



Catalyzing Change in Early Childhood and Elementary Mathematics:

A book study sponsored by the Utah State Board of Education



Audience: Early childhood and elementary mathematics supervisors, specialists, coaches, teachers, administrators, and anyone who is interested in critical conversations necessary to meet the needs of our youngest learners in mathematics.

Participation: A limited number of downloadable books are available. Preference will be given to those who complete the interest survey first. Monthly book study meetings will be held virtually and will include interactive discussion related to the book chapters.

Dates and Topics:

- October 14, 2020- Kickoff and Overview
- November 4, 2020- Chapter 1: Why we need to catalyze change
- January 13, 2021- - Chapter 2: Broadening the purposes of school mathematics AND - Chapter 3: Creating equitable structures in mathematics
- February 10, 2021 - Chapter 4: Implementing equitable mathematics instruction
- March 10, 2021 - Chapter 5: Building a foundation of deep mathematical understanding AND Chapter 6: Next steps for catalyzing change

Times: Choice of midday and afternoon sessions

- 12:00 - 1:00 pm
- 4:30 - 5:30 pm

Credit Options:

- No Credit: Participants may read chapters and attend discussions without submitting assignments.
- 1 USBE Credit: To earn credit participants must attend a virtual meeting each month and complete written assignments in a Canvas course.

Please complete the [Catalyzing Change in Early Childhood and Elementary Mathematics Interest Survey](#) by 5pm Friday, September 4th. By mid-September you will receive a confirmation email with the status of your participation, which will include a link to a book if you are selected to participate at this time.



[Catalyzing Change in Early Childhood and Elementary Mathematics](#)

Catalyzing Change in Early Childhood and Elementary Mathematics is part of the Catalyzing Change Series, a collection of three books intended to initiate the critical conversations on policies, practices, and issues that impact mathematics education. In 2018, the first book in the series, *Catalyzing Change in High School Mathematics: Initiating Critical Conversations*, was published. The work initiated by that book suggested a need to broaden the critical conversations to include early childhood, elementary, and middle school mathematics. For example, the recommendation for a common shared pathway in high school mathematics must take into consideration what must happen in early childhood and elementary mathematics for a common shared pathway to become a reality in middle and high school mathematics.

Catalyzing Change in Early Childhood and Elementary Mathematics: Initiating Critical Conversations recognizes that the strengths and needs of young children must be considered when addressing the continuity and alignment of mathematics education for this student group. It also identifies and addresses the critical conversations necessary to meet the following critical challenges:

1. Broadening the purpose of school mathematics to prioritize development of deep conceptual understanding so that children experience joy and confidence in themselves as emerging mathematicians
2. Dismantling structural obstacles that stand in the way of mathematics working for each and every student
3. Implementing equitable instructional practices to cultivate students' positive mathematical identities and a strong sense of agency
4. Organizing mathematics along a common shared pathway grounded in the use of mathematical practices and processes to coherently develop a strong foundation of deep mathematical understanding for each and every child

Read *Catalyzing Change in Early Childhood and Elementary Mathematics* and find out why the status quo is unacceptable, what actions you can take to change it, and how to make a difference! Be a part of the bright future of mathematics teaching and learning.

For questions about the book study, please contact shannon.olson@schools.utah.gov.