

# MKN Workshop on Crossing the Divide: Exploring Critical Transition Issues from Grade 8 to 9 Mathematics

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**Mathematics Knowledge Network (MKN)**

Critical Transitions Community of Practice (CoP)



# Agenda

09:00 to 09:15	Welcome
09:15 to 10:00	<b>Multiplying Strategies for the Divide: Adding to Our Transition Takeaways</b> Daniel Jarvis (Professor of Math Education, Nipissing University)
10:00 to 10:30	Discussion Groups (Part 1)
10:30 to 10:45	Coffee break
10:45 to 11:30	<b>Head Start: A Program to Help Kick Off the Semester for Incoming Grade 8 Students</b> Melissa Baker-Cox (Student Success & Math Teacher, Limestone District School Board)
11:30 to 12:00	Discussion Groups (Part 2)
12:00 to 13:15	Lunch (not provided; restaurants/coffee shops located near Fields)
13:15 to 14:00	<b>Crossing the Digital Divide with mathies.ca Tools and Resources</b> Greg Clarke (SMCDSB) & Ross Isenegger (NND SB); on assignment with OME
14:00 to 14:30	<b>Choose a Path that Includes Math (CAPTIM)</b> Dr. Lynda Colgan (Professor of Math Education, Queen's University)
14:30 to 14:45	Coffee Break
14:45 to 15:15	Discussion Groups (Part 3)
15:15 to 15:30	Wrap-Up and Feedback/Future Planning Ideas Survey




**MKN Workshop on Crossing the Divide:**  
*Exploring Critical Transition Issues from Grade 8 to 9 Mathematics*  
March 20, 2018  
The Fields Institute

Student transition from Grade 8 to Grade 9 is a complex phenomenon involving many different factors in terms of student learning and attitudes. Of particular interest to our Community of Practice are the ways in which mathematics learning and course selection/pathways are supported as part of this transition process. The main goal of this one-day workshop will be to encourage significant learning from and conversations among various stakeholder groups (eg. Math Teachers, Math Coordinators, Student Success Leads, Guidance Counsellors, School Administrators, Math Education Researchers). Participants from all of these groups are welcome.

**Speakers:** Dr. Daniel Jarvis, Schulich School of Education, Nipissing University \*  
Professor of Mathematics Education  
Melissa Baker-Cox, Limestone District School Board  
Mathematics Teacher and Student Success  
Ross Isenegger & Greg Clarke, Ontario Ministry of Education  
Provincial Math Leads (Digital Resources)  
Dr. Lynda Colgan, Faculty of Education, Queen's University  
Professor of Mathematics Education  
\*Workshop Organizer

For more information on the event, please visit:  
[www.fieldsutoronto.ca/activities/17-18/crossing\\_divide](http://www.fieldsutoronto.ca/activities/17-18/crossing_divide)  
Mathematics Knowledge Network, Critical Transitions Community of Practice:  
<http://mkn-crc.ca/transitions/>



# Multiplying Strategies for the Divide: Adding to Our Transition Takeaways

- Butts & Cruzeiro (2005)
- Cusman (2006)
- Curriculum Implementation in Intermediate Mathematics Study (Suurtamm & Graves, 2007)
- McCallumore & Sparapani (2010)
- Cross-Panel PD Study (Jarvis, 2012)
- Jao & McDougall (2015)
- EQAO School Stories (OME)

MKN Infographic (Hallam Design)

# Multiplying Strategies for the Divide: Adding to Our Transition Takeaways

## Transition Challenges

- Adolescence
- Streaming/Pathway Choices

## Transition Supports (Elem.)

- Work Habits/Learning Skills
- Pedagogical/Assess Strategies
- Cross-Panel PD
- Parent/Guardian Info Nights
- Highschool Students Visit Elem.
- Elem. Students Visit Highschool
- Summer Math Events

## Transition Supports (Second.)

- Teaching Assignments
- First Week(s) Diagnostics
- Full-Year Math Courses
- Parallel Scheduling
- Combined/Grouped Courses (Math/Science; Math/Shop)
- Mixed Ability Gr 9 Groupings
- Resource Period Help
- Tutoring (Peers/Teachers)
- Math Homework Help (OME)
- Student Success Teacher
- Student Success Teams
- Transition Planners
- Teaching Strategies
- LMS Tracking Systems

# Multiplying Strategies for the Divide: Adding to Our Transition Takeaways

## Five Common Myths Debunked

- Myth 1: Grade 9 Course Options Directly Correspond to Difficulty Levels
- Myth 2: University is More Prestigious and Offers More/Better Career Opportunities than College
- Myth 3: If a Student has an IEP, They Should Automatically Only Take Certain Courses
- Myth 4: Pathway Selections Must be Identical for All Grade 9 Courses
- Myth 5: There is Little/No Flexibility Once Streaming or Pathway Choices Are Made

# Multiplying Strategies for the Divide: Adding to Our Transition Takeaways

- TIPS4RM (OME, 2005)
- RE4MUL8 (Jarvis, 2012)
- Creating Pathways (OME)
- CLIPS & mathIES (OME)
- CHOICES (TDSB, 2017)
- Homework Help (OME)
- CAPTIM (Colgan, 2017)
- Transitions VLS (RMS, 2017-18)

# Workshop Key Questions

1. Critical Issues in Grade 8-9 Transition?
2. Further Suggested Research (Questions)?
3. Other Helpful Transition Resources?
4. Other Comments/Ideas/Concerns?