

Mathematics in Vermont

The newsletter for Vermont's Mathematics Educators and Supporters

Fall 2023

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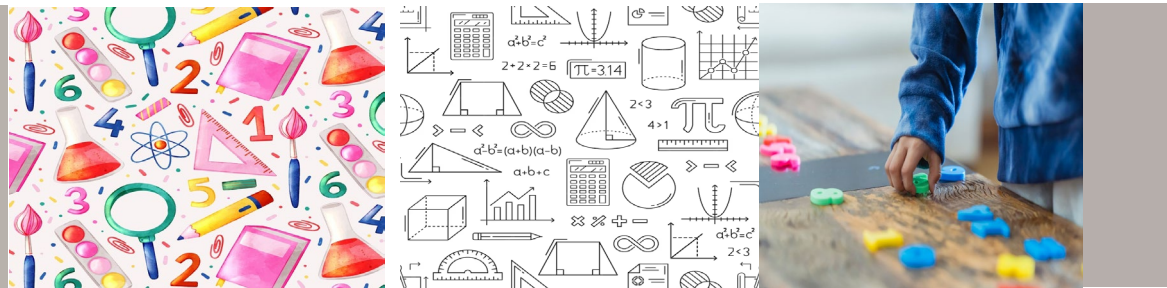
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How to Access this Newsletter:

- ✓ [Subscribe to our listserv](#)
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- ✓ The [AOE Weekly Field Memo](#)
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Greetings

I have introduced myself to many of you via my messages through the mathematics listserv, but if you didn't see those, I am Kevin Feal-Staub, the Mathematics Content Specialist at the Vermont Agency of Education. Prior to this role, I worked for the past 20 years in Vermont schools as a high school mathematics teacher as well as an administrator. I'm very excited to be working in a role with the potential to support a broad range of educators as we work together towards high quality mathematics learning, available equitably to all students in Vermont.

Mathematics Proficiency-Based Graduation Requirement (PBGR) Hierarchies Released

A major focus of the Agency of Education Proficiency Based Learning team, of which I am a member, is creating materials to support educators in the implementation of proficiency-based teaching and learning in their classrooms. Recently we finalized and published several content area PBGR Hierarchies. These materials are available at the on our website. I hope you will look at the [mathematics hierarchy](#) and consider how it can inform the work you are already doing. We would like your feedback on any or all the hierarchies. You can provide that feedback through [this form](#). Our current work involves creating proficiency scales for these high school level PBGRs as well as researching and developing proficiencies and proficiency scales for lower grades.

Equity Resource

This year, the Vermont Council of Teachers of Mathematics introduced me to a book that I think is of great importance. *Choosing to See: A Framework for Equity in the Math Classroom*, written by Pamela Seda and Kyndall Brown. *Choosing to See* lays out its mission in the introduction: "If we truly value 'all' of our students, we must figure out how to make sure our actions align with our values. An equity framework can serve as a lens for helping us see where we are achieving this alignment and where we are not" (p.11). What I really like about this book is that not only does it speak to the importance of providing equitable educational opportunities, but it also provides an evaluation tool for educators to critically examine their classroom practices and the ways that these practices do or do not align with to their personal goals of teaching in an equitable manner.

The evaluation tool laid out in the book is called the "ICUCARE Equity Framework" and it provides a set of seven areas in which we need to assess our practice to see if it aligns with our vision of equity. These areas include things like "Include

others as experts”, “Understand your students”, “Use culturally relevant curricula”, and “Expect more”. While many of the criteria in this equity framework seem broad, the book does an excellent job, dedicating a chapter to each of the seven criteria, explaining the nuances of what it looks like to truly implement each criterion versus what it looks like when done in a “rubber-stamping” fashion. Additionally, this book is important for teachers of mathematics because while the criteria in the ICUCARE Equity Framework can apply to any content area, the book is full of detailed examples of how they play out in the context of a math classroom.

Proficiency Scales Opportunity

The AOE is looking for mathematics educators to provide feedback on sample high school proficiency scales that have been drafted to accompany the newly revised Mathematics Proficiency-Based Graduation Requirement Hierarchy. A proficiency scale is a criterion-based assessment tool that is task neutral and includes explicit expectations for learning at each level. It should be designed to show a continuum of distinct levels of knowledge and skills relative to a specific performance indicator. These distinct levels are qualitative (not quantitative) and describe what the student can do (rather than not do) at each proficiency level. The proficiency scale is used to assess where a student is along the learning progression and determine if a student has mastered the overarching Critical Proficiency. These results will be used in concert with those from other Priority Performance Indicators to report student attainment of the corresponding Critical Proficiency. If you would like more information about this opportunity or are interested in participating, please fill out [this form](#).

Events, Announcements, and Resources

All Learners Network

I want to make sure you are all aware of the rich and varied professional learning opportunities we are offering via the [All Learners Network](#). More than a dozen workshops and conferences have been scheduled and. The offerings are listed here. These sessions are filling up, and a few are full already. If you are hoping to participate in some of this powerful professional learning, sign up soon. Any events that list “VT AOE” in the title are free of charge to all Vermont educators. There are a couple of events without this tag, and those do have a cost.

Hour of Code

Coming up in December is the annual Hour of Code event in which teachers across the country are encouraged to have every student spend an hour exploring what it means to code. I am a firm believer in the power of coding to provide an engaging hook into learning about sophisticated mathematical concepts for many learners who do not find success in traditional mathematics classes. Consider if you might find a way to include some coding in your students’ mathematics learning this year. There is a wealth of information and activities available at the [Hour of Code website](#).

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We're on the Web!

See us at:

<https://education.vermont.gov/student-learning/content-areas/mathematics>

10 Years of Act 77: Reflecting Upon and Celebrating Student-Centered Learning in Vermont

Audience: Legislators, Educators, Students, Parents/Caregivers, and Community Members

Come celebrate ten years of Act 77 at the Vermont State House on Thursday, December 7 from 9:30 a.m. to 2:30 p.m. This convening will offer a chance to celebrate achievements, make connections, and reflect on what we have learned since the passage of [Act 77](#). It will also provide an opportunity for networking with others and contribute to shaping the next ten years of student-centered learning in Vermont. [Registration](#) for this event is now open and more information can be found on the [UP for Learning](#) website.

Contact: Ryan Parkman, ryan.parkman@vermont.gov

Nominations for Presidential Scholars General Category

Audience: Students, Principals, Guidance Counselors, Teachers, High School Seniors

The Vermont Presidential Scholars Program is a statewide recognition of student excellence in academics, community service, and leadership. Outstanding high school seniors are selected based on nominations from teachers and administrators, but students may also nominate themselves. Nominations for the General category are now open. Please find the [nomination form and more information online](#). The deadline for nominations is November 17, 2023.

Contact: Sigrid Olson, sigrid.olson@vermont.gov

Directions for Submissions

To submit an article, announcement, event, or resource for a future newsletter, or to subscribe to the Vermont Mathematics Listserv or Newsletter, please email Connect with AOE on Twitter, Facebook, or the Web.