



Electronic Resource: Outreach Kit User Guide for Overview Presentation

Purpose: This presentation provides your audience with an overview of the purpose and content of *Beyond Crossroads*.

Audience: The presentation could be used most typically at an AMATYC affiliate conference, business meeting or board meeting. If desired, a presenter could focus on one of the five implementation standards of *Beyond Crossroads* at a conference session, department or general mathematics faculty meeting, using that particular chapter as a guide.

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 the 1995 document, *Crossroads*, if available, for the presenter. (To obtain, contact AMATYC)
- A copy of *Beyond Crossroads* for the presenter

For each person in your audience you should have

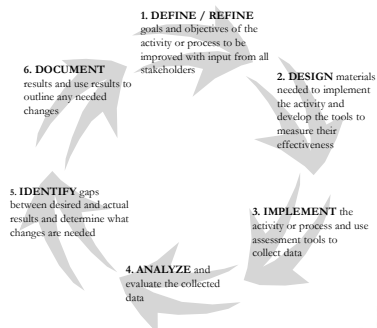
- A copy of *Beyond Crossroads* or at least the Executive Summary
- Handouts of the PDF presentation

Before making this presentation, you should familiarize yourself both with *Crossroads* if possible, and be very familiar 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. It is also a good idea to have someone take notes on the discussion, and then distribute the notes (post on a web site, for example) to all who attended. Your presentation should allow for as much interaction and discussion as possible. Your audience should be as engaged as your students!

	Slide	Notes
1	 AMATYC The American Mathematical Association of Two Year Colleges Presents... 	With this slide you should show a copy of <i>BC</i> to your audience. Note the <i>BC</i> logo, five “roads” (implementation standards), all leading into the cube, with the road leading out of the cube being the “road to success”
2	 <i>Beyond Crossroads</i> <i>Implementing Mathematics Standards in the First Two Years of College</i> 	If you have time, you can talk a little about the issue of implementation, in particular the challenge of how implementing mathematics standards could happen at your home institution, your home state, etc., depending on your audience. This is a good time to allow your audience to discuss, time permitting, what is meant by a “mathematics standard.” (refer to Ch. 1, pp. 1-2)
3	 Why revisit the 1995 <i>Crossroads</i>? • Recent research • New technologies • New challenges • New emphases and... <i>...a cry from faculty to help them IMPLEMENT those standards!</i> 	Take a few minutes to allow your audience to discuss these issues of our profession. You can cite specific cases of research; you can discuss the technology that is now available versus what was available in 1995; what is meant by equity and accessibility; what is meant by inquiry-based learning; and what QL is. You can find information on this in the text (Ch. 1) of <i>BC</i> as well as in the electronic products. It is significant for your audience to know that <i>BC</i> was not created in isolation, but rather is the work of many people who are in our profession, as well as many who are directly affected by the results of mathematics programs of the first two years.

	Slide	Notes
4	<i>Beyond Crossroads</i> includes: • Rationale and process for embracing change in mathematics programs of two year colleges • Basic principles • Five implementation standards • Involvement of stakeholders • From vision to reality 	
5	<i>Beyond Crossroads:</i> Basic Guiding Principles • Assessing with the goal of improving student learning and instruction • Broadening of students' options in educational and career choices • Providing equity and access to high quality mathematics instruction for all students 	The Basic Principles can be found in Ch.2 pp. 10-11
6	Basic Principles (cont'd) • Including innovation in the teaching of mathematics as a component of programs • Providing an active classroom environment that facilitates inquiry-based learning • Weaving quantitative literacy throughout all courses and programs 	

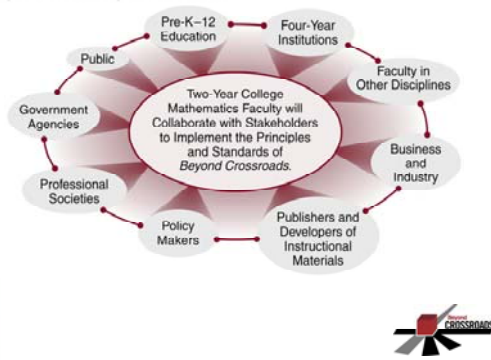
	Slide	Notes
7	Basic Principles (cont'd) • Demonstrating relevance in the mathematics that students study • Employing research-guided instructional practices • Including technology as a feature of mathematics teaching and learning 	
8	The Implementation Cycle <i>Beyond Crossroads</i> includes a six-step cycle that serves as a template for changing or improving any component of a mathematics program. The cycle provides a process that facilitates continuous improvement. 	This cycle is at the heart of <i>BC</i>. It is the step by step process that can lead to improved mathematics programs. Take a few minutes to carefully go through the cycle with your audience.
9	The Implementation Cycle of <i>Beyond Crossroads</i>  <pre> graph TD 1["1. DEFINE / REFINED goals and objectives of the activity or process to be improved with input from all stakeholders"] --> 2["2. DESIGN materials needed to implement the activity and develop the tools to measure their effectiveness"] 2 --> 3["3. IMPLEMENT the activity or process and use assessment tools to collect data"] 3 --> 4["4. ANALYZE and evaluate the collected data"] 4 --> 5["5. IDENTIFY gaps between desired and actual results and determine what changes are needed"] 5 --> 6["6. DOCUMENT results and use results to outline any needed changes"] 6 --> 1 </pre> 	If you are presenting at a faculty meeting of your institution, you could think of some part of your math program that needs improvement, and go through the cycle using that as your focus. Have your audience help create goals, etc.

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10	Within each chapter you will find: • An Implementation Standard • Recommendations for implementation • Actions by faculty, departments, or institutions to support the recommendations • Expectations of students, as applicable • Supporting documentation 	You could, depending on the size of your audience, show a page or two of the document to illustrate this.
11	Ch. 4 Student Learning and the Learning Environment Chapter 4 provides insight into factors that influence learning. It provides guidelines for maximizing the mathematics learning experience. 	Depending on time, you could allow your audience to think about, then discuss in groups, then report out, some factors that they believe influence student learning, and some qualities of a learning environment that might help maximize learning.
12	Ch. 4 Implementation Standard Mathematics faculty and their institutions will create an environment that optimizes the learning of mathematics for all students. 	

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13	Ch. 5 Assessment of Student Learning Chapter 5 provides guidelines for assessment at the classroom, course, and program levels. 	You might want to explain the similarities and differences among these three. Also, refer your audience to the electronic product on assessment. If time allows, go to AMATYC's web page and show that resource (on assessment) to your audience. Also if time allows, you could have your audience engage in a discussion of assessment tools for any one, or all, of these three levels.
14	Ch. 5 Implementation Standard Mathematics faculty will use results from the ongoing assessment of student learning of mathematics to improve curriculum, materials, and teaching methods. 	
15	Ch. 6 Curriculum and Program Development Chapter 6 provides a description of various programs, as well as a list of expectations both for faculty and for students that can improve student learning in each program. 	You should talk with your audience about each program that is described in this chapter, and, if time allows, some of the expectation of students within each program. These are included in Ch 6: QL Developmental Math Courses/Programs General Education Math Courses Technical and Career Courses/Programs Teacher Preparation Courses/Programs Math-Intensive Courses/Programs

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16	Ch. 6 Implementation Standard Mathematics departments will develop, implement, assess, and revise courses, course sequences, and programs to help students attain a higher level of quantitative literacy and achieve their academic and career goals. 	The focus of this chapter of <i>BC</i> is not to prescribe curriculum, but rather to assist mathematics faculty in revising or designing curriculum. Expectations of students, found on p.40, apply to all programs, and merit discussion.
17	Ch. 7 Instruction Chapter 7 provides descriptions of teaching and of learning styles, and strategies that can improve student learning in a variety of teaching and learning environments. 	You should give some examples of strategies that promote active learning, talk about some effective uses of technology, and talk about Distance Learning. If time allows, give the audience an opportunity to talk about their strategies for promoting active learning.
18	Ch. 7 Implementation Standard Mathematics faculty will use a variety of teaching strategies that reflect the results of research to enhance student learning. 	

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19	Ch. 8 Professionalism Chapter 8 provides guidance to mathematics faculty at two year colleges and to institutions regarding expectations of the profession. 	Ask your audience what “professionalism” entails for a two year college faculty member, and then provide some ideas from this chapter. Included in this chapter, and worth noting in your presentation, are ideas on hiring and mentoring faculty, professional development, service, faculty evaluation, and the scholarship of teaching and learning mathematics.
20	Ch. 8 Implementation Standard Institutions will hire qualified mathematics faculty, and these faculty will engage in ongoing professional development and service. 	
21	Ch. 9 Involvement of Stakeholders Chapter 9 provides insight into identifying stakeholders, and ideas on how to include them in the planning and revision of programs and educational facilities for the benefit of students and the community. 	If you have time, ask your audience to think about identifying the stakeholders for their particular college, region, or state. Discuss potential benefits to, and contributions of, stakeholders.

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22	Figure 4 Collaborating with Stakeholders 	Talk about the benefits of having all of these stakeholders work together toward the goal of improving mathematics programs for the benefit of students and the community.
23	Ch. 10 Moving from Vision to Reality 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. All students achieve improved quantitative literacy and workplace skills and maximize their success in mathematics in the first two years of college. 	This is a direct quote of the document, and should summarize the spirit of the document. As such, this quote should be given, or read, with conviction!
24	For additional information... • The printed document • The AMATYC web site, amatyc.org • The electronic resources – Quantitative Literacy – Assessment – Outreach Kit – <i>Beyond Crossroads</i> Live  	If time allows, look at the electronic resources on the web site.