

## Math Collaborative

The Math collaborative members work to inform and challenge our collective views of what it means for all students to leave their K-12 experience college- and career-ready in mathematics. The Math collaborative focuses on challenging traditional views of how we work in states to prompt new thinking on policies and systems that truly seek to promote mathematics as a subject for all students through implementation of coherent instructional systems.

### 2018-2019 Highlights:

The Math Collaborative explicitly focused on early childhood and postsecondary mathematics pathways, including the following highlights:

- Over the course of the year, a subset of the Math SCASS developed a set of K-2 proficiency level descriptors to help describe the expectations of the early grades' standards for students progressing toward, meeting, or exceeding those standards
- States have been working both within and outside of the collaborative on building high school math pathways into postsecondary that better reflect future opportunities and that eliminate existing barriers (i.e., gatekeeper courses) that disproportionately affect students from underserved populations
- Expert speakers have been brought in to intentionally target issues of equity in mathematics education, including:
  - Linda Darling-Hammond who discussed her organization's work and how human relationships are an important aspect of catalyzing student learning
  - Mary Pittman provided a deep dive into the findings of TNTP's opportunity myth describing how many students and in particular students who face barriers of racism and poverty are disengaged in learning and often working on below grade level content
  - Doug Sovde, Uri Treisman, & Ted Coe deepened states understanding of the ways that current structures and policies in mathematics education and higher education work to practically ensure that students from underserved populations are unsuccessful in progressing through postsecondary education
  - At our June '19 meeting, Robert Berry reflected on his time as NCTM president and highlight what he sees as our most crucial work in mathematics education
  - Jose Vilson, a NYC teacher and author of *This is Not a Test*, provided a vision for mathematics education and describe the realities of classrooms as a way to help reduce the distance between state level policy makers and the students on whose behalf they are working

### 2019-2020 Goals

CCSSO believes that it is incumbent on states to set high expectations for student success by creating opportunities and removing barriers. The Math Collaborative is working towards this vision by leveraging its state members' collective expertise to support effective implementation of college- and career-ready math standards as part of coherent instructional systems. This year, the Math Collaborative will seek to accomplish the following:

- Work with experts and researchers in the field as well as other state teams to identify and understand current research, tools, and frameworks that inform and reframe our thinking about

policy, practice and ultimately action related to implementation of coherent instructional systems with an emphasis on resources designed to address longstanding inequitable practices in mathematics education;

- Offer opportunities to deeply explore root causes of some of the systemic issues that work as barriers against the idea that mathematics is a subject for all students, barriers that disproportionately affect students from underrepresented, vulnerable and at-risk communities;
- Using the Leading for Equity report as an anchor, Math Collaborative participants will work to better understand the implications of state policies and practices in mathematics education from those most directly impacted by them.

### **Biography of Advisor:**

**Kristopher J. Childs** is an educator with vast experience at the K-12 and post-secondary levels in teaching and leadership positions. His experiences have afforded him the opportunity to gain hands-on practical experiences in a variety of educational settings working with diverse student populations. His areas of research include classroom discourse focusing on teacher's selection and implementation of high cognitive demands, assessment systems, and teaching mathematics for social justice. Through his research he seeks to enhance pre-service and in-service teacher mathematics education courses, describe the status of current curriculum and instruction, design professional development workshops, and determine classroom and school characteristics associated with student achievement.

**Beth Cocuzza** is the Executive Vice President of Advisory Support at Student Achievement Partners. Prior to joining the Student Achievement Partners team, Beth was an independent education consultant focusing on supporting public school districts in New Jersey. Beth also has experience leading mathematics and ELA/Literacy content development for The Grow Network/McGraw-Hill and started her career as a middle school and high school mathematics teacher. Beth currently serves as President of her local School Board. Beth holds a bachelor's degree from Wittenberg University and a master's degree from Teachers College, Columbia University.

### **2018-19 State Members Included:**

DoDEA, HI, ID, IL, IA, KS, KY, LA, MD, MI, MO, NE, NC, OH, OR, SC, SD, UT, USVI, WA, WY

### **2018-19 Partners Included:**

Curriculum Associates, Desmos, EdReports, MetaMetrics, NWEA, Pearson, Texas Instruments

