GEORGIA MATHEMATICS SUMMIT
June 18, 2020

Mathematics Enthusiasts:
Lya R. Snell, Ph.D., Mathematics Program Manager
Brooke Kline, Secondary Mathematics Program Specialist
Jenise Sexton, Mathematics Content Integration and Special Education Program Specialist
Mike Wiernicki, Elementary Mathematics Program Specialist
Welcome!
While you wait...

Please click on the chat and let us know:
• Name
• Role
• Organization
Technology Tips for Zoom

**Gallery or Speaker View:** Choose either Gallery or Speaker View by clicking on the icon in the *upper right corner* of your screen.

- Gallery View allows you to see one large view with multiple screens of participants.
- Speaker View allows you to see the person speaking as a larger image and rotates with whomever has the floor.

**Please click “Participants” to rename yourself:**
- Right click on your name and select “Rename.”
- Add your state abbreviation before your name.
Online Session Etiquette

To make the meeting flow smoothly...

- Mute audio line when not talking.
- Use the “chat” feature when you have a question or for parking lot items.
- Speak clearly and to the camera.
- “Exit Full Screen” to join chat and participant windows when screen is being shared.
Follow Us and Share Your Learning Experiences!

@GaDOEMath
# Math Brain Teasers

<table>
<thead>
<tr>
<th>A)</th>
<th>B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image](tree Roots.jpg)</td>
<td>![Image](STOP Sign with Coordinates.png)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C)</th>
<th>D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image](Graph Lines on Plane.png)</td>
<td>![Image](Pizza Pie.png)</td>
</tr>
</tbody>
</table>
# Updated: K-12 Mathematics Standards Review/Revision Timeline

<table>
<thead>
<tr>
<th>Fall 2020</th>
<th>Spring 2021</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
<th>Fall 2022</th>
<th>Spring 2023</th>
<th>Fall 2023</th>
<th>Spring 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish work of groups/committees; Standards posted for comment; adopted</td>
<td>Professional Learning; updates to assessments</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

- Due to COVID-19, the K-12 standards review/revision process was paused.
- The initial timeline had the posting of standards for public review scheduled for May 2020; recommended for adoption in June 2020.
- The timeline above is still in draft but the finalized timeline will be shared and posted (GaDOE.org/standards).
- Professional learning period has been extended: Spring 2021 – Spring 2022.
- Implementation has been delayed until Fall 2022.
Acknowledging the Past and Moving into the Future

**College and Career Readiness GOAL:**
Ensuring that each learner is a prepared, numerate citizen ready to enter the future workforce with the critical thinking and reasoning skills necessary for success in both the local and global workforces.
Summary of Proposed Changes from Teacher Teams

- Reduction in the number of standards for each grade level and course
- Increased emphasis on comprehension, reasoning, and sense-making in mathematics
- More clarity of language provided in the standards
- Course standards represent key mathematics competencies for each grade level and course
- Increased emphasis on contextual learning to prepare learners for future jobs based on workforce needs
- Classroom Level Learning Objectives for each Key Competency listed based on a natural mathematics learning progression
Mathematics Program Highlights

Numeracy Project Resource

edWeb Professional Collaboration Space

Professional Learning Videos

Keenville
Collaborative Work with Assessment Division on Game-Based, Early Numeracy Assessment

STEM/STEAM Math Data

*NEW Videos

*NEW

*NEW

*NEW

All curriculum resources for teachers can be found on www.georgiastandards.org.
Join one of our Professional Learning Communities!

- www.edweb.net
- (MS): https://www.edweb.net/georgiamathematics6-8
- (HS): https://www.edweb.net/georgiamathematicsHS
MATHEMATICS

Remote Learning Chats

www.tinyurl.com/GADOERemoteLearningChats

Over 1300 Curated K-12 Remote Learning Resources

MATHEMATICS

Reaching teachers and leaders throughout all regions in Georgia!

On-Demand PL Offerings
Where can I find these resources? www.gadoe.org/mathematics

Mathematics

The Georgia Mathematics standards are designed to help learners achieve a balance among concepts, skills, and problem solving. They provide clear expectations for curriculum, instruction, assessment, and student work. The standards stress rigorous concept development and real-world applications while maintaining a strong emphasis on computational and procedural skills. At all grades, the standards encourage students to reason mathematically, to evaluate mathematical arguments both formally and informally, to use the language of mathematics to communicate ideas and information precisely, and to make connections among mathematical topics and to other disciplines.

New Updates
- **NEW** Supporting Students with Disabilities with Distance Learning
- **NEW** Remote Learning Chat (Virtual Professional Learning for Mathematics, Computer Science, and STEM/STEAM Teachers and Leaders)
- Mathematics Teaching and Learning resources can be found HERE.

Instructional Resources for Mathematics Teachers

The purchase and use of instructional resources and materials are decisions made at the local school district and/or school level. The Department of Education provides many instructional resources that are aligned to the Georgia Standards of Excellence (GSE). Resources for teachers can be found here:
- **NEW** Over 1360 Curated K-12 Mathematics Remote Learning Resources
- GaDOE Teacher Resource Link and The Essential Toolkit

Click Here for More Information About Georgia Mathematics
"I wanted to thank all of you for the great resources on the GA STEM website. From the Resource Page to the Remote Learning to the STEM/STEAM Journals, it is all great." - Kim Mercer, Heard Elementary School

<table>
<thead>
<tr>
<th>CONNECT</th>
<th>SUPPORT</th>
<th>PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remote Learning Chats</td>
<td>STEM/ STEAM at Home</td>
<td>Summer Virtual Academies (4,800+ Twitter Impressions)</td>
</tr>
<tr>
<td>Webinars</td>
<td>Field Guides</td>
<td>District/ School Stakeholder Meetings</td>
</tr>
<tr>
<td>Podcasts</td>
<td>Piloting Virtual Feedback</td>
<td>Continued RESA support</td>
</tr>
<tr>
<td>Virtual PD and meetings</td>
<td>New interest in certification and PBL training</td>
<td></td>
</tr>
<tr>
<td>CEISMC STEAM Leadership Conference</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was an amazing STEM/STEAM Journal meeting with the @STEMGeorgia team and 30 PCSD Tech and administrators! Thank you Felicia and Meghan for your guidance! #pauldingsteam @pauldingboes
GEORGIA HOME CLASSROOM
Pre-K through High School

https://www.gpb.org/education/learn
Mathematics Equity Toolkit

Purpose:
The Mathematics Equity Toolkit provides tools for districts and schools to support the work of addressing equity in mathematics and beyond.

What is Mathematics Equity?

Working with Equity Teams

Equity and Access in Mathematics

The Story of Georgia

State-wide Action Plan

Mathematics Equity Measures-Crosswalk

Additional Resources

tinyurl.com/GAMathEquity
GEORGIA
MATHEMATICS EQUITY PLAN

This plan was developed based on collaborative work among various district leadership teams and university partners at the inaugural Georgia Mathematics Equity Summit on November 12, 2019. Leaders from all over the state of Georgia convened and led by CEISMC at Georgia Tech and the Georgia Department of Education, began to draft an equity plan to address several key problems of practice.
COVID-19 HIERARCHY OF NEEDS FOR SCHOOLS

Based off of Maslow's Hierarchy of Needs

School
- completing virtual work/projects

Self-Actualization
- desire to become the most that one can be

Esteem
- respect, self-esteem, recognition, strength, freedom

Love and Belonging
- friendship, family, sense of connection

Safety Needs
- personal security, employment, resources, health

Physiological Needs
- air, water, food, shelter, sleep, clothing

School is important during this crisis

But...

Not as important as the needs of our families who are experiencing anxiety and fear as we develop our new normal.

Our kids and families need us more than ever to model social and emotional learning before content.

@jaydostal
GCTM’s Position on Equity

• Drafting Equity Position Statement
  • Stems from the work completed at the Mathematics Equity Summit
  • Georgia and GCTM are leading this work

• Focus of work:
  • Diversity, Equity, and Inclusion
2020 Mathematics Equity Summit - Addressing Instructional Inequities

Please provide your input on the instructional inequities from pre-Covid 19 and now.

www.tinyurl.com/GAEquitySurvey

1. What would you consider the greatest barriers to instructional equity?

Enter your answer

2. How have you observed the inequities mentioned in Question 1 amplify or subside given the current circumstances? Provide examples of amplification and/or regression.

Enter your answer
Supporting Students with Disabilities with Distance Learning

**Plans for Support**
Teachers are encouraged to collaborate with parents or guardians as plans for support are developed.

<table>
<thead>
<tr>
<th>Choice of Tools</th>
<th>*Preferred Types of Activities</th>
<th>Aligning to IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Learning Management System (LMS)</td>
<td>✓ Games</td>
<td>Educators curate and/or share learning activities for families and students which support IEP goals.</td>
</tr>
<tr>
<td>✓ Virtual Platform</td>
<td>✓ Videos</td>
<td>Students with 504 Plans and Individual Education Plans should be administered their standard classroom instructional accommodations.</td>
</tr>
<tr>
<td>✓ Telephone/Cell Phone Pencil/Paper</td>
<td>✓ Discussions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Puzzles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Challenges</td>
<td></td>
</tr>
</tbody>
</table>

**Documentation**
- Development of a distance learning plan
- Document schedule of parent-teacher consultation
- Document accommodations offered to students
- Document communication to students

**Instructional Ideas for Supporting Students with Disabilities**
Specially Designed Instruction, generally, is adapting content, methods, and/or instructional delivery to address the unique needs of a student.

<table>
<thead>
<tr>
<th>Time of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Assignments in small chunks with high levels of student engagement</td>
</tr>
<tr>
<td>✓ A fraction of the face-to-face, classroom time</td>
</tr>
<tr>
<td>✓ Mini lessons for no more than 5-7 minutes</td>
</tr>
<tr>
<td>✓ Consider student interest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Choice in demonstrating knowledge</td>
</tr>
<tr>
<td>✓ Choice in receiving information</td>
</tr>
<tr>
<td>✓ Choice Board of activities/tasks: low and no tech options</td>
</tr>
<tr>
<td>✓ Choice in what to study with help connecting to grade appropriate learning</td>
</tr>
</tbody>
</table>
Supporting Students with Distance Learning Documents
Supporting Students with Distance Learning Documents

Accessibility Resources for Virtual Learning

Companion resources for the video entitled, Virtual Supports for Struggling Learners
Assistive Technology is to improve student achievement, productivity, independence, and inclusion by increasing student access to assistive technology devices and services and enhancing educator knowledge of assistive technology.
Where can I find these resources?

Integrated Instructional Supports for All Students

Integrated Instructional Supports for All Students provides resources for students, families, and teachers curated and developed by our Curriculum and Instruction Content Integration Specialists. A dedicated team member in each content area works with our Special Education Services and Supports to inform and coordinate efforts as we strive to educate the Whole Child.

Contact Information

Franeka Colley
Content Integration Specialist
English Language Arts
(404) 672-5120
Elementary Programming Update
Keenville – Grades 1 & 2

- 15 math games that span all domains and align to specific skills in 1st and 2nd grade.
- Site is open for the summer and students can continue to play games that teachers have assigned them.
- The Keens will be on vacation June 27th – July 5th, but will be ready to play again on July 6th.
Keenville – Grades 1 & 2

- On Aug. 1st, FY21 rosters uploaded for the new year. Teachers will have access to play and review the dashboard throughout summer, and their new rosters will be ready for them the week of Aug 1st.
- We are also updating the professional learning in PLO.
- All teachers and administrators have access to Keenville through their SLDS. If the tab doesn’t appear on their platform, they need to contact their local SIS/IT director to gain provisions.
Keenville – New Game!
Click the buzzer when you know the answer!

$5 + _ = 9$

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Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future
Choose the correct answer to fill in the blank

\[ 5 + \_ = 9 \]

2 4 5 6
Nice job! You beat the Round! You will now move on to the next Round! Keep it up!
Nice job! You beat the Round! You will now move on to the next Round! Keep it up!
Mathematics Video Series (K-2)

Kindergarten – 11 Videos

1st Grade – 11 Videos
1.OA.1, 1.OA.3, 1.OA.4, 1.OA.5, 1.OA.6, 1.OA.7, 1.OA.8, 1.NBT.3, 1.NBT.4, 1.NBT.5, 1.NBT.6

2nd Grade – 11 Videos
2.NBT.4, 2.NBT.5, 2.NBT.6, 2.NBT.7, 2.NBT.9, 2.OA.1, 2.OA.2, 2.OA.3, 2.G.3, 2.MD.7, 2.MD.8
## Mathematics Video Project 4.0

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>1st Grade</th>
<th>2nd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>K.CC.1-3</td>
<td>1.NBT.2 &amp; 1.NBT.7</td>
<td>2.OA.4</td>
</tr>
<tr>
<td></td>
<td>1.G.3, 2.G.3, &amp; 3.G.2 (Progression)</td>
<td>2.NBT.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.NBT.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.MD.1-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.MD.5 &amp; 2.MD.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.MD.9 (with 3.MD.4)</td>
</tr>
</tbody>
</table>
Mathematics Video Series (3-5)

3rd Grade – 13 Videos
3.NBT.1, 3.NBT.2, 3.NF.1, 3.NF.2, 3.NF.3, 3.OA.3 & 3.OA.4, 3.OA5, 3.OA.7, 3.OA.8, 3.OA.9, 3.MD.1, 3.MD.7 (1), 3.MD.7 (2)

4th Grade – 13 Videos
4.NF.1 & 4.NF.2, 4.NF.3, 4.NF.4, 4.NBT.1, 4.NBT.2 & 4.NBT.3, 4.NBT.4, 4.NBT.5, 4.NBT.6, 4.OA.1 & 4.OA.2, 4.OA.3, 4.MD.1, 4.MD.2, 4.MD.8

5th Grade – 13 Videos
5.NBT.1, 5.NBT.3, 5.NBT.4, 5.NBT.6, 5.OA.1 & 5.OA.2, 5.OA.3, 5.NF.1, 5.NF.2, 5.NF.4, 5.NF.5, 5.NF.6, 5.NF.7, 5.MD.1
# Mathematics Video Project 4.0

<table>
<thead>
<tr>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.MD.4 (with 2.MD.9)</td>
<td>4.NF.5 &amp; 4.NF.6</td>
<td>5.NBT.5</td>
</tr>
<tr>
<td>3.MD.8</td>
<td>4.NF.7</td>
<td>5.NBT.7 (add &amp; sub)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.NBT.7 (mult &amp; div)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.NF.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.G.3 &amp; 5.G.4</td>
</tr>
</tbody>
</table>
Mathematics Resource Updates – July 2019


- Will be posted July 2020 on GSO
  - Updated Links
  - Updated Hyperlinks
  - Updated Intervention Tables
Mathematics Professional Learning Modules (On-Demand PL for Teachers)

- 6 modules for K-5 and more on the way!
New Resources Available

Supporting Students with Disabilities with Distance Learning

Kindergarten

5th Grade

1st Grade

Introduction

4th Grade

2nd Grade

3rd Grade
### Kindergarten

**Choice Board Tasks and Activities**

#### Option 1: American Symbols

**Why do we have flags? What do they represent?**

- Draw a picture of the American flag. How many stars? How many stripes?
- Create your own flag using shapes (squares, circles, triangles, rectangles, or hexagon). Write about what it represents. What do the colors or shapes mean?
- Ask questions about what the flags are made of and then investigate the flags that are safe to approach and touch. Are all of the flags made of the same material? What are the characteristics of the material that the flags are made of? Talk to a friend, make a list, or draw and label what you noticed.

_SSKH2a, SKP1b, MGSEX.G.3, ELAGSEKR17_

#### Option 2: Time Patterns

**Can you use time words?**

- Make a timeline of your life with pictures or drawings. Don’t forget to label your timeline using time words.
- Use pictures or drawings to make a schedule of your day. Don’t forget to use your time words.
- Create a model of the sky showing day, evening, night and morning on a paper plate. Remember to use time words to show changes in time to describe changes in the sky.

_SKE1b, SSKH3, ELAGSEKW3_

#### Option 3: Earth Materials

**What about the ground?**

- Compare two types of soil, for example, Georgia red clay vs potting soil or sand. Create a list of similarities and differences.
- Directly compare the two types of soil. Describe the difference between the two with a “more of/less of” statement.
- Look at a simple map. Identify and count how many places where you would find soil. Using the numbers 0 to 29, represent the number of places you would find soil with a written numeral. Explain why soil would be found there.

_SKE2c, SSKG2a, MGSEX.CC.4, MGSEX.CC.3, ELAGSEKR9_

#### Additional Family Connections

(Additional Skills to Practice Weekly)

- **Notice and Wonder:** Take a walk with a grown up. Did you see any flags? What kind of flags did you see? How many did you see?
- **Text Connection:** Read a book for 20 minutes. Do you notice any symbols in the book?
- **Purposeful Counting:** Observe nature with a parent. Each of you look for a different kind of animal, count it, and then discuss who saw more/less?
- **Reading and Comprehension:** Play “I Spy” with sounds. For example, “I spy something that starts with the letter S.” or “I spy something that starts with the /m/ sound.”
- **Purposeful Counting:** Work with one person to make collections with no more than 10 objects (coins, Legos, dolls, rocks, etc.). Count your collections. Identify whether the number of objects in your collection is greater than, less than or equal to the other collection.

_ELAGSEKR17, MGSEX.CC.6, SSKH2a_
Introduction

The Georgia Department of Education Content Integration Specialists have developed integrated choice board mini tasks aligned to the Georgia Standards of Excellence for English Language Arts, Mathematics, Science and Social Studies. Each grade level includes integrated low tech or no tech tasks and activities meant to engage students and families in purposeful integration of the content. These tasks/activities provide a supplement for any remote instruction provided by the classroom teacher which crosses content areas and can be incorporated into students’ distance learning plans. When engaging learners in distance learning, it is important to remember to engage students in activities that continue to promote hands-on, conceptual learning and limit the learners’ screen time as much as possible. Therefore, the choice board options include both low tech web-based activities and no tech hands-on, kinesthetic activities. This resource is designed for collaboration between educators and parents/guardians in order to support students continued learning. This is not designed to be an exhaustive list of tasks/activities for students to use to thoroughly master all standards in a content area. These are just quick, convenient, integrated tasks/assignments for students to use to refine their skills and reasoning while learning remotely.

Here are some ways you might utilize this resource:

- Create a choice board of activities using the tasks listed for your grade level. Allow students to choose the activities they want to complete from your created choice board. (Sample choice boards can be found here and here.)
- Collaborate with the students’ parents/guardians and create a distance learning plan that includes activities which aligns to the students’ preferred type of activities and IEP goals.
- Provide the entire choice board options to parents/guardians and allow the families decide upon the tasks/activities to complete.
- Use the Demonstrating Knowledge Choice Board for alternate ideas for ways students can demonstrate their knowledge.
# Supporting Students with Distance Learning Documents

## Demonstrating Knowledge Choice Board

<table>
<thead>
<tr>
<th>Video Documentation</th>
<th>Oral Dictation to Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cell phone video recording</td>
<td>- Word: Dictate feature</td>
</tr>
<tr>
<td>- PowerPoint: Screen Recording</td>
<td>- Cell phone audio recording</td>
</tr>
<tr>
<td>- Camera/Camcorder recording</td>
<td>- Phone call</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pictorial Evidence</th>
<th>Written Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cell phone picture capture/Screen snip/Screen capture</td>
<td>- Assignment/letter in the Mail</td>
</tr>
<tr>
<td>- Drawing</td>
<td>- Postcard</td>
</tr>
<tr>
<td>- Collage</td>
<td>- Journal Entry</td>
</tr>
</tbody>
</table>

[Image of GaDOE logo and Georgia Department of Education mark]
Middle School Programming Update
Mathematics Resource Updates – July 2020

• 2020 – 2021 Mathematics Resource Edits Document
  - Will be posted July 2020 on GSO
    - Updated tasks
    - Updated links/hyperlinks
    - Updated Interventions
Mathematics Video Series (6-8)

6th Grade – 11 Videos

7th Grade – 12 Videos

8th Grade – 11 Videos
8.NS.2, 8.EE.4, 8.EE.8, 8.F.2, 8.F.5, 8.G.1, 8.G.2, 8.G.3, 8.G.4, 8.G.5, 8.SP.4

Updated 6.NS.1 video will be posted July 2020 on GSO
Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST)

• Application deadline for the 2019 – 2020 Cycle for K – 6 teachers has been extended to October 26, 2020
High School Programming Update
NEW UPDATES

• The newest updates to the Mathematics Graduation Guidance Document can be found at www.gadoe.org/mathematics.
New!

Technical College Readiness Mathematics

NEW UPDATE:

• What are the updates to the Technical College Readiness Mathematics course due to the COVID-19 global pandemic?

• **Answer:** The protocol for placing students in the Technical College Readiness Mathematics course remains a local decision. Guidance can be found in this frequently asked questions document to assist districts with this decision. The content of the course is directly related to getting a passing score on the ACCUPLACER. As district leaders make decisions on which students to place students into this course, they should be reminded of this purpose.

• The TCSG Commissioner has suspended the provisions of their Admission Procedure 6.2.1p that requires student testing for this upcoming Summer and Fall semesters due to COVID-19; therefore, students may be enrolled in the required mathematics courses at the technical college without this test score.
Mathematics Resource Updates – July 2020

• 2020 – 2021 Mathematics Resource Edits Document
  ▪ Will be posted July 2020 on GSO
    ❖ Updated tasks
    ❖ Updated links/hyperlinks
    ❖ Updated Interventions
Mathematics Video Series (HS)

High School – 21 Videos


Videos N.RN.2 and G.GPE.4&7 will be posted July 2020 on GSO
IDA Course Updates


- Year 2 IB Courses Deleted from list of approved, state-funded courses

(\textit{beginning June 2020})
Launch Years Initiative Update

Math Should Be a Way, Not a Wall

For far too many students, math is a wall—not a way—to their postsecondary and career success. In fact, the Mathematical Association of America calls math “the most significant barrier” to finishing a degree—and ultimately to a path of greater opportunity for all students.

We are at a turning point in mathematics education.

New research on math teaching, new clarity about the math needed for success, and new commitment to collaboration across the K–12 and higher education sectors have brought us here. Evolving technology and a changing economy are also signaling that this is the right moment for action. Now is the time to modernize high school math.

So how can we ensure every student—regardless of circumstances, background, or zip code—has access to high-quality math education that’s relevant to their future?
Launch Years Report

A wide-ranging report exploring key barriers, opportunities, and recommendations for actions we can take to mobilize Launch Years work.

Launch Years: A New Vision for the Transition from High School to Postsecondary Mathematics

Learn More & Download at: UTDanaCenter.org/launchyears
MATH SHOULD BE A WAY, NOT A WALL.
Courses Impacted by Launch Years Initiative

**College Readiness Mathematics**
- (New name proposed… Mathematics Capstone Course – MC²)
- Input/Feedback on name????

**Algebra II/Advanced Algebra**
- New - Modernized Algebra II/Advanced Algebra
- Course looks different from current Algebra II
- Increased presence of statistics and data science
All stakeholders hold a critical role
Sharing of Ideas!
What are your plans for starting next school year strong?
Questions to Consider during Breakouts

1. What barriers are you facing for the upcoming school year?
2. What opportunities are present for the upcoming school year?
3. What ideas do you have to begin the 2020-2021 school year strong?
4. How will you help teachers identify gaps in learning?
5. How will your teachers accelerate each learner to continue learning?
6. What resources and strategies will you use to support learners?
Group Reflection Protocol

• In small groups, reflect on the six questions provided.

• Identify a person to be the **RECORD**ER and a **TIM**ER for your small group to keep each breakout group on pace with moving through the 6 questions as you each share your ideas.

• Respond to each question using the template at the following link:

  www.tinyurl.com/GAMathSummitIdeas

SEE BREAKOUT GROUP TAB AT THE BOTTOM
Group Time

Transition to Zoom Breakouts

Please join your breakout group in Zoom using the link provided (see prompt on your screen).

www.tinyurl.com/GAMathSummitIdeas
Sharing of Ideas! - Whole Group Share-out

What are your plans for starting next school year strong?
QUESTIONS??
Preparing students for life.

www.gadoe.org/mathematics

@GaDOEMath

youtube.com/georgiastandards
Contact Information

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Important Websites to Remember

www.gadoe.org/mathematics Georgia Mathematics Program Information
www.edweb.net Professional Learning Communities
www.georgiastandards.org Curriculum Resources