# Oregon Mathways Initiative

# Theory of Action

**If** Oregon Department of Education gathers input from secondary teachers, administrators, students, families, business, postsecondary faculty, and community members on reimagining secondary math standards and pedagogy

**And** designs and receives Board approval for secondary mathematics standards that establish core mathematics requirements for graduation and provides multiple pathways that allow students to choose mathematics content that prepares them for success in their postsecondary education and/or career choice

**And** supports mathematics pedagogy that teaches students to become confident in their ability to learn and apply math in their own life as well as in the classroom

**And** ensures all students have the mathematics skills necessary for a smooth transition from secondary to their postsecondary education and/or career choice

**And** providessecondary and postsecondary educators with on-going professional learning, resources, and collaboration opportunities to develop standards, curricula, and pedagogy that will engage each and every student in rigorous, relevant, and culturally responsive mathematics pedagogy

**And** maintains on-going engagement, outreach, and communication with secondary educators, families, businesses, students, postsecondary educators, and community members on the benefits of multiple secondary pathways and shares strategies to support student success in mathematics

**And** uses formative and summative evaluation data indicators to guide implementation and continuous improvement decisions at the state and local level

**THEN** all Oregon secondary students will become lifelong, self-directed problem-solvers who are confident in their ability to learn mathematics content and are prepared for a smooth transition to their postsecondary education and/or career choice.