

**P-16 Strand: Successful Transitions in Mathematics to Community College and University  
February 6, 2009, Casper, Wyoming  
Workshop Evaluation, 15 Responses Transcribed**

Your comments help us evaluate the success of this meeting and plan next steps. Be candid and complete in your responses and write legibly. We will transcribe and share responses with workshop participants.

1. On a scale from 1-10 with ten being high, rate the value of this meeting to you. \_\_\_\_

10 = 6.5%                      6 and Higher = 93.5%  
 9 = 27%  
 8 = 47%  
 7 = 6.5%  
 6 = 6.5%  
 4 = 6.5%\*

For any response lower than five (5), please use the space below or on the back to explain.

*\*I thought the focus on student work was too limited. I learned more from that analysis and needed more time.*

2. The presentation on Body of Evidence improved my understanding of this state effort. Circle one.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
		7%	67%	20%	6%

3. The examples of performance tasks from Body of Evidence and Understanding by Design provided me insight into using and developing such tasks for my own classroom. Circle one.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		20%*	60%*	20%

*\*Future work to spend time together developing or tweaking.*

4. The Understanding by Design framework for teaching for understanding is one that would be useful to me in changing instruction and assessment in my classroom. Circle one.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		7%	40%	53%

5. If there were another transitions meeting focused on bringing secondary faculty and postsecondary faculty together, what kind of activities for faculty would lead to improved mathematics learning for students? Please focus your comments on student learning.

*More of this and more in depth would be helpful. Opportunities to look at student work is always good in determining what students are learning and how we can extend that learning.*

*Working together to design activities, and actually doing mathematics!*

*Move work on actual analysis of student learning.*

*A list of essential outcomes that students need to be successful at the next level.*

*How to use grading to encourage learning.*

*If possible more development of BOE type assessments.*

*Developing activities together.*

*Align the “big ideas,” identify and align.*

*Perhaps sharing and aligning essential skills.*

*Working on performance tasks such as for BOE.*

*Discussions of “enduring understandings” by key courses (e.g. what do we think is essential for MATH1000, and so on.)*

*Compare unit plans - what learning activities/assessments are being used with what results? What differences are expected and what can we do to better align our methods?*

**6. This two-part question focuses on future P-16 mathematics meetings:**

**a) For you, what is the key issue concerning coordination of the teaching and learning of mathematics from high school to community college and university?**

*K-12 curriculum may not be meeting the needs for college. How can we ramp up our K-12 instruction for students to be ready for college?*

*Knowing each other...working together.*

*Comparability.*

*An understanding of constraints.*

*A list of essential outcomes that students need to be successful at the next level.*

*Rigor and mastery of students.*

*Success of students, what types of knowledge and understandings are needed.*

*Communication between and among different levels.*

*Structured progress - confidence in coverage.*

*Transition and expectations.*

*Sharing and supporting each other in our common journey.*

*Communication - first time I've felt aware of the efforts.*

*Rigor - retention of knowledge - student interest.*

**b) How can future articulation meetings best address the issue you identified?**

*What are things that can be done at both levels to make a smoother transition?*

*Bring work and develop rubrics.*

*Analysis of student work - more time.*

*Defining those essential outcomes.*

*Discuss and establish common enduring understandings.*

*Talk of deficits and strengths in general.*

*Just have more.*

*Connect middle level educators through college level.*

*Making sure we have a clearing hour for ideas and improvements.*

*Direct comparison of curriculum, assignments, etc.*

**7. Anything else we need to know? Please use space on the back of this sheet.**

*Nice job, thanks!*

*Does success on the PAWS in math (prof. or above) = success in college in math?*

*Thanks for the continued effort - it is great to see post-secondary professors caring and dedicating time to teaching and learning, other than just content!*