

SLS-MATH Discussion Meeting Notes
November 15, 2022

Attending: Michelle Borowski, Alanna Gibbons, Cary Karacas, Wenjuan Li, Fumio Someki

Documents/websites discussed:

- [Early Childhood SLS BA Degree Map](#)
- [Childhood SLS BA Degree Map](#)
- [Overview of the NY State Teacher Certification Examinations](#)
- [Early Childhood CST edTPA Results Summary \(AY 2020-21\)](#)
- [Childhood CST edTPA Results Summary \(AY 2020-21\)](#)

Discussion:

- Michelle explained the suggested sequence of math courses for SLS majors: Semester 1: Math123; Semester 2: SLS 217; Semester 3: SLS 218
- School of Education Mathematics Education courses mentioned:
 - [EDE303](#) consists of three separate meetings per week: math, science, and music. At the end of semester Alanna focuses on test questions that might be on the exam. Since it is impossible to cover everything that will be on the exam, Alanna encourages self-study.
 - [EDC 340](#) Early Childhood Mathematics
- SLS 217/218
 - Wenjuan commented that the courses should be taught as learning math for teaching rather than the math they need as adults.
 - Wenjuan's observations of teaching Math 217 in Fall 2022: Just over half of the students are ready for the course; among those who are not ready, some are willing to put in the effort to pass while 20% of enrolled students don't try, believing "Math is just not my thing."
 - Classrooms
 - Wenjuan noted that the classroom with individual student desks she uses to teach Math 217/218 does not allow for creating a collaborative learning environment.
 - Are there classrooms at CSI with group tables rather than student desks? The Math Lab in 3S only accommodates 24 students, so it is too small.
 - The Mathematics Department chair is not sure that a room can be found in the department.
 - The School of Education has two rooms (203 and 210) that might work. We would need to speak with the School to secure permission.
- Math CST (Content Specialty Test)
 - CSI School of Education does not require that students pass CST exams as a condition of admission.

- While students are encouraged to take the Math CST soon after they finish SLS 218, some might not take it for long after completion of SLS 218 and/or after they have finished the MA.
- Wenjuan's conjectures about why passing rate of the Math CST is not high:
 - Students wait too long to take exam
 - Not all of the content is being covered in the current courses. There is no course to teach ratios and proportional reasoning. We should discuss adding another course to cover all the content. Is there a possibility of substituting MATH 123 for this third course?
- Potential solutions to poor performance on the Math CST:
 - Explore ways to get students to take the Math CST soon after completion of math courses;
 - Test Prep classes (there seems to be no budget for this);
 - Wenjuan proposed that we put together a team to develop a CSI online prep course for our students;
 - We should develop in-house resources for our students;
 - This website suggests online resources for test prep: [Overview of the NY State Teacher Certification Examinations](#).
- Next steps:
 - Wenjuan Li will take a deeper look at Math 123 and will talk to Math Professor Kevin O'Bryant to get his opinion.
 - Michelle Borowski will provide grades of students in Math 123 and how they performed in Math 217 and 218.
 - Look into securing classrooms with tables for teaching Math 217/218