Oregon Mathways Initiative

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| Issues | Strategy | Activities and Outputs | Outcomes |
| --- | --- | --- | --- |
| * About a third of high school students meet mathematics standards * Achievement gaps in in mathematics * Only one pathway to high school graduation that culminates with Calculus, which is not relevant to most students’ learning and career goals * Focus of mathematics instruction is courses, not content * Culture of mathematics based on the assumption that students cannot be self-directed, lifelong problem-solvers in mathematics * Secondary teachers lack professional development and resources to shift the culture of mathematics pedagogy * Lack of alignment across secondary and postsecondary mathematics standards and content * Inequitable representation of girls, students of color, and English learners in high-wage, high-demand careers | Reimagine secondary mathematics standards and create multiple math pathways | * Conduct environmental scan of current pathway options in mathematics, and innovative practices in high school and post-secondary institutions * Engage stakeholders in the process of reimagining high school math standards by 2020 and designing multiple secondary math pathways * Maintain an ongoing dialogue among and with stakeholders on shifts in mathematics standards, pedagogy, and culture | Increase the number/percentage and equitable representation of students who   * Meet high school graduation requirements in math * Enroll and succeed in advanced mathematics content * Achieve on-time graduation   Increase the number/percentage of secondary mathematics teachers who achieve meaningful student growth in academic and social-emotional learning outcomes |
| Mathematics pedagogy | * Provide professional development and resources to ensure mathematics pedagogy is engaging, rigorous, relevant, and culturally responsive * Incorporate research and lessons learned in professional learning opportunities for high school mathematics educators * Identify math innovations and conduct pilot projects e.g., Math in Real Life |
| Self-directed learning, problem- solving, and critical thinking | * Institutionalize a culture of mathematics that expects each and every secondary student will be a lifelong, self-directed learner who applies critical thinking and problem solving in mathematics |
| System alignment | * Align high school mathematics standards with pre-K–8 and postsecondary standards * Provide opportunities for secondary teachers to collaborate with higher education faculty on mathematics curricula and pedagogy * Agree on expectations of students transitioning to postsecondary education | Increase the number/percentage and equitable representation of students who   * Transition to credit bearing postsecondary courses * Are prepared to succeed in high-wage, high- demand careers requiring mathematics content |
| Culture of equity | * Implement strategies to ensure equitable representation of girls, students of color, English learners and traditionally marginalized groups in high-wage, high-demand careers |

**USE FORMATIVE AND SUMMATIVE DATA TO GUIDE DECISIONS AND MEASURE PROGRESS**

Collaboration – Quality Implementation – Monitoring and Support – On-going Evaluation – Data Informed Decision Making