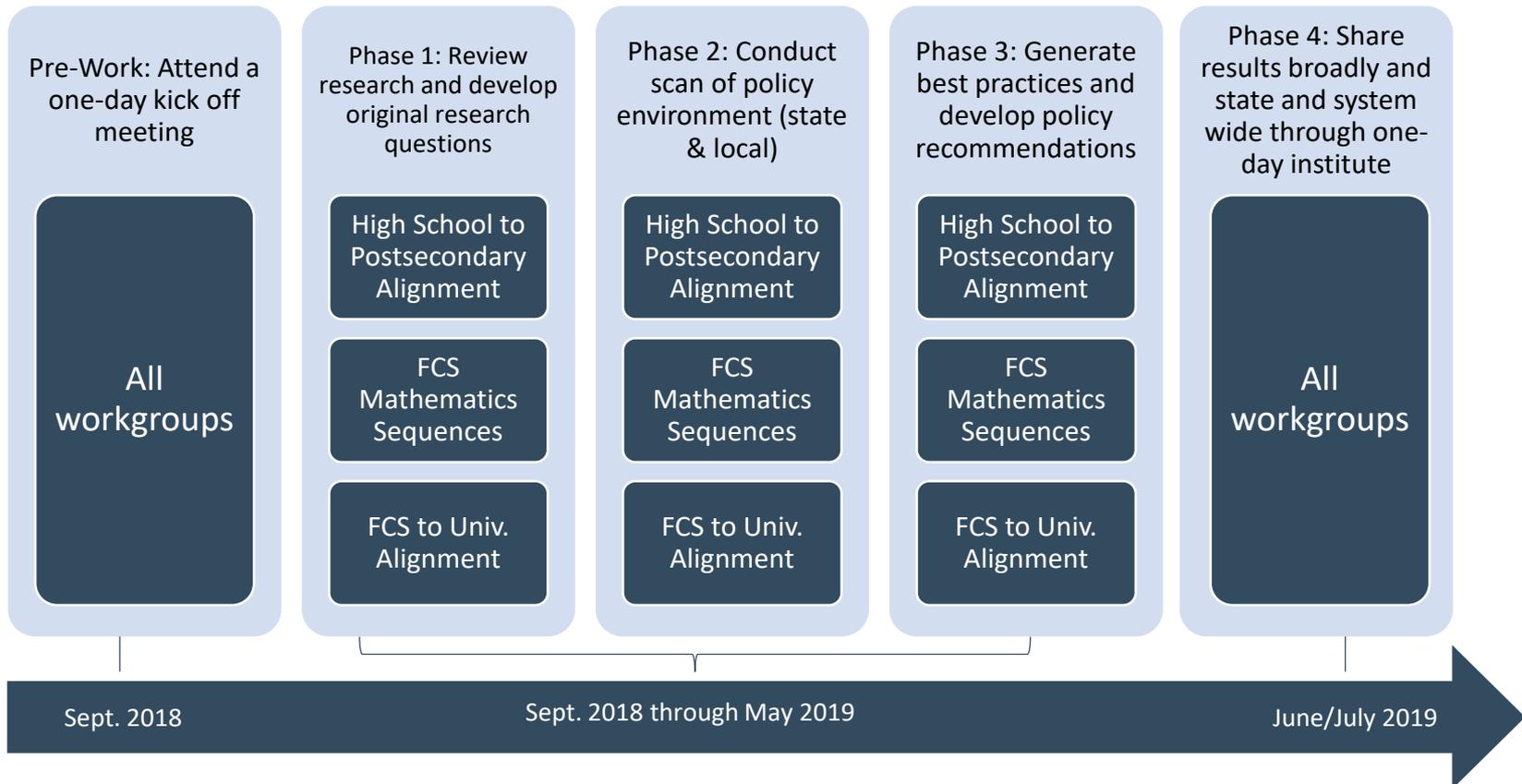


Framework for Mathematics Workgroups

To continue the conversation regarding mathematics re-design, the Florida Student Success Center will invite mathematics faculty and administrators to participate in statewide workgroups. The inter-connected workgroups will: identify strategies for better aligning high school and college instruction and content in mathematics; examine the most appropriate mathematics courses and sequences based on a student's program (e.g., STEM or liberal arts); and, for students intending to transfer, ensure the mechanisms are in place so courses will articulate and excess credit hours accumulation will be minimized. The workgroups will review relevant research and data and conduct a scan of institutional policies and practices to identify barriers and opportunities for student success in mathematics. This work will culminate in the development of best practices and policy recommendations.



Framework for Mathematics Workgroups

Workgroup Descriptions

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.

FCS Mathematics Sequences

- The FCS Mathematics Sequences workgroup will examine multiple pathways for students to enter based on programs of study as well as the re-design of course structures (e.g., delivery, curriculum and pedagogy) to maximize support for students, which may include: identifying course and institutional structures that deter success; encouraging the modernization of mathematics content; reviewing data on student success across algebra and non-algebra pathways; and working with faculty to identify a sequence of courses in the context of a student's intended transfer major/meta-major.

FCS to University Alignment

- The FCS to University Alignment workgroup will examine how FCS curriculum in mathematics aligns with university expectations, particularly for students in transfer programs, which may include: clarifying what university requirements are; examining the longitudinal student data on mathematics sequencing and student success rates; engaging FCS and SUS mathematics faculty in dialogue about postsecondary expectations; and identifying strategies that promote greater alignment of curriculum and content.

Workgroup Charge

- Cataloging evidence-based best practices designed for scale.
- Developing recommendations for state policy and institutional policy and practice around mathematics re-design.

Workgroup Resources

- Staff Liaison – FLDOE staff members who will connect workgroups with technical assistance, document the work, etc.
- Chairperson(s) – College faculty member who will lead the workgroups.
- Members – ~12 faculty and administrators per workgroup representing the FCS, K-12 and universities (where appropriate) who will conduct the work.
- Subject Matter Experts – SME's who will provide research and policy background information to inform the workgroups in phases 1-2.