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Utilizing University – Community Partnerships to Promote Academic Success in the Mathematics


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Utilizing University- Community Partnerships to Promote Academic Success in Mathematics

Dr. Jill Drake & Dr. Laura Smith



Comprehensive



Community Clinic

Campus/Community Partnership

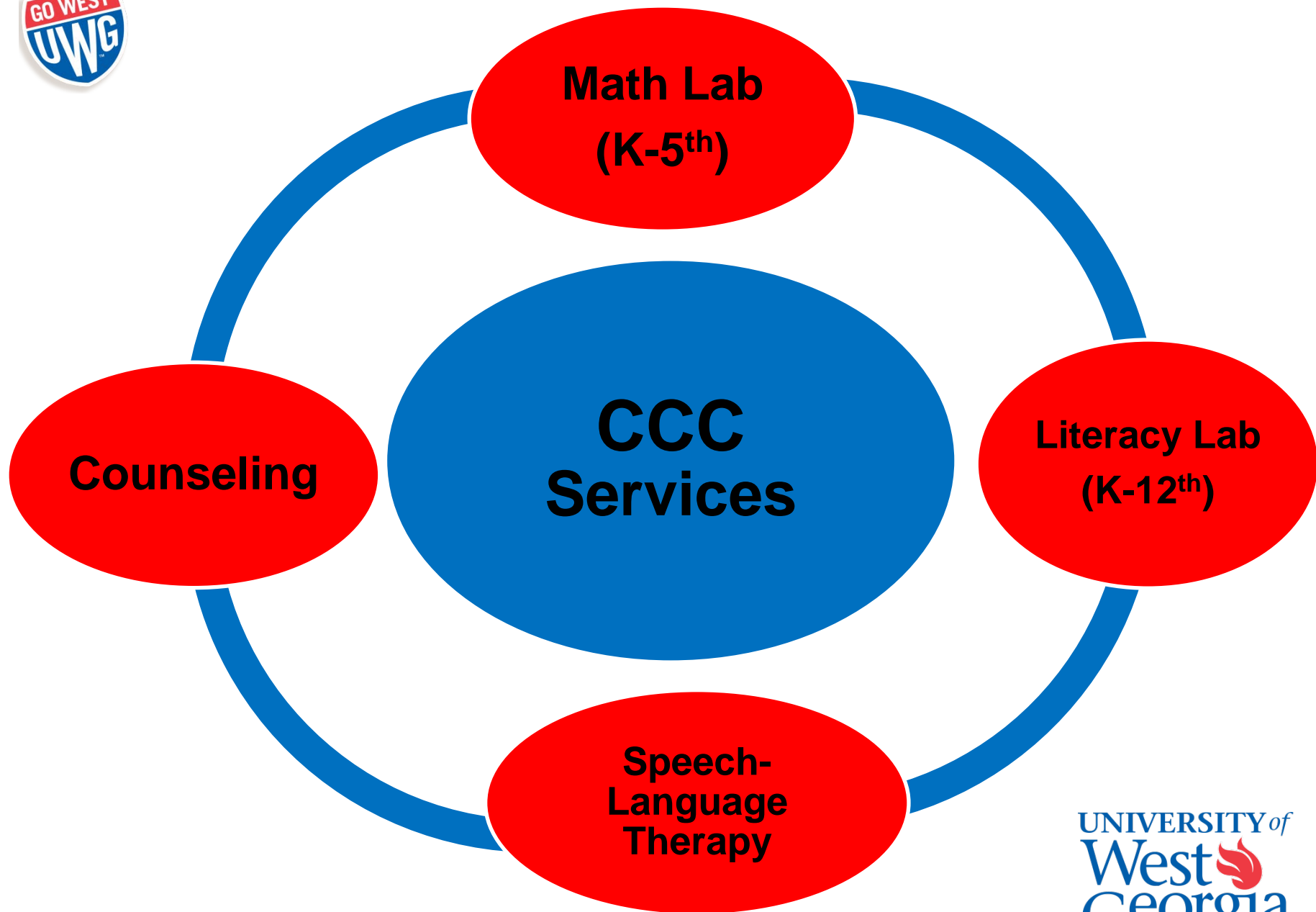
College of Education





The Mission...

- Provide high quality and affordable clinical and support services to the community.
- Provide a state of the art Training Facility for UWG student-practitioners.
- Provide opportunities for applied research for faculty.





The Math Lab

- 1-on-1 Tutoring Services
- Kindergarten-6th
- Services provided by Senior Early Childhood Ed/Special Ed Majors
- Modified Field-Placement
- 1 academic credit hour
- 1 hour session per week/10 weeks





The Literacy Lab

- Provides Assessment and Instructional Services
- Reading and Writing
- Students, grades K-12
- Services provided by Senior Early Childhood Ed majors
- Modified Field-Placement





Candidates/Services/Clients

2014

Summer 2013 – Spring 2014	Clients	Candidates (graduate students)	Observers (undergraduate students)	Tutors
Speech & Language	142	33	123	
Reading	89			94
Math	80			92
Counseling Consultations	20	3		
Totals Served	Clients	Students		
	331	345		



The Math Lab

Let the Learning Begin...





Preparing for the Sessions

- **Develop tutoring plan/Approved**
- **Collaborate with peers**
- **Gather resources before session**
- **Engage client for full session**
- **Maintain client file**





Types of Sessions

There are 4 types of sessions:

- **Diagnosing**
- **Remediation**
- **Post-Assessment**
- **Parent Conference**





The Clinic Session Format

The clinic sessions for each week has three parts:

Warm-Up (10 minutes of basic facts strategies or games) **Use knowledge gained from interest inventory and diagnostic tests to support the student.*

Math Area of Focus (40 Minutes Diagnosing, Remediating, or Administrating the Post-test) **Use movement, manipulatives, and brain breaks regularly.*

Closing (10 minutes of extra help with homework or computer time).
**Find several fun and engaging websites and alternate between them.*



Diagnosing Session

- **Purpose:** Determine a developmentally appropriate area in mathematics needing remediation **and** a set of basic facts needing to be mastered.
- **Tools:** Diagnostic Test resources found in the CCC, CourseDen **or** on your own.
- **Time Frame:** Typically 3 weeks, but may last 4 or 5 weeks
- **Weeks 1 & 2:**
 - Complete math interest survey
 - Complete Basic Facts Test and fill out the Basic Facts Card
 - Complete General Diagnostic Test and provide commentary for every wrong answer noted.
- **Weeks 3**
 - Complete Specific Diagnostic Test and write your official diagnosis and associated ***CCGPS Standard(s)***.



Remediation Session

- **Purpose:** Remediate the identified error pattern **and** gain automaticity with basic facts needing to be mastered.
- **Tools:** Textbooks from courses, field placement resources, manipulatives, websites, and CCC games.
- **Time Frame:** Typically 5 weeks, but may last 4 or 6 weeks
- **Phases for Weeks 4 - 8:**
 - I. **Concept Remediation with and without Word Problems**
 - II. **Intermediate Remediation with and without Word Problems**
 - III. **Procedural Only Learning with and without Word Problems**
 - IV. **Independent Practice with and without Word Problems**



Post-Test Session

- **Purpose:** Determine the effectiveness of remediation sessions.
- **Tools:** Diagnostic Test resources found on CourseDen or on your own.
- **Time Frame:** Typically, 1 week, but may last 2 or 3 weeks
- **Week 9:**
 - I. Administer the full Basic Fact Test and fill out the Basic Facts Card for a second time
 - II. Administer a post-test specific the student's identified error pattern and provide commentary for every error noted.



The Parent/Guardian Conference

- Write Parent Summary Report
 - ❖ Faculty Supervisor Approval
 - ❖ 5 Recommendations for Continued Support
- Arrange Room Setting
- Greet Parent/Guardian
- Implement 15-20 minute Conference



Is “Math Lab” Making a Difference?

Basic Facts (1-12)

Operation	Average Gain	Range	Median Gain
+ (n=8)	22%	6% - 44%	18%
- (n=6)	15%	5% - 30%	15%
X (n=7)	35%	3% - 60%	35%

Fall Semester 2014



Is “Math Lab” Making a Difference?

Non-Basic Facts

Procedural and/or Conceptual

Operation	Average Gain	Range	Median Gain
+ (n=5)	38%	*0% - 68%	50%
- (n=6)	51%	*0% - 100%	51%
X (n=10)	40%	8% - 90%	33%
Early Number Concepts (n=4)	51%	20% - 100%	42.5%

*Second goal for client



Benefits....

Teacher Candidates:

- ✓ Collaboration
- ✓ On-site Coaching
- ✓ Assessment/Diagnosis/
Remediation
- ✓ Time Management
- ✓ Communicating with
Parent/Guardian about
academic performance
- ✓ Report Writing (edTPA,
IEP's)

Clients:

- ✓ Positive 1-on-1 Attention
- ✓ Positive Role Models
- ✓ Build Confidence
- ✓ Gains in Math
Fluency/Understanding
- ✓ Improved Grades/Test
Scores
- ✓ Special Treats!



Extending to Off-Site Locations:

- 2 Title I Elementary Schools
- 1 Title I Charter (K-6) School
- 1 Title I Middle School
- Established Field Placement Schools with MOU's in place
- Parent/Guardian Signed Consent Form
- Serve as ***After –School Program Math Tutors***
 - 40 - 45 minute sessions with 1 student (no group tutoring)
 - UWG Faculty Supervisor visits 2-3 times per semester





Questions.....



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