

The North Carolina Department of Public Instruction Presents:

The Southern Regional Education Board (SREB) Math Ready Course!



The North Carolina Department of Public Instruction (NCDPI) believes that every child should get an education that properly prepares him or her for the next big steps after graduation—college, career, and adulthood. To accomplish this, NCDPI is committed to providing strategies and developing tools needed to ensure each child's success.

What is the SREB Math Ready course?

The SREB Math Ready course emphasizes understanding mathematics concepts rather than just memorizing procedures. Students will learn the context behind procedures: for example, why they should use a certain formula or method to solve a problem. This equips them with higher-order thinking skills enabling them to apply math skills, functions, and concepts in different situations. Additionally, it prepares students for college-level math assignments. The course contains eight units: exponentials, quadratics, equations, measurement, number operations, systems, linear functions, and statistics (optional); the quadratics unit was developed by North Carolina teachers. Math Ready is designed primarily for high school students, juniors and seniors, not planning to major in a STEM (science, technology, engineering and mathematics) area beyond high school. The course can be offered as a semester or yearlong option for a fourth math or as an elective bridge course for students who have finished Math 3.

Why should the SREB Math Ready course be offered?

The U.S. Department of Education (ED) and NCDPI are placing great emphasis on college and career readiness. According to ED, 4 out of every 10 new college students, including half of those at two-year institutions, take remedial courses, and many employers comment on the inadequate preparation of high school graduates. Following the lead of the nation's governors and state education leaders, many states are adopting state-developed standards in mathematics that build toward college and career readiness by the time students graduate from high school. To ensure that all students are learning what they need to succeed in math, North Carolina continues to seek ways to support students in acquiring the math knowledge and skills they need to be on track to graduate from high school college- and career-ready.

How did the SREB Readiness Courses come about?

The Southern Regional Education Board has been working for 2 decades toward the objective of implementing high school courses to help students transition into postsecondary study. As part of the college- and career-readiness initiative, NCDPI partnered with SREB, which organized a team of states to collaboratively build readiness courses to address literacy and numeracy skills. These courses were developed by a group of K–12 and higher education representatives from the first five partner states—Arkansas, Georgia,

Kentucky, North Carolina, and Tennessee. Representatives from additional partner states assisted in reviewing and revising the courses before publication.

In November 2013, SREB made the initial classroom versions of its readiness courses available for any state, district, school, or teacher to [download online](#), free of charge, and plans to update the courses based on feedback from classroom teachers. SREB also plans to work with partner states to measure student learning and to evaluate course effectiveness.

SREB's Math Ready course is designed to assist students to reach their state's college- and career-readiness level. This course helps high school students to master the numeracy skills they need for rigorous learning—preparing them directly for career-training programs and/or college.

How can you or your staff register for a training session on SREB's Math Ready course?

Eventbrite links for registration will be sent to district curriculum leaders via regional leads and superintendents. Each training location will have a unique Eventbrite URL that contains the number of participants allowed by local education agencies in each region.

When will training be held?

Training will be held in June through August 2014. The Eventbrite registration links will contain details on exact locations.

June 18–19	Regions 7 & 8, Enka
July 1–2	Region 6, Charlotte
July 21–22	Region 1, Greenville
July 28–29	Region 5, Greensboro
July 31–August 1	Region 4, Southern Pines
August 4–5	Region 3, Raleigh
August 7–8	Region 2, Wilmington

Note. Content was adapted by SEDL from *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act* (2010) by the U.S. Department of Education; NCDPI's READY Initiative (n.d.) [web page]; and SREB's About Readiness Courses (2014) [web page], in accordance with the terms of use (ED) and with permission of the above authors.

What are students and teachers saying about the SREB Math Ready course?

Students

“I thought statistics was very interesting. It was a fun unit and was very easy to catch on to because of the different activities and practices.”

“My other math classes were only notes and practice problems. In this class, we were up doing things, asking questions, figuring things out for ourselves.”

“I really enjoyed the [quadratics] module. My favorite part was definitely the gummy bear project where we created a platform to launch the gummy bears off of while learning about quadratics (max, min, zeros, roots, x-intercepts). I learned more through this module than I have in any math class.”

“I think this module helped a lot. Quadratics was a very difficult unit before my transitions class. This module helped prepare me for college because obviously quadratics is a big part of College Algebra. Every bit of the module helped.”

“I liked how we would get into groups and interact using hands-on learning. I also liked how we as a group were made to teach ourselves how a formula works or how to solve a problem before having it explained to us.”

Teachers

“The kids really got it! I was surprised!”

“Some students who do not readily do their work stayed engaged all period.”

“The students have been actively engaged in the lessons and have enjoyed working together and sharing their responses. Overall, the feedback from the students has been positive.”