

# Designing Mathematical Experiences that Matter

4<sup>th</sup> Annual High School to Higher Education Transitions Workshop  
Friday, February 19, 2010 8:00 a.m. – 12:45 p.m.  
Laramie County Community College, Cheyenne  
Training Center, Room 120

## Evaluation Summary

N=36

### **Registration Process (10=very easy):**

Average Rating: 9.5

Comments:

1. Very easy; great communication; no name tag; too much ed rhetoric; very good job at getting information out; weather was an issue; not sure if I even registered; well done; everything went well.

### **Joe Cruse presentation (10=high):**

Average Rating: 7.9

Comments:

1. Many questions were left unanswered. Maybe this can be a more focused presentation to Wyoming.
2. Not so useful to college faculty – not clear if stats were meaningful.
3. Great resources, BUT, how much data do we need – explore, PLAN, PAWS, MAP! It never ends. We need to align and streamline. Data rarely, if ever, actually gets into classrooms. How is any of this really helping/guiding instruction?
4. I learned lots for PLHN and how to help my students.
5. I may need more help using all the data that ACT (etc.) tests provide. I didn't even know about the Explore text.
6. Need more, need to talk to schools about their data and how to engage instructor.
7. Good information...
8. This was very useful. My school is looking very hard at ACT scores and how to raise them.
9. Info I didn't have – thanks.
10. Didn't apply too much for me personally, BUT I had never heard of the college readiness standards, so that was good to know.
11. I need more information about how to use ACT Explore and Plan to guide student achievement.
12. The key bit of insight was date/examples of how pathetically finite-skill constrained the ACT is – even at its highest level (scores 33-36).
13. I really got a lot of information. I want to dig further.
14. Only because they have already taken ACT.
15. Very useful, in many ways: as a teacher, an adviser, a placement person, and a grandparent!
16. EXPLORE and PLAN hold much more value to me now.
17. I now know that there are things in the counselor office that will be helpful.
18. Good information.

### **Small-Group ACT activities (10=high):**

Average Rating: 8.4

Comments:

1. Didn't get to look through ACT data, would have like to have time to do that.
2. Great conversation but I can am still concerned about how I can make sure that our school students are prepared for college. With encouragement of PBA in high school, will our students be prepared for the college experiences?
3. Useful – gave me plans for a slew of experiences next year.
4. Useful activities with a very skillful wrap-up of each by Bryan.
5. Very insightful.

**Panel Discussion, “Designing Mathematical Experiences that Matter” (10=high):**

Average Rating: 9.0

Comments:

1. Great discussion and glad to be able to get perspectives of higher ed staff.
2. Bryan did a very nice job.
3. An important topic to consider, always useful to hear ideas from others.
4. Great conversations – wish we could have found the answers! I think secondary is pushing post-secondary to ward alignment/instruction issues; that is good.
5. Good discussions – it’s good to hear from post-secondary.
6. Very relevant, very much something that all of us at all levels need to be working on.
7. It’s great to see interaction between high school teachers and colleges. Bryan did a great job.
8. Good thoughts.
9. Great discussions.
10. Too much rhetoric.
11. Very good presentation.
12. Good group to talk to.
13. A chance to network with high school teachers was very helpful.
14. Bryan made a great panel of one!
15. I am very pleased with the mix of personalities and levels of education at my table.
16. Some great ideas!
17. Good conversations. Bryan did well in facilitating.
18. Very good to discuss with others.

**Table Conversation w/UW Facilitators (10=high):**

Average Rating: 9.3

Comments:

1. Enjoyed it.
2. Useful to meet with high school teachers.
3. Good discussion.
4. Lots of good ideas.
5. Allowed for great in-depth conversations that could be shared. Great process.
6. Lots of good points came up.
7. Limited “reality.”
8. Head is swimming with ideas. Don’t need money, but time and discipline.
9. Thought-provoking.

**Facilities, food, logistics (10=high)**

Average Rating: 9.4

Comments:

1. Good.
2. Nice food.
3. Very nice and good!
4. Yummy food.
5. I was comfortable.
6. Great breakfast.
7. Nice location, food good.
8. Good coffee and food.
9. Food always good.

**Come to another workshop?**

Yes: 32

No: 0

Maybe: 3

Comments:

1. Yes – Learn something every time
2. Yes – To continue to improve what we offer at the HS level and make the transition better for our kids

3. Yes – Further attempts could build upon what was started here.
4. Yes – conversation is always helpful. Maybe we need a follow-up on what we actually have done!
5. Yes – Our district is in desperate need of alignment. The discussions made me realize we need to expand the scope past K-12. I also am interested in more work with the ACT data and how to use it at our school district.
6. Yes – Great opportunity to discuss with multiple levels and share ideas.
7. Yes – Talking to and working with high school teachers was great.
8. Maybe – Depends on contact.
9. Yes – This communication between high school math teachers and university professors was so insightful.
10. Yes – It is always useful, I always leave with at least one new idea to implement.
11. Yes – I'd like to see one that discussed tactics for "special needs" students. Both those that are on the low and high ends of the educational spectrum.
12. Yes – Very stimulating and useful stuff!
13. Yes – There is great value in putting minds together from different backgrounds.

**Workshop improvement suggestions:**

1. Longer time to meet, open discussion at the end, ACT analysis time built in.
2. I particularly appreciated the opportunity to connect with other educators around the state and especially to the University of Wyoming professors.
3. Allow more time to discuss topics. Provide time to brainstorm solutions.
4. Invite science teachers too. There is a huge cross over between the two.
5. The room was too crowded.
6. More time to discuss and work with the ACT data. ACT might have been more beneficial if we had more time, could split into secondary and post-secondary, then come together and share observations and ideas.
7. More time. Suggestions: ACT workshop, new standards discussion, conversations with college instructors.
8. Maybe a session similar to the ACT one on PAWS for high school teachers.
9. Better led/focused discussions.
10. Better relevant/useful content and information.
11. More time for discussions.
12. In the spirit of effective instruction (as in mathematics), make the participants do more of the work. Less presentation, more participation.
13. Allow more time.
14. Open up communication with other departments. Mathematics is important to other disciplines. Get their input and help them to understand what you are doing.
15. Keep bringing us together.
16. Have it longer – more time to explore these ideas.
17. Thanks for organizing the discussion!
18. Have a panel discussion consisting of folks from different levels.