



KENTUCKY CENTER FOR MATHEMATICS



Toliver Elementary students My'Kel Chenault and Landon Woodward participate in Math Club.

Math Club has big impact at Toliver Elementary, Danville Independent Schools

“They enjoy math now, and it’s neat to see them thinking of math as both fun and challenging,” says Toliver Elementary teacher Julie Roney about her students that attend Math Club. Beginning its third year, **Math Club is funded by a state Mathematics Achievement Grant** and is taught by mathematics intervention teacher Carol Reynolds, who receives training and ongoing support through the Kentucky Center for Mathematics. Student success has been astonishing. **In 2007 58.4% of students scored proficient or distinguished and in 2009 81.45% scored proficient or distinguished on the No Child Left Behind data – a gain of more than 20 percentage points!**

Math Club is a pull-out mathematics intervention program that helps K-3 students and it helps classroom teachers know how to better meet the needs of all students. Reynolds meets daily with students in small groups. Third grade teacher Stacy Pingleton adds “Math intervention groups have had a positive impact on my students because it allows them to be a part of the whole group class instruction.... They often use strategies they have learned in Math Club and apply them to what we are doing in the whole group math time.”

Parents see the changes too. Sheila Lofton, whose daughter participates in Math Club, stated: “The program has taught her to recognize her numbers very quickly and accurately. She stays focused, works independently, and her test results have improved tremendously... I’ve learned with the Math Intervention Program that learning math can be fun!!” Roney stated that many of the parents of her students who attended Math Club last year were hopeful that their child would get to participate again this year.

In her 33 years as an elementary teacher, Reynolds has taught first, third, fourth and fifth grades. But this position, said Reynolds, has been the best. When asked why, she said the main reason is the training provided through the Kentucky Center for Mathematics. “When I went to teach first grade, I felt comfortable with the language aspect of teaching but I never knew how children think about math. And I kept saying to people I want to know how this child is thinking ... [but] there was really no help out there.” But that, according to Reynolds, has changed. Implementing the training and support she has received “leads children to think conceptually about math vs. procedurally! **This is a huge piece of mathematics which has been missing from all other curriculums I have experienced.**”

Reynolds has been eager to share her knowledge with the other teachers at Toliver. She now collaborates with teachers in grades K through 3, spending time in their classrooms during math instruction. She works with mathematics coach, Becky Fuqua, who is also trained and supported through the Kentucky Center for Mathematics. Together Fuqua and Reynolds have helped teachers improve instruction and transition to their new curriculum. First grade teacher Heather Gover stated “**My understanding of how to teach math has drastically changed through the professional development we have received from our intervention teacher and math coach.** I have become a believer in teaching conceptually versus just procedurally. I have learned how valuable it is to listen to students’ thoughts in order to gain an understanding of math development.”