



MILWAUKEE PARTNERSHIP ACADEMY MONTHLY REPORT

January 2011

- The MPA Executive Director, Gerard Randall, has continued meetings with Executive Partners and other individuals within the partnership, the community and the state. Meetings with work group co-chairs regarding the work and challenges of the work groups have been completed.
- The MPA Executive Partners and Executive Director met with the new Department of Workforce Development Secretary, Manny Perez; Deputy Secretary, Scott Baumbach; and Executive Assistant/Legislative Liaison, Georgia Maxwell on January 27th to discuss the purpose of the partnership and its agenda. An Executive Partners meeting was held immediately following.
- The MPA Implementation Team met on January 14th. Gerard Randall shared currently identified goals and areas the MPA is to focus on over the next couple of years. In addition to continued focus on reading, writing, mathematics and teacher education, the MPA will add focus on science, early childhood education, workforce development issues, higher education initiatives, policy issues and resources. The Implementation Team held some discussion on what was presented and provided some initial feedback.
- An organizational plan to reflect the new areas of focus for the MPA will be developed. Input is being gathered now.
- Work to identify possible sources of funding has begun.
- Gerard Randall attended the public announcement of the GE Foundation five-year \$20.4 million *Developing Futures in Education* grant to MPS. This grant will fund efforts to improve student achievement in mathematics and science and better prepare students for college and career opportunities and to compete in a world with fast-evolving technology and global competition. Grant activities will include a system-wide effort to ensure rigor in K-12 math and science instruction and bring innovative and effective practices to scale across all MPS schools; commitment of time and resources from GE Volunteers for special mathematics and science projects involving real-world scenarios and problem solving; professional development; and a variety of other activities that will improve teaching and learning in the district. Grant funds will also support a community-wide effort to develop a comprehensive math and science plan and its early implementation. Members of key stakeholder groups (students, parents, teachers, coaches, school leaders, higher education, community organizations and learning institutions, and business and industry) are being invited to serve on the Comprehensive Mathematics and Science Plan (CMSP) Community Advisory Committee to provide input, review, and feedback on the plan. The MPA Executive Director, as well as others from MPA partner organizations, will be serving on this committee which will meet regularly to help identify student and teacher learning needs, develop a strategic approach to meeting these, support innovation in MPS implementation, leverage resources, monitor progress and continuous improvement, and communicate the vision and progress to the public. Its inaugural meeting is scheduled for February 9, 2011. More information on this grant and other updates in MPS science education can currently be found on the home page of the MPS Portal at www.milwaukee.k12.wi.us.
- The YMCA held its annual Dr. Martin Luther King, Jr. breakfast event on January 17th. Gerard Randall attended as a guest of the YMCA.
- Gerard Randall responded to a research request from the Education Advisory Board to learn more about the work of the MPA and how four-year institutions partner with community stakeholders to improve state-wide

education standards. The Education Advisory Board is a best practice research firm located in Washington, DC that serves a membership of several hundred executives at colleges and universities across the country.

- The Teacher & Principal Quality Work Group has continued to work on the cooperating teachers/placement of student teachers handbook and related material.
- Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:
 - January MTL meetings were held on the 6th and 11th. Additional information about these meetings will be available in a future report.
 - The spring course, *Mathematical Explorations for Elementary Teachers II*, for the Math Alliance Project began on January 11th. The course aims to prepare teachers to help children experience Geometry as making sense, to reason through and solve mathematical problems, and to come to an understanding of why standard methods and procedures work.
 - Through the MMP, UWM is offering three free one-credit courses on *Common Core State Standards for Mathematics*, in spring 2011 for teachers of mathematics in grades K-5, 6-8 and 9-12 and administrators in MPS. Classes began on January 31st. These grade band specific courses are designed to (1) support the implementation of the Common Core State Standards for Mathematics and (2) create an opportunity for teachers to deepen their understanding of the Standards for Mathematical Practice. All course readings, projects and assignments will support practical classroom applications and address the following goals:
 - Develop a process for studying the Common Core State Standards (CCSS).
 - Deepen understanding of the Standards for Mathematical Practices in CCSS.
 - Learn how mathematical content is developed in the CCSS.
 - Connect CCSS to lesson planning and formative assessment principles.
- NEA Foundation Grant Update:
 - The second professional development day of the school year and final one of the grant for NEA Focus Schools was held on January 22nd at the Wisconsin Club. Each Focus School was invited to register 10 participants. There were 145 in attendance. Keynote speakers Jerry Benston and David B. Hunt from Critical Measures, LLC presented on *Cross Cultural Communications and Cultural Approaches Conflict Resolution*. Participants in this workshop learned:
 - Why familiar U.S. conflict resolution approaches, such as that made popular by the Harvard Negotiation Project (“Getting to Yes”) are largely ineffective in resolving cross-cultural conflict.
 - How differences in conflict styles may contribute to racial disparities in discipline and suspension rates in MPS.
 - How to work more effectively across races and cultures to effectively manage and resolve conflict.
 - What this can look like in an urban classroom.

The workshop included:

- Review of the Inter-conflict style model.
- Review and framing of cross-cultural conflict.
- Managing cross-cultural conflict effectively – tips and tactics.
- A video on the intercultural classroom.
- Implications for addressing racial and ethnic disparities in student discipline and suspension rates.
- Case studies.
- Discussion.

The day concluded with school reflection time on what they will do differently and planning for action.

Participants also received information from the Milwaukee Writing Project at Carroll University, in partnership with the Milwaukee Art Museum, on its Invitational Summer Institute 2011, *Writing Leadership Across the Curriculum*, to be held June 28th through July 15th at the Milwaukee Art

Museum. The institute is open to all teachers in grades K-12 in all content areas. Applications are due March 31st. Information was also distributed on an additional technology strand course of the Summer Institute, *Using Technology to Enhance the Writing Process*, to be held July 19-22, 2011 at the Sarah Scott Professional Development Complex. A grant from the National Writing Project allows for scholarships that cover half the cost of tuition for both.

Participant feedback on the event and content has been very positive.

- The NEA Foundation, in coordination with Christine Anderson and Janie Hatton, hosted eight student performers from NEA Focus Schools Wheatley and Kagel as well as three of their teachers and the principal of Wheatley in Washington, D.C. January 12 – 14, 2011. Students performed in the NEA’s annual Dr. Martin Luther King, Jr. Celebration on January 13th. Two students from Wheatley School presented a chorale reading excerpt from Dr. King’s “Letter from Birmingham Jail, April 16, 1963.” Six students comprising the Kagel Drummers drum and dance corps performed part of the “Pass It On Suite” which emphasized the games and fun activities passed down as gifts to us from our ancestors. The group also engaged in several educational opportunities including a tour of the U.S. Capitol and a visit to the office of Senator Herb Kohl.
- Presentation of a session on “*Predicting or Preparing Success?: Using the Haberman Protocol to Look at Teacher Preparation for Urban Schools*” was given at the Hawaii International Conference on Education held January 4 – 7, 2011. Presenters included Christine Anderson from the NEA Foundation Grant and Martin Haberman, Hope Longwell-Grice, Linda Post, and Felicia Saffold from UWM.

Our Mission

The purpose of the Milwaukee Partnership Academy (MPA) is to enhance the quality of teaching and learning in Milwaukee Public Schools (MPS). The broad initiative of the MPA is to ensure that every child in the Milwaukee Public Schools is performing at or above grade level in reading, writing, and mathematics through shared responsibility for student success. The framework for the initiative is comprehensive literacy and mathematics: a comprehensive literacy program that provides skill development across all curricular areas and focuses on reading, writing, listening, speaking, deep thinking, and research skills; a comprehensive mathematics program that provides students an understanding of mathematical concepts, an ability to accurately and appropriately compute, an ability to solve mathematical problems by applying concepts, an ability to provide reasoning to solutions to problems, and an ability to see mathematics as useful and doable.