

Dev Ed Proposal: Math 85 & 119 Training & Prof Dev.

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Background: Math 85: Accelerated Algebra I and Math 119: Accelerated Algebra II are a sequence of classes that replace the 3-semester sequence Math 75 → Math 90 → Math 120. Although these two classes have been around for over 3 years, there has never been any formal training to teach these courses. There are some unique challenges to teaching these courses:

- 1) No textbook has been assigned to these courses. Because they are nontraditional in sequence, the courses are not adaptable to a single textbook.
- 2) Study skills and mindsets are part of the course outline.
- 3) The freebie MyOpenMath is used, but it's difficult to just "figure out" on your own.
- 4) Expectations on students are elevated with this faster pace.

The need for the training is greater now since we will offer 3 new sections of Math 85 in the spring, making a total of 6 sections of Math 85 in the spring 2019 semester. The reason we increased so many sections of Math 85 was to get as many students prepared for Math 119 (one level below transfer) as possible while anticipating the first AB705 semester in fall 2019.

Description of Proposal:

Requesting professional development funds for the following

- Training to teach Math 85 (4 sessions this fall 2018)
- Ongoing "community of practice" in the spring 2019 semester (to be arranged)
- Training for Math 119 (3 sessions during spring 2019)
- Ongoing "community of practice" in the fall 2019 semester (to be arranged)

All attending faculty would be paid at their non-instructional rate.

Connection to Dev. Ed. Strategic Plan

Goal 1: The college will foster excellence by integrating best practices in academic programs and student support services. Objective A: Increase the number of underprepared students who successfully complete courses at both the developmental and the college level. Activity 2: Continue revision of developmental course sequences and addition of pathways through the sequences, including acceleration, to maximize student success.

State the category most relevant to your proposal:

- Category I: Professional development

Ways to measure the need (program review, survey, research data, etc.)

It is essential to support instructors who volunteer to teach new math curriculum. The student-centered active learning requires training and support. Since we are adding in twice as many Math 85's as usual, we will need to support our new faculty who have never taught this course. The course that follows Math 85 is Math 119, so that class also requires training and support.

Project Management

New Dev. Ed. proposal

Project timeline: November 2018 – December 2019

Ongoing maintenance

Surveys after each formal training session, survey at the end of a community of practice semester.

Budget:

Training sessions Fall 2018: now (October 2018) through December 2018 there will be 4 proposed training sessions at 1.5 hours each meeting. Six faculty members have shown interest. I imagine we'll have about 8 faculty at each training session. Therefore:
 $1.5 \text{ hours} \times 4 \text{ sessions} \times 8 \text{ people} \times \$70/\text{hour} = \$3360$
1 Trainer (Jenny Freidenreich & Shelley Gillett) to lead each session: $1.5 \times 4 \times \$70 = \420

Community of Practice Spring 2019:
6 Math 85 instructors and 4 Math 119 instructors meeting to discuss pedagogy, share their pedagogy and support each other
 $1 \text{ hour} \times 6 \text{ meetings} \times 10 \text{ people} \times \$70/\text{hour} = \$4200$
1 coordinator (Jenny Freidenreich) to schedule all meetings & submit timecards: $3 \text{ hours} \times \$70/\text{hour} = \210

Training sessions Spring 2019
Anticipating more Math 119 sections to be open in the fall 2019 semester, these training sessions are for math 119 teaching. Anticipating 8 instructors attending each of 3 training sessions:
 $1.5 \text{ hours} \times 3 \text{ sessions} \times 8 \text{ people} \times \$70/\text{hour} = \$2520$
1 Trainer to lead session: $1.5 \times 3 \times \$70 = \315
Prep time/communication 3-5 hours (Heather Freitas) $\times \$70 = \$210-350$

Community of Practice Fall 2019:
8 Math 119 instructors meeting to discuss pedagogy, share their pedagogy and support each other
 $1 \text{ hour} \times 6 \text{ meetings} \times 8 \text{ people} \times \$70/\text{hour} = \$3360$
1 coordinator (Jenny Freidenreich) to schedule all meetings & submit timecards: $3 \text{ hours} \times \$70/\text{hour} = \210

Supplies and materials:
2" Binders (10 of these) = $\$10 \times 10 = \100
The Instructor's Resource Manual (10 copies) = $\$100$
Miscellaneous supplies = $\$100$
+\$200 binders/supplies based on demand.
Total Budget = ~~\\$14,480~~ \$15,445