Why (AR)²?

The jobs of the 21st century will, at a minimum, require an associate’s degree or better. For students to meet these challenges, and with the release of the Career and College Readiness Standards, higher level math skills are needed.

Less than 5% of adult education teachers were math majors in college, and many, at best, only completed up to algebra when they were students.

Both our students and our teachers need strategies to understand these higher level math demands at both the conceptual and algebraic level. (AR)² helps prepare teachers to meet these challenges.

I built upon my algebra understanding ... I learned how to apply a system of equations to real life; I learned different methods to solve a system of equations.

Adult Numeracy Center

2067 Massachusetts Avenue
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To learn more about (AR)², or about our other professional development offerings, custom curriculum development services, or consulting services, visit our website:

http://adultnumeracy.terc.edu

Or, contact us:

phone: 617-873-9600
email: adultnumeracy@terc.edu
Overarching Objectives

(AR)² attendees will be able to:

• turn everyday experiences into opportunities for teaching algebraic topics;
• work with algebraic expressions/equations in various formats: verbal model, input/output tables, graphs and equations;
• solve a system of equations graphically and algebraically;
• manipulate symbols in decontextualized problem to solve various algebraic equations;
• make connections to the College and Career Readiness Standards;
• use real-life problems to analyze linear and nonlinear situations.

Four Big Ideas

The Four Big Ideas, first developed during the TIAN project (Teachers Investigating Adult Numeracy) and further developed in the Adult Numeracy Instruction (ANI)-PD, are key components of (AR)².

These four overarching big ideas are:

• Math as Communication
• Math as Connections
• All Strands of Math at All Levels
• A New Definition of Math Proficiency (conceptual understanding, adaptive reasoning, procedural fluency, strategic competence, and productive disposition)

I liked focusing on fewer skills, but more depth; we didn’t move too fast, which was important for this topic.

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