

# GOOD NEWS

FROM THE KENTUCKY CENTER FOR MATHEMATICS



## PIKE COUNTY SCHOOL SEES AMAZING INTERVENTION RESULTS

Mullins Elementary saw an astonishing 30 of 50 first through third grade students exit the intervention program based on meeting or exceeding their MAP (Measures of Academic Progress) diagnostic score.

Jacquelin Damron, a third year MIT at Mullins, spoke with principal Gary Fields about recognizing the students' outstanding accomplishment. "We at first were going to give certificates and concession tickets," Jacquelin points out, "but decided that would not suffice." Instead, they organized a ceremony presenting a medal to each student while recognizing their individual grades.

Jacquelin and the staff of Mullins Elementary are working hard to end the stigma around mathematics. "I want Kentucky math students to believe that each of them are "good" at math. That it is not a talent they are born with, and that it is okay to make a mistake."

Professional learning opportunities have introduced classroom strategies that get students excited about math. Jacquelin received intensive instruction on administering the AVMR and research based activities, "several of which that are offered via the KCM website," through the MAF grant.

"Being an MIT has opened my eyes to the importance of students being fluent with number sense," Jacquelin says. "I have learned the difference between automaticity and fluency and the value each one has in developing students into competent mathematicians."

Hands-on experience has been a valuable tool for Jacquelin through her 29 years as a math educator. She emphasizes that KCM professional learning is "not a training," but rather "an opportunity to be an active participant in your learning." She is thrilled to return to her classroom with knowledge that isn't "fluff" but vetted activities and strategies that will benefit the growth of your students as well as yourself as an educator."

Even as a veteran educator, KCM courses have provided Jacquelin with valuable insight into understanding student needs. "KCM has reacquainted me with the severity of the students not having a strong foundational number sense in early learning," Jacquelin says, adding that this can have "detrimental effects upon math proficiency as the child progresses into more abstract concepts."

Beyond cutting-edge classroom strategies, the KCM offers a support system for Kentucky math educators. "There has never been a time when I needed assistance, or just some encouragement, where someone has failed to quickly reach out to me," Jacquelin remarks. "It is like being part of a family."

**"It is a blessing when students do not view extra assistance as an embarrassment but as a reward."**

**-JACQUELIN DAMRON,  
MAF INTERVENTION  
TEACHER**



Jacquelin sees the profound difference made by professional learning. "Daily, students who I don't currently serve ask me when they can start coming to see me," she notes. "This is a true testimony to what the partnership between KCM, the MAF grant, principal and staff is doing for the students of Eastern Kentucky... for that I am grateful!"