

# Rural Math Excel Partnership



Charlotte County Public Schools

Cumberland County Public Schools

Halifax County Public Schools

Henry County Public Schools

Martinsville City Public Schools

Prince Edward County Public Schools





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## 2016 Partner Schools

Central Middle School, Charlotte County  
Cumberland County High School  
Halifax County High School  
Halifax County Middle School  
Laurel Park Middle School, Henry County  
Magna Vista High School, Henry County

Martinsville City High School  
Martinsville City Middle School  
Prince Edward County High School  
Prince Edward County Middle School  
Randolph-Henry High School, Charlotte County

# The RMEP Journey



**Dr. Hobart Harmon**  
**RMEP Project Director**

Welcome to another issue of the RMEP Newsletter. In January 2013 we started on a journey with six Virginia school divisions to develop a model of shared responsibility that could support student success in certain foundational math courses (i.e., Algebra and Geometry). In this issue, we highlight selected activities, share evaluation results, and describe resources under development and our efforts to inform others about the RMEP project since our last newsletter in May 2016. RMEP staff also reflect on the unique journey and lessons learned in working with school divisions to develop our innovation. Last, the executive director of the National Rural Education Association (NREA) reveals why innovations like RMEP are critical for students, schools and communities in rural America.

Why are we on this journey? The answer is simple: more students in schools across rural America must succeed in foundational math courses if they are to earn credentials required for careers in STEM-related occupations. And much evidence indicates a majority of these occupations in rural regions that offer a living wage will be technician-level occupations (e.g., advanced manufacturing, medical technician). Most will require education beyond high school but less than a Bachelor's degree. It is essential that teachers, parents/family members, and rural community organizations share the responsibility for student success. Each must perform specific support roles for student success in these math courses. We must change negative attitudes about math that are common in rural areas. Schools cannot do it alone. Business and other community organizations must help students and their families see the value of success in math to both the student's and community's future prosperity.

The RMEP journey has not ended. Rather, we are at a key milestone in the project. Intense development work with teachers in using tablets to assign Khan Academy videos and exercise as homework has concluded. External evaluation results are in that can help us further refine teacher, family engagement, and community roles in the shared responsibility model into a "promising practice." A summer conference was held to recognize the tremendous effort, challenge and success of teachers and others in our partnering school divisions. Key feedback activities have occurred with teachers. A special activity enabled RMEP staff to review teacher feedback, evaluation results and reflect on lessons learned. Refinements in the model are underway, with supportive "How-To" resources under development. The U.S. Department of Education Investing in Innovation (i3) office has agreed to extend the RMEP project through 2017 so we can complete these resources and share project results.

Read on! We invite you to learn with us in this exciting project. Several highlights of 2016 are presented. Be sure to view the [new video](#) on the [VASS, Inc. website](#). It explains the project—and very importantly—reveals the views of teachers, parents, students and community members who represent those who have been in the project trenches with us. Last, learn why the executive director of the National Rural Education Association (NREA) applauds the RMEP innovation and its value for schools and communities across rural America.

## Evaluation Highlights

External evaluation results, a requirement of all projects funded by the U.S. Department of Education i3 office, are essential for making refinements in the innovation toward a promising practice for use in schools. RMEP staff has used these evaluation findings and input from our Leadership Advisory Team to make numerous refinements in the shared responsibility model components, processes and supports. Among these were:

1. Though an exceptionally high percentage of 70 teachers who participated in the 2014 two-day training on how to use the Math Advanced Study Guide rated the sessions highly, evaluators found that only about one-third of the teachers were able to implement their roles as originally planned. Some teachers required more direct assistance to address technology challenges and equity issues with students using tablets or gaining access to internet in the home environment. Some teachers perceived the need to address state Standards of Learning (SOL) in student instruction greatly limited time available to make video-based homework assignments or conduct Family Math Night activities.

Length of the project period and inability to increase staff support created a need for changes. Consequently, RMEP both reduced from 70 to 24 the number of teachers as implementation sites and intensified direct assistance to teachers in their classrooms and schools. The focus turned to the 24 “most ready to implement” teachers. All students in these classroom were provided a tablet, rather than only students who had no internet access at home. Teachers also developed additional options for students to complete the video homework assignments. Evaluators reported: *Once the RMEP staff decided to focus resources in fall 2015 on high-implementing teachers, SRI evaluators began to see more videos being assigned by teachers and completed by students. This finding suggests that the level of supports and resources necessary to promote buy-in and adoption by participants was greater than RMEP staff could meet at the original scale.*

2. Parent/family attendance at the Family Math Nights (FMN) proved to be the major challenge. Evaluation results revealed that: *The majority of the families who attended the FMNs across the 2 years reported that the events were worth attending and that the events helped with their understanding of STEM. In Year 2, 93 percent of students and 97 percent of parents reported that the event was worth attending. Similarly, 89*



**Family Math Night, Martinsville High School**

*percent of students and 95 percent of parents said that the FMN helped them understand why STEM courses are important. Parent and student responses about the Year 3 FMNs mirrored the responses from Year 2.*

Results also revealed: *Though family attendance was often low, their positive evaluations and reports of the overall value of the FMNs indicate that parents and students perceived them as quality events, thus meeting the quality standard. However, teachers indicated that they would like additional support with improving family attendance and the evaluators shared this information with the RMEP team. RMEP staff are now in the process of developing supports that might increase parent access to FMN activities and provide information about STEM careers.*

3. Usually led by the county 4-H youth development specialist, all counties of RMEP partner school divisions were able to form a community STEM careers event team. Each team held at least one event. Some teams held three events over the project period. Two counties choose to plan and hold a combined event in which students in the two counties and their parents/families could attend. Evaluation results found: *Attendance at these events varied, often less well attended than the teams had hoped, suggesting less responsiveness from communities. The majority of the families that attended the events in both years provided positive feedback about their experiences, indicating that the quality of the events was high.*

Evaluation results midway through the project revealed that more collaboration may be necessary between the teachers and community teams to gain the desired attendance and outcomes. Consequently,

RMEP leadership assisted one county team in developing a specific activity called *Math at Work in Our Community*. Select team members met with the teachers and school principal to discuss a homework activity that would cause more interaction between the student, family members, and persons in the community who used math in their workplace. Students interviewed their parents for ideas of people the student could interview. Students then interviewed a community person, recorded the information to some key questions provided on a card designed by the community team, and returned the card to the teacher. More than 170 students completed a card. The team used the information to plan the community event, which had the highest participation of any community event in the project. This activity is being integrated as a key component in the model of shared responsibility.



**Technician explains using math at Halifax County Community Event**

4. SRI evaluators found that the RMEP project had no statistically significant impact on students' achievement or attitudes. Evaluators give several possible reasons for these findings:

- ◇ There are differences between the content knowledge that the Virginia Standards of Learning (SOL) exams assess and the content emphasized by the RMEP project. It may appear that there was no or little improvement in student achievement because of these content differences.
- ◇ Due to state data limitations, the evaluators were not able to limit the sample to only those students whose teachers implemented the intervention in the 2015–16 school year (the high-implementing teachers). Any effect may have been diluted by the inclusion of scores from students who did not have access to the intervention because their teachers were not participating in the RMEP project in fall 2015.
- ◇ The RMEP project was only fully implemented in the fall 2015 semester, a short time period, which may have contributed to the lack of effect on achievement and attitudes.
- ◇ The small sample size of students may not have been large enough to detect a very small effect.

Clearly, the evaluators found considerable evidence in survey results that features of the shared responsibility model were providing positive results for teachers, students and parents. RMEP leadership recognized from the start of the project that significant impact on state test scores was unachievable during the model's "development" phase. A major reason was that it was unlikely that all three components of the model would be developed and implemented in any school division long enough to have collective impact on student test scores.

In essence, it took three years of development, addressing challenges unique to each school division and teacher's classroom to



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arrive at what could be a “promising practice” innovation. After the final refinements are made in the model and the support elements are developed, we then would expect teachers, parents and community members to be able to implement their shared responsibility roles—and collectively this student support would achieve statistically significant impact on student attitudes and achievement. This is the journey of a “development” project.

The U.S. Department of Education provides an excellent publication to help school districts and other interested persons understand valid reasons when an innovation or intervention is said to have no effect on a certain intended outcome. You can access the publication here: [What does it mean when a study finds no effect?](#)

5. RMEP also contracted with an independent evaluator to hold a focus group session with teachers that were among the 24 high-implementing group of teachers. Included as part of a training session held on November 3, 2016 at the Southern Virginia Higher Education Center, 10 of the 24 teachers were able to attend the session. This evaluative session gave the teachers an opportunity to discuss their successes (strengths) and challenges in performing their two roles in the shared responsibility model: (1) assign Khan Academy videos/exercises as homework and (2) plan and conduct family math night activities. Brief highlights of the evaluator’s report follow.

Teachers offered a variety of strengths for the Khan Academy videos and exercises. Not only did the videos offer an alternative option for student learning, but the videos gave students more control over the pacing of that learning, and provided a way for parents to engage with their children’s learning. The Khan Academy videos and exercises also empowered students to tailor supplemental practice to their specific needs, i.e., for concepts they were struggling with or for particular SOL or SAT areas they wanted to strengthen.

- » The videos offered an alternative learning mode for students, in addition to their classroom teacher, which participants believed could increase students’ receptivity and interest.
- » Students were able to control the speed of the content, i.e., they could pause, rewind, or replay a video as needed.
- » Parents could watch videos with their children, and work through problems together. One teacher commented that “Khan Academy is more parent positive.”
- » Some of the middle and high school students went beyond the assigned videos/exercises to complete additional work to either better master a concept or to practice particular SOL or SAT areas. This gave students control on “when they did it, how often they did it,” they could get hints as needed, and they received “immediate feedback” on their answers.
- » The videos were short enough (5-7 minutes) so that they did not lose student interest. Further, the focus was on problem solving and going through the steps necessary to solve a problem, rather than just presentation of material.

Teachers noted how the project staff provided technology support in a timely manner, especially in uploading requested Khan Academy videos into the MARi system and coming to the schools to help set up students’ information in the MARi system. One teacher commented, “Project staff have just been so helpful. Everything we needed, they were on it as soon as we emailed them.”

Teachers also noted a variety of challenges they encountered with using the Khan Academy videos and exercises. Most of these challenges related to some aspect of technology, including wireless internet coverage, troubleshooting, and tablet quality and functionality. Other technology challenges were related specifically to the MARi system, i.e., not all relevant Khan Academy videos were uploaded or glitches occurred where students did not get credit for work completed.

Teachers offered a variety of strengths for the Family Math Night activities. In general, participants thought the events had been well attended, reached parents who may not typically attend school events, and provided parents with information about the project and how they could support their children.

- » Teachers appreciated that project staff provided support for the math nights and actually attended these events.

- » Family Math Nights were fairly well attended, and resulted in some parents attending who didn't typically attend school functions.
- » One teacher noted that the program provided opportunities for students to "rise up and challenge" themselves with higher-level math, and that it wasn't just for students who already were achieving at higher levels.
- » Parents provided positive feedback about these activities, which provided them with opportunities to get clarification on what students would be doing with the tablets, and what they needed to do to support their children. One teacher noted how powerful a particular video was in helping parents understand that their children had options beyond just a four-year college degree (such as 2-year degree or certification options). Another said that a parent had shared that the project helped encourage her son to take a high-level math course, which she had been encouraging him to do for some time.
- » Also noted as a strength was the community involvement, where community members (led by 4-H staff) came and participated by providing information about local careers.

Teachers noted several challenges they encountered with holding Family Math Night activities. The biggest seemed to be finding the most conducive time to hold the events, which was compounded by the geographical challenge some counties faced in parents having to drive long distances to/from the school. Another common challenge was the delay in getting the tablets, which resulted in some of the initial events being held before the tablets were actually available for distribution. And, although viewed by some teachers as a strength, community member involvement also served as a challenge when particular speakers were not as effective as others in capturing and keeping the interest of the audience.

## RMEP Activity Highlights

RMEP conducted several activities to recognize partners and or train teachers. We share three of particular importance to the sustainability of the project's shared responsibility model.

1. On June 28 RMEP held a special conference at The Prizery in South Boston, Virginia entitled Supporting Student Success in Math for STEM Careers in Rural Communities to share project accomplishments and recognize school divisions and other partners. A panel comprised of a teacher, parent, principal, and community team member shared their experiences in developing the model of shared responsibility. A second panel, comprised of students, shared their experiences with Khan Academy homework assignments, family math nights, and community STEM careers events. You can learn about their experiences in our new RMEP video on the [VASS, Inc. website](#). Christy Tomlinson Morton, executive director of the Center for Rural Virginia and the Council for Rural Virginia, also commented during her keynote remarks on the importance of efforts like the RMEP project in strengthening workforce preparation in rural areas.



**Christy Morton, Keynote Speaker**  
**Executive Director, Center for Rural Virginia**

2. During the June 28 conference, a special training institute entitled Making Math Relevant for Students was held for math teachers of school divisions not among the RMEP partner divisions. Key training focused on connecting STEM careers and the math classroom. Teachers interacted with STEM technicians about how math was used in their workplaces. Teachers also reviewed example lesson plans developed by the RMEP project teachers. They discussed creation of applied math teaching activities. The training also included how the RMEP shared responsibility model helps teachers in using Khan Academy for homework assignments, planning and conducting a Family Math Night, and gaining community support with local events focused on STEM careers.
3. RMEP staff also held training sessions in four additional locations in Virginia: Boydton, Abingdon,

Rocky Mount, and Galax. The agenda that guided the training session can be found on Page 11 of this document. Follow-up webinars are also being offered for teachers who participated in the training. If you are interested in learning how RMEP might provide a training session in your area, contact Sandy Wilborn, RMEP math specialist at (434) 579-2820 or by e-mail at [sandywilborn@vaadvstudies.org](mailto:sandywilborn@vaadvstudies.org).

## Development of Resources

Key resources are under development to support implementation of the model.

“How-To” documents will support implementation of the model of shared responsibility or key elements of the model by school systems and their communities. A key “How-To” document under development focuses on the roles and responsibilities of teachers in the model. Also, an update of the Math Advanced Study Guide is in progress to ensure alignment with revised math SOL and internet links to Khan Academy videos are active. Suggestions from teachers in the November 3 focus group session are reflected in the update.



RMEP Math Teachers

RMEP is also producing [videos](#) that can help support teacher implementation of the model of shared responsibility. For example, a video of a person who works in the health field explaining what she does in the STEM related job can be used by teachers with students. This helps the teacher build relevance of math to a career. A draft version of a nurse explaining her use of math can be seen at: [Math at Work – Nurse Technician Video](#). A new video that includes key portions of the summer 2016 RMEP Conference is available for use to generate understanding, interest in and use of the shared responsibility model. You can access this video at <http://www.vaadvstudies.org/>.

In addition to the webinars noted previously as follow-up for teachers in the training sessions, RMEP is exploring additional webinars. For example, a webinar or series of webinars (or some other technology approach) might be offered on family engagement to help parents and family members of students better know how to support student success in foundational math courses as preparation for STEM careers.

The RMEP website will be revised after the “How-To” documents, videos and other resources are developed to ensure easy access by teachers, parents and others.

## Dissemination Efforts

RMEP staff is taking advantage of opportunities to explain the journey in developing the shared responsibility model. We share a few with you here.

The “Math at Work in Our Community” activity used by a community event team was presented by Dr. Hobart Harmon at the



Virginia Department of Education's Twelfth Annual *Rural and Low-Income School Program Symposium* held in Charlottesville, Virginia. The title of the presentation was Using a Student Activity to Increase Family and Community Engagement in Rural Schools.

Sandy Wilborn presented a session entitled Sharing the Responsibility for Student Success in Math and Future Careers at the Southwest VA STEM SUMMIT held at Virginia Tech University.

Sandy Wilborn and Jennifer Stevens presented a round-table session at the Virginia School Board Association (VSBA) annual event in Richmond. Sandy and Jennifer showed several slides about the RMEP project and explained the shared model of responsibility to approximately 60 school board members and administrators from across Virginia.

Hobart Harmon, Veronica Tate, and Paul Nichols (Superintendent, Mecklenburg County Public Schools) presented Taking 'Rural' Advantage of Opportunities in the Every Student Succeeds Act (ESSA) at the Virginia Association of Federal Education Program Administrators (VAFEPA) annual conference in Richmond, Virginia. The presentation highlighted changes in ESSA that provide new funding streams and flexible uses of funds that could be used to address pervasive education challenges in rural areas of Virginia. The Rural Math Excel Partnership was reviewed to provide examples of how the various components of the model might be implemented or expanded in school systems with support of ESSA funding and flexibility. A PowerPoint of the session is available at: [Taking 'Rural' Advantage of Opportunities in the Every Student Succeeds Act](#).



**Hobart Harmon and Paul Nichols**

Hobart Harmon, Paul Nichols and Veronica Tate also presented the Taking 'Rural' Advantage of Opportunities in the Every Student Succeeds Act at the 108th National Rural Education Association's Annual Conference and Research Symposium and Battelle for Kids National Rural Forum held at The Ohio State University. At the session, Hobart and Veronica also reviewed a special tool they developed that would help rural school systems select one or more critical challenges, align funding opportunities in the ESSA with the challenges, and also consider what partners might best help the school system build capacity for attracting resources and implementing solutions to the challenges.

Hobart Harmon also had the opportunity to explain the RMEP project as he participated in an interview that was streamed live across the nation. The Kentucky Valley Educational Cooperative conducts live streaming broadcasts at the annual Promising Practices Summit that is part of their U.S. Department of Education project. You can listen to the recorded broadcast at: [Hobart Harmon RMEP Interview](#).

RMEP also was mentioned on The Farm Journal's AgriTalk. AgriTalk is a live, nationally syndicated talk radio program for agriculture and rural America. Hobart Harmon joined Kai Schafft at Penn State University to discuss the youth brain drain in rural America. Hobart mentions the RMEP innovation as one solution. [Find the link on VASS, Inc. website](#).

Hobart Harmon and Sandy Wilborn co-authored an article that was published in the peer-reviewed journal *The Rural Educator*, which is the official journal of the National Rural Education Association. The title is *The Math Learning Gap: Preparing STEM Technicians for the New Rural Economy*. The article reveals the math learning gaps identified in the DACUM sessions Hobart and Sandy conducted with technicians in 35 STEM related occupations at the start of the RMEP project. You can access the article [here](#).

## Lessons Learned



VASS Staff from left, Hobart Harmon, Jennifer Stevens, Veronica Tate, Sandy Wilborn & Sue Adams

On December 7, staff gathered for an all-day session in South Boston, Virginia to review evaluation results and reflect on project implementation experiences. We share six particularly noteworthy lessons learned. Staff also give their greatest lesson learned and greatest satisfaction or accomplishment in working with the RMEP project.

1. Technology infrastructure and tools must be placed and pilot-tested as working effectively before teachers are expected to use the technology features with students. Solutions to technology challenges must be resolved quickly. Early failures by teachers in using the technology will raise teacher frustration. Resistance to use will increase rapidly, particularly if a teacher has at the start of the project a low comfort level in using technology or views the time demands as excessive.
2. Teachers will use the most efficient method available to seek assistance when struggling to accomplish their role in the shared responsibility model, but will prefer face-to face direct assistance at their school rather than rely on written materials in the Math Advanced Study Guide.
3. Most teachers are capable of planning a Family Math Night but a majority may not feel comfortable presenting or speaking at a Family Math Night to adults, instead they will prefer someone else to speak in front of parents.
4. Aligning mathematics curricula, giving teachers opportunities to discuss issues of student content mastery, sharing of successful instructional strategies, and counseling middle and high school students about technician-level occupations and STEM-related careers appear necessary. Many of the math competencies used by STEM-related technicians in the workplace require student mastery of math content in courses taught prior to the high school level Algebra I course.
5. Parents are very concerned about what education students need to be ready for careers and will value highly the Dream It Do It and Budget Your Life activities in the Family Math Night activity. The first tool, Dream It Do It, allows the student to explore career options. The second tool, Budget Your Life, allows the student or parent to ask a series of questions to help determine how much a desired lifestyle will cost. Then the student or parent can look at occupations that might support that lifestyle.
6. Formation of a community STEM careers event team and its function may be more viable if the team leadership can partner with an economic development partner (e.g., county office or Chamber of Commerce) to advance an activity that can focus team members. The activity can serve to focus meeting time on “doing” rather than planning. It also is easy to underestimate the time a 4-H youth development specialist may have to lead a team. Activity focused teams may help team members share the load and commit time to performing certain team responsibilities.



## RMEP Staff and Consultant Lessons Learned

**Sue Adams:** It is very important to have an online presence, especially for a project that encompasses a large region. Interested parties need to be able to find “you” online within a few seconds of beginning their search or they will go elsewhere. VASS, with its two websites, is able to reach all audiences and provide them with material that is appropriate and timely.

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**Hobart Harmon:** Use of external evaluation results is essential in all facets of the project to make the difficult team decisions that keep a development project on track with its purpose and intended outcomes.

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**Dorothea Shannon:** After interviewing central office staff in the participating RMEP school divisions it was evident the most successful schools were those where teachers, principals and key central office staff understood the project and implemented the project with fidelity.

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**Jennifer Stevens:** Implementing a research and development project in a public school has lots of challenges, and implementing one where technology is an integral part of the project is extremely challenging. Having the opportunity to test the technology and work out the “kinks” as much as possible with a smaller group of teachers and students is a key strategy for ensuring overall success with the larger population.

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**Veronica Tate:** A new educational endeavor, such as a development project, will experience implementation challenges which may cause frustration and negatively impact morale among participating practitioners. Clear and timely communication about such challenges between project staff and participants is important to help identify appropriate adjustments that maintain the integrity of the project model while addressing unanticipated issues as they develop.

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**Sandy Wilborn:** My greatest lessons learned in working with the development team of math teachers was the realization of how valuable hearing from technicians about how math is used in the workplace was to teachers.

## RMEP Staff and Consultant Accomplishments

Google Analytics that I have connected to the RMEP site has shown that users are visiting our website. After every training and/or webinar, requests to use the teacher portal are received which leads me to believe that the resources are being accessed and used by teachers.

Using the DACUM process to discover the math that STEM technicians actually use in the workplace. Also, working with a community event team to create an activity (i.e., Math at Work in Our Community) that results in teachers, students, parents and community members talking about the important of math to the future success of students and rural communities.

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During my short tenure as CEO of VASS and working directly with the RMEP project, my greatest satisfaction came from working with staff to plan and participate in a statewide conference to disseminate information about the RMEP project. All RMEP stakeholders were represented at this conference and RMEP successes and challenges were freely discussed. This open discussion contributed greatly to the conference success.

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In leading the technology portion of the RMEP project, a satisfying accomplishment was hearing from the parents and students about how the technology provided needed support in the home. From many students’ perspectives, the technology made homework more fun and motivated them to do the math assignments, and it gave them a personalized experience that they rarely get in school. Parents liked the technology because it took some of the burden from them when they did not know how to help their kids with the math, and it served as a good resource especially in communities where students are not given math textbooks to take home.

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We have all heard the saying that “it takes a village to raise a child,” but we live in an era during which school staff are expected to fulfill a major share of responsibilities for the success of students. The RMEP model is based on the village concept where the home, school, and community each play a part in “raising students” to be contributing and vibrant members of society. Specifically, RMEP promotes shared responsibility for getting students in rural areas ready to enter STEM-related education programs and careers.

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My greatest accomplishment in working with the development team of math teachers was the creation of the Math Advanced Study Guide, especially the real world problems.

## Why We Need Innovation Projects Like RMEP



The journey continues to learn how to solve some of the most pressing educational challenges in rural America. We end this newsletter with perspectives of the executive director of the National Rural Education Association (NREA). Dr. Allen Pratt, photo on left, reveals why innovations like RMEP are critical for students, schools and communities in rural America. He states that, by focusing on the importance of math for success in STEM and health occupations, RMEP supports critical steps required to change the workforce development focus in rural schools and communities. You can see a video of Dr. Pratt's comments on the [VASS, Inc. homepage](#).

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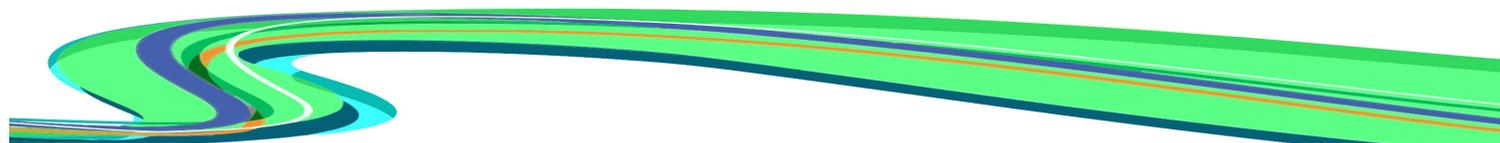
For more information on RMEP, please email [vassinfo@vaadvstudies.org](mailto:vassinfo@vaadvstudies.org) or call the office at 434-575-0692.

# Summer Teacher Training Schedule

Supporting Student Success in Math for College and Careers

## Training Agenda

9:00am – 9:15am	Welcome and Introductions
9:15am – 10:00am	Need for Focus on Careers in Math Instruction <ul style="list-style-type: none"><li>• Success in the New Economy video and discussion</li><li>• Overview of RMEP project and DACUM process</li></ul>
10:00am – 12:00pm	Exploring STEM Careers to Inform Math Instruction <ul style="list-style-type: none"><li>• Introduction of technicians</li><li>• Panel discussion on careers and how math is used</li><li>• Creation of lessons/activities applying math to occupations</li></ul>
12:00pm – 12:45pm	Lunch
12:45pm – 1:30pm	Math Competencies Used in Careers <ul style="list-style-type: none"><li>• Math competencies identified in RMEP project</li><li>• Lesson plans and activities created by teachers and technicians</li></ul>
1:30pm – 2:15pm	Creation of Career-focused Math Activities <ul style="list-style-type: none"><li>• Online resources for exploring careers</li><li>• Group work for creation of activities</li><li>• Discussion of how activities will be used in classrooms</li><li>• Sharing of math activities created</li></ul>
2:15pm – 2:45pm	Integrating the RMEP Shared Responsibility Model <ul style="list-style-type: none"><li>• Using Khan Academy for homework assignments</li><li>• Planning and conducting a family math night</li><li>• Gaining community support with STEM careers events</li></ul>
2:45pm – 3:00pm	Closing Remarks and Evaluations



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