Guidance for implementation of the EMC2 course at your school

**Best Practices for course implementation**

1. Students should be in their senior year of high school. The course is designed as a launching point to post-secondary work. However, if juniors are enrolled in the course, they should have been exposed to Algebra 2 prior to taking this course.
2. This course is best structured as a full-year course with ample time for practice and discussion. There are currently two schools piloting the course in a one-semester format (spring).
3. Teaching practices in this course emphasize small group work and mathematical discussions. Teachers are facilitators of productive struggle not deliverers of material.
4. Frequent formative assessments are an essential element of the course. Providing students with targeted additional instructional time and instructional supports are best practice pedagogy.

**Why should you offer this course to your students?**

1. This course offers an opportunity for students who need to strengthen their math skills with an alternative teaching pedagogy designed to improve engagement and student accountability before moving on to precalculus or postsecondary math courses.
2. Professional Development is included for the pilot teacher at NO COST to the local school or district. Additionally, mentoring will be available from teachers on the Course Design Team to help your teacher deliver the pilot course.
3. This course is designed to increase the postsecondary enrollment rates of your students due to their increased competence and confidence in math.
4. Upon successful completion of this course a student will be able to enroll in one of the VSC system schools (CCV, Castleton University, Northern VT University at Lyndon or Johnson, and Vermont Technical College) without the need for remediation in math. This saves the student money and moves them into their program of study seamlessly.
5. VSAC GEAR UP will provide your school with all the data coming out of the course as it relates to your students and the course success as a whole.

**What students are “good fits” for this course?**

1. Students with post-secondary aspirations who need to strengthen foundational math skills.
2. Students who have taken Algebra 1, Geometry, and Algebra 2 but are not yet proficient and college ready.\*
3. Students who would benefit from a hands-on task focused math course.
4. Students who would like to strengthen their math skills and re-take the SAT or ACT or other math assessment.
5. Students who do not meet the Career and College Ready indicators set by the AOE.

The VSAC GEAR UP Counselor in your school will help you recruit appropriate students into the course.

If you have any questions, please contact Anita Long at [long@vsac.org](mailto:long@vsac.org) or 802-542-2227.

\* In order to access the learning in EMC2, students need some prerequisite knowledge in content introduced in Algebra 1, Geometry, and Algebra 2. EMC2 is designed as a different approach to previously learned skills and provides a second opportunity to experience that content in a different context and taught in a different format.

For students who have no experience with Algebra 1, Geometry, AND Algebra 2, EMC2 does not have the introductory scaffolding necessary for students to fully engage in the materials.