



Electronic Resource: Outreach Kit User Guide for Presentation for Administrators

Purpose: This presentation gives your audience a brief overview of the purpose of *Beyond Crossroads*. The intended audience is administrators. Its main purpose is to share ideas and strategies for administrative support that is necessary for the improvement of mathematics programs at two year colleges. It provides information on the process of change, and guidance as to how administrators can support the improvement of mathematics programs, based on *Beyond Crossroads*.

Audience: The presentation could be used most typically at a meeting of administrators, a session at a conference, or a business meeting or board meeting of a college or division.

Equipment:

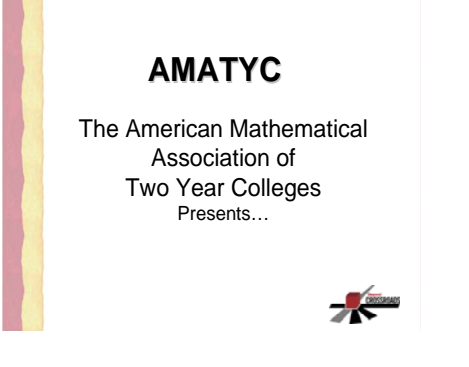

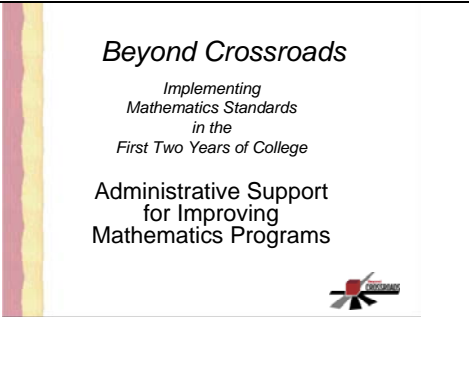

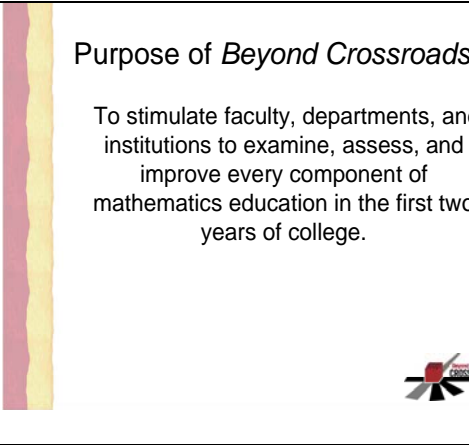

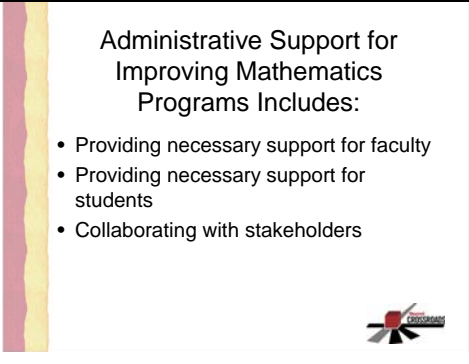

- A computer with Adobe PDF Reader and if possible with Internet access, or, if not available, you should print the slides onto overhead transparencies and use an overhead projector.
- A copy of *Beyond Crossroads* for the presenter


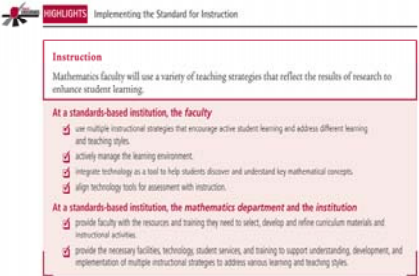



For each person in your audience you should have





- A copy of *Beyond Crossroads* and the Executive Summary
- Handouts of the PDF presentation



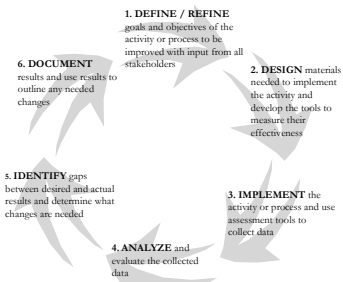


Before making this presentation, you should familiarize yourself with *Beyond Crossroads*, and also with the electronic products that accompany the document, available on the web page of AMATYC www.amatyc.org


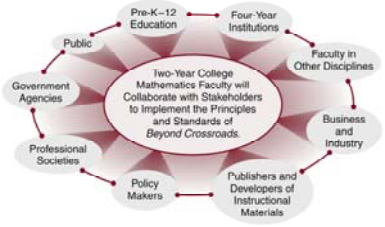



Additional Notes: As in any presentation, it is helpful to test the equipment, distribute handouts before the presentation, welcome attendees, give an overview of the presentation, solicit and respond to questions from the audience, and thank the audience. Your presentation should allow for as much interaction and discussion as possible.




	Slide	Notes
1	 <p style="text-align: center;">AMATYC</p> <p style="text-align: center;">The American Mathematical Association of Two Year Colleges Presents...</p> 	<p>Your audience might be unfamiliar with AMATYC; you might want to read some information on the organization ahead of time, and show your audience the AMATYC web site. You want to mention the annual conference, and the need to support faculty travel/representation to that conference. You might also talk about affiliate meetings in your state/region.</p>
2	 <p style="text-align: center;"><i>Beyond Crossroads</i></p> <p style="text-align: center;"><i>Implementing Mathematics Standards in the First Two Years of College</i></p> <p style="text-align: center;">Administrative Support for Improving Mathematics Programs</p> 	<p>Show your audience a copy of <i>BC</i> at this time. If time allows, you can focus on the information found in Ch 1 of <i>BC</i> including defining mathematics standard, and mention the three sets of standards (Intellectual Development, Content, Pedagogy)</p>
3	 <p style="text-align: center;"><i>Purpose of Beyond Crossroads</i></p> <p style="text-align: center;">To stimulate faculty, departments, and institutions to examine, assess, and improve every component of mathematics education in the first two years of college.</p> 	<p>Your audience should understand the reason why so many people from so many institutions and organizations worked on this document.</p>
4	 <p style="text-align: center;">Administrative Support for Improving Mathematics Programs Includes:</p> <ul style="list-style-type: none"> • Providing necessary support for faculty • Providing necessary support for students • Collaborating with stakeholders 	<p>Ask your audience to take a few moments to think about ways they support faculty and students.</p>

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5	<p style="text-align: center;">The Role of the Faculty</p> <ul style="list-style-type: none"> • Grow in their knowledge of mathematics and pedagogy • Contribute to their profession • Address the learning needs of their diverse students • Create a positive learning environment • Prepare quantitatively literate citizens for the future 	<p>Ask your audience to think about the role of faculty in the mathematics education of our students and community.</p>
6	 <p>HIGHLIGHTS Implementing the Standard for Instruction</p> <p>Instruction Mathematics faculty will use a variety of teaching strategies that reflect the results of research to enhance student learning.</p> <p>At a standards-based institution, the faculty</p> <ul style="list-style-type: none"> ✓ use multiple instructional strategies that encourage active student learning and address different learning and teaching styles. ✓ actively manage the learning environment. ✓ integrate technology as a tool to help students discover and understand key mathematical concepts. ✓ align technology tools for assessment with instruction. <p>At a standards-based institution, the mathematics department and the institution</p> <ul style="list-style-type: none"> ✓ provide faculty with the resources and training they need to select, develop and refine curriculum materials and instructional activities. ✓ provide the necessary facilities, technology, student services, and training to support understanding, development, and implementation of multiple instructional strategies to address various learning and teaching styles. 	<p>This is a page of the document. If time allows, give them a “flavor” of what you see on this page.</p>
7	<p style="text-align: center;">We need your help!</p> <p style="text-align: center;">In what ways can administrators support faculty in their efforts to improve mathematics programs?</p> 	<p>This is why you are making this presentation...now you need their full attention...now you are going to talk about where the administrators fit into the process of improvement of mathematics education.</p>
8	<p>Support for Faculty Includes:</p> <ul style="list-style-type: none"> • Providing faculty with professional development opportunities <ul style="list-style-type: none"> – To grow in their knowledge of mathematics and mathematics education – To learn or keep abreast of advances in the technology appropriate for the teaching and learning of mathematics – To assess and improve curriculum, teaching strategies, and assessment tools 	

	Slide	Notes
9	<p data-bbox="380 258 695 289">Support for Faculty (cont'd)</p> <ul data-bbox="354 317 734 468" style="list-style-type: none"> • Providing support from the institution for obtaining data necessary for making informed decisions • Providing encouragement, support and release time for faculty to assess, reflect, and make needed changes 	
10	<p data-bbox="391 625 719 657">Support for Faculty (cont'd)</p> <ul data-bbox="354 684 756 856" style="list-style-type: none"> • Encouraging mathematics faculty to <ul data-bbox="380 716 756 856" style="list-style-type: none"> – Provide input into placement criteria – Collaborate with faculty from mathematics-intensive disciplines on appropriate curriculum – Collaborate with faculty on cross-discipline quantitative literacy efforts 	<p data-bbox="846 600 1308 667">Now ask your audience if they have questions about these points.</p>
11	<p data-bbox="431 1003 678 1035">Support for Students</p> <p data-bbox="370 1056 719 1182">In what ways can administrators provide support for students to facilitate their successful completion of mathematics courses and programs?</p> 	
12	<p data-bbox="394 1360 699 1419">Administrative Support for Students Includes:</p> <ul data-bbox="354 1440 711 1608" style="list-style-type: none"> • Providing centers for academic support that are staffed appropriately • Providing funding for training of support staff • Providing classrooms that are properly equipped with materials, technology and with furnishings conducive to active learning 	<p data-bbox="846 1335 1341 1514">Ask your audience to take a few moments to think about ways they can improve/increase the support of students who are taking mathematics courses.</p>

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13	<p>A Model for Change</p> <p>The process recommended within <i>Beyond Crossroads</i> for creating, assessing and continuously improving mathematics courses, facilities, and programs is the <i>Implementation Cycle</i></p> 	
14	<p>Supporting the Process</p> <p>Administrative support for the improvement of mathematics programs requires an understanding of and support for this process.</p> 	
15	<p>The Implementation Cycle of <i>Beyond Crossroads</i></p>  <p>1. DEFINE / REFINE goals and objectives of the activity or process to be improved with input from all stakeholders</p> <p>2. DESIGN materials needed to implement the activity and develop the tools to measure their effectiveness</p> <p>3. IMPLEMENT the activity or process and use assessment tools to collect data</p> <p>4. ANALYZE and evaluate the collected data</p> <p>5. IDENTIFY gaps between desired and actual results and determine what changes are needed</p> <p>6. DOCUMENT results and use results to outline any needed changes</p> 	<p>This cycle is at the heart of <i>BC</i>. Take a few minutes to carefully go through the cycle with your audience. Ideally, provide an example of some component of your math program that needs review or improvement. Go through the steps of the cycle with your audience focusing on that component, how that component can be improved. (Examples: a particular course, a support facility)</p>
16	<p>Identifying the Stakeholders</p> <p>Who are the stakeholders in mathematics programs of the first two years of college?</p> 	<p>Stakeholders are significant in this process!</p>

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17	<p>The Stakeholders Include:</p> <ul style="list-style-type: none"> • K-12 education • Four-year institutions • Mathematics-dependent disciplines • Publishers • Business and industry • Government • Society 	<p>Ask your audience to think about this question before going to the next slide. Compare their responses to the list in the next slide.</p>
18	<p>Figure 4 Collaborating with Stakeholders</p>  	
19	<p>Collaboration with Stakeholders</p> <p>In what ways can administrators collaborate with these stakeholders for the improvement of mathematics programs?</p> 	<p>This is an important part of your presentation; it empowers your audience with ideas that they can implement in a leadership capacity.</p>
20	<p>Collaborating with Stakeholders (cont'd)</p> <ul style="list-style-type: none"> • Promoting quantitative literacy outcomes across the curriculum and in general education courses • Cooperating with business and industry to collect information about the skills and knowledge of their employees 	

	Slide	Notes
21	<p>Collaborating with Stakeholders (cont'd)</p> <ul style="list-style-type: none"> • Articulating with preK-12 and four-year institutions to align expectations, exit and entrance requirements, instructional strategies, and curricula 	
22	<p>Moving from Vision to Reality</p> <p>In moving from vision to reality, each faculty member is an informed professional who embraces change, explores, experiments, and makes improvements in the classroom as a natural state.</p> <p>All students achieve improved quantitative literacy and workplace skills and maximize their success in mathematics in the first two years of college.</p> 	<p>Our vision can become reality, with their support!</p>
23	<p>Your support...</p> <p>...is critical for the educational needs of our students, and for the quantitative needs of society.</p> 	
24	<p>For additional information...</p> <ul style="list-style-type: none"> • The printed document • The AMATYC web site, amatyc.org • The electronic resources <ul style="list-style-type: none"> – Quantitative Literacy – Assessment – Outreach Kit – <i>Beyond Crossroads Live</i> 