

Math Support Class

Purpose: To provide additional support to students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course should be taught concurrently with a student's regular math class, giving extra time and utilizing a variety of strategies to help students build a stronger foundation for success in their current and future mathematics courses.

Who should teach this course? The course should be taught by a certified mathematics teacher, preferably one with experience in differentiating instruction to meet the needs of struggling students.

What credit is earned for the Math Support Class? One full unit of elective credit is earned for this course.

What components should be a part of the Math Support Class?

- All students in a particular Math Support Class should be enrolled in the same regular math course.
- The course should focus on mastery of the standards being taught in the regular math class.
- Continual progress monitoring should be used to assess and diagnose each student's strengths and weaknesses.
- Opportunities should be provided for students to review content with a focus on standards not previously mastered.
- Opportunities should be provided for students to preview math concepts to be addressed in the regular math class, including prerequisite skills necessary for those concepts, vocabulary, and definitions.
- Proven strategies for success in mathematics should be utilized on a daily basis. Students should be engaged in *doing* mathematics, explaining their thinking, and justifying their work. Multiple representations of concepts (tables, charts, graphs, verbal descriptions) should be used as often as possible.
- There should be strong emphasis on building a positive disposition toward learning mathematics.

How important is collaboration among teachers to the success of students in the Math Support Class? Teachers of the Math Support courses, the regular math courses and, for students with disabilities, special education teachers share responsibility for students' mathematical achievement. All teachers who instruct Math Support students should communicate in an ongoing manner about the following:

- individual student progress, including grades, strengths and weaknesses based on standards, mathematical disposition, and work habits;
- curriculum expectations, including specific standards to be addressed based on a timeline, prerequisite skills, vocabulary, and potential misconceptions;
- instructional strategies, including specific strategies for teaching math concepts that are being used in both classrooms to provide consistency and understanding for teachers and students; and

- assessment, including content and formats that are being used to evaluate students for specific standards.

How will students be evaluated in the Math Support Class? The value of formative assessment and feedback cannot be overstated. Continuous progress monitoring with both feedback and commentary is essential in this course. Students should not feel pressure to “make grades” in this class as much as they should be motivated and encouraged to master standards. Documented continuous communication with students on an individual basis is the most appropriate way to maintain records of progress. REP assessment processes may be appropriate models.

How is this course different from REP? The focus of the Math Support course is to support students specifically in the high school math course in which they are currently enrolled. The focus of REP is to increase student success in passing the Georgia High School Graduation Test.

If our school is on a block schedule, does this mean that students may have math for two blocks during the school day? It is important that this course be taught concurrently with the regular math course. Scheduling options that keep struggling students engaged in mathematics throughout the school year are preferable.

How will students be selected to be in a Math Support Class? Students should be placed in a Math Support class based on local system criteria for identifying students who are at risk for failing mathematics. Students who are *placed* in high school and have not passed the 8th grade math CRCT should certainly be in the support class. Other criteria might include teacher recommendation based on student performance in the previous or current math class, prior retention, failure of a math course, and/or low scores on the math portion of the ITBS or other instruments used by the system to predict success.