

Future of Bridge to College Math Course

Brainstorming and recommendations by Spokane Math Symposium attendees on November 14, 2017.

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What ideas do you have for creating a two-year sequence that prepares students for college level math (non-STEM)?

BtC and Algebra 2 — ANONYMOUS

Continue developing Math Lit pathway for success in Math in Society and Stats. Emphasize these ideas in high school courses as well. — ANONYMOUS

Applied math — ANONYMOUS

create pre-stats + Alg 2 course that leads to BtC — ANONYMOUS

How do we know which of many College Courses are we preparing them for? — ANONYMOUS

+1 to the modeling course comment!!!!!!! — ANONYMOUS

non-AP stats — ANONYMOUS

Give teachers the freedom to not teach to the state test. Encourage teachers to help students be good consumers of math, financial literacy, data, graphs, media. — ANONYMOUS

Looking at adding a second year of BtC emphasizing statistical reasoning — ANONYMOUS

bridge to college junior year, and then perhaps an option to return to STEM pathway if "love for math" returns — ANONYMOUS

Adding yet another class offering will be difficult for many schools (especially smaller schools). — ANONYMOUS

Modeling course (statistical literacy, deductive logic, etc) and consumer math (business pathway) — ANONYMOUS

create a pre-stats preparation sequence — ANONYMOUS

The "pre-Bridge" course would need to meet the Algebra II graduation requirement? — ANONYMOUS

+1 for above comment regarding math lit — ANONYMOUS

Use Math Lit sequences at college as a resource. Collaborate these sequences cross-sector. — ANONYMOUS

Is this limiting students the opportunity to choose STEM later in life. — ANONYMOUS

What ideas do you have for sustaining BtC?

Measure its effectiveness to help design its curriculum. — ANONYMOUS

COPs with experienced BtC teachers leading — ANONYMOUS

Ask districts to fund teachers' participation in professional development. — ANONYMOUS

Help it integrate with the three main QSR courses, MATH 107&146 and PHIL 120, focusing more on math literacy and removing the algebra topics. Intermediate algebra isn't necessary! — ANONYMOUS

Is the funding ending? When? — ANONYMOUS

Statistically backing up the effectiveness — ANONYMOUS

Funding for faculty, parent orientation, funding to support more schools to adopt it — ANONYMOUS

Extend the class for 2 years — ANONYMOUS

Higher ed needs to continue to accept the agreement — ANONYMOUS

- continue COPs and funding — ANONYMOUS

- Teach it with fidelity. — ANONYMOUS

Given the circumstances of HB 2224, how could the BtC course fit in students' transition from high school to college?

Focus on concepts useful in Math Lit pathways and Math in Society and Stats. — ANONYMOUS

Well aligned pathways between HS and college feel more important than Algebra 2 as a magic requirement (similar to Intermediate Alg changes at HE) — ANONYMOUS

Require Algebra 2 Junior year with a grade of a C and then BtC their senior year — ANONYMOUS

Have bridge to college junior year and encourage running start and college in high school — ANONYMOUS

Bridge to college should not be part of graduation requirements. — ANONYMOUS

All students should have four years of math literacy courses in high school, not focusing on algebra. — ANONYMOUS

As long as they still need to meet grad requirements (3 yrs of math and Alg 2), we didn't see any need to change placement agreement, expect wondering if it would be important for students to be in a math class their senior year since the test score will be a year older. — ANONYMOUS

It should remain as a senior level class. Students still need to take Algebra 2 or a 3rd year math class. — ANONYMOUS

If you leave it as a senior course with Alg. 2, what would the issue be. — ANONYMOUS

Keep students in a math class one more year — ANONYMOUS

In small schools, BtC may be what students need to take to graduate if they're not taking pre-calc. This will need to meet many needs. — ANONYMOUS

This course may be our savior with the SBAC changes. — ANONYMOUS

Already approved by the state as an alternative LDC option. Schools who haven't yet taught it will need lots of support. — ANONYMOUS

Real world/practical application in the curriculum — ANONYMOUS

Meets the needs of many students better than traditional sequence has. — ANONYMOUS

The focus on projects and investigations with an emphasis on writing and communication along with the diminished emphasis on high stakes tests and quizzes. — ANONYMOUS

Encourages shifts in classroom practice and culture (teachers and students) — ANONYMOUS

It is a quality consistent course across the state. A course like Algebra 2 means something different in every school — ANONYMOUS

The curriculum is rigorous and awesome. — ANONYMOUS

Strong conceptual underpinning — ANONYMOUS

What are the benefits of the Bridge to College course?
