

Designing Mathematical Experiences that Matter

4th Annual High School to Higher Education Transitions Workshop

Friday, February 19, 2010 8:00 a.m. – 12:45 p.m., including lunch

Laramie County Community College, Cheyenne

Center for Conferences and Institutes Building, Room 121

Register online at <http://act.org/west/wyoming.html>

Register online by February 15 for the 4th annual High School to Higher Education Transition workshop. **There is no cost for the workshop and follow-up lunch, but you must register in advance.** Secondary and post-secondary mathematics faculty, mathematics facilitators, and district administrators are invited to attend. District teams are especially encouraged to participate and bring their district's ACT report.

The workshop will focus on classroom-level learning expectations in Mathematics and the Sciences that relate to Wyoming's Hathaway Success Curriculum, state-level PAWS testing, and the ACT test administered during the junior year. ACT College readiness benchmarks reflect a student's probable readiness for college-level work. Results for the Wyoming High School Class of 2008 show that 41% are ready for mathematics, and that as students take more rigorous courses in high school, the increases in their proficiency are reflected in higher ACT scores. All students benefit from taking rigorous high school courses with deeper, concept-oriented learning experiences and working hard in such courses. Students who completed the ACT core (explained below) achieved an ACT composite score of 22.3. Those who did not complete the core achieved 19.7, according to ACT.

The morning workshop features several components. Registrants will work in small groups using their district's ACT data and receive an overview from Joe Cruse of ACT. Then, Bryan Shader, University of Wyoming, will facilitate in depth table conversations. The conversations will focus on ways to create mathematical experiences (e.g. using math as a tool to gain insight to scientific phenomena, combining writing and mathematics, or experimenting, conjecturing, rigorously proving a mathematical law) that positively impact students' capacity to engage and learn mathematics.

The transition workshop is held prior to and in conjunction with the annual community college – university mathematics articulation meeting, February 19-20 and is co-sponsored by the Wyoming ACT Council, the Wyoming Department of Education, the University of Wyoming Science and Mathematics Teaching Center, and the Wyoming School-University Partnership.

What's the ACT Core Curriculum?

The ACT core curriculum is four or more years of English, three or more years of mathematics, three or more years of social studies, and three or more years of natural science. The ACT core curriculum complements Wyoming's Hathaway Success Curriculum. Hathaway includes one more year of mathematics and science, and two years of foreign language.

Workshop Agenda on the Other Side

Workshop Agenda

8:00 - 8:30	Registration, refreshments, and a short welcome
8:30 – 9:45	Joe Cruse, ACT consultant Joe will present an overview of the ACT with a close look at the mathematics' component and a summary of school district scores. Participants should bring their institution's ACT scores. We will examine and work with the results in small, mixed groups throughout the morning.
9:45-10:00	Mid-morning refreshment break
10:00 – 11:30	Bryan Shader, facilitator, in depth table conversations
11:30	Wrap up and workshop evaluation Registration table opens for the annual articulation conference
12:00	Lunch for all workshop and articulation registrants Working lunch for the community college and university mathematics department heads and division chairs hosted by Farhad Jafari, UW
12:45	Welcomes, annual articulation conference

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by February 15, 2010