



## MILWAUKEE PARTNERSHIP ACADEMY MONTHLY REPORT

### December 2010

- The Executive Partners met on December 9<sup>th</sup>. Dr. Michael Burke, President of MATC, is the new Chair of the Executive Partners.
- The Milwaukee Area Workforce Investment Board will continue as the fiscal agent for the MPA at this time.
- The MPA Executive Director has continued meetings with Executive Partners and other individuals within the partnership.
- A meeting took place concerning a possible collaboration between the Milwaukee Public Museum and MPS.
- The MPA Executive Director gave a presentation to the Metropolitan Milwaukee Area Deans of Higher Education at their meeting on December 16<sup>th</sup>.
- Discussion has begun about a possible winter retreat.
- Discussions have been taking place between the MPA Executive Director and work group co-chairs regarding the work and challenges of the work groups.
- 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:
  - December MTL meetings took place on the 7<sup>th</sup> and 9<sup>th</sup>:
    - The Content Session focused on deepening understanding of quantitative reasoning and understanding CCSS Math Practice #3: Constructing Viable Arguments and Reasoning of Others and included CCSS Math Practice #2: Reason Abstractly and Quantitatively.
    - The Leadership Session focused on learning to explain the Stages of Concern of the Concerns Based Adoption Model (CBAM) as it applies to equity issues and learning to explore how to use coaching skills to address individual Stages of Concern to move teachers forward.
    - The Assessment Session focused on learning to understand the Five Principles of Productive Talk and planning for discourse in the classroom. It included connections to effective lesson planning and literacy and connecting of discourse to assessment and MAP.
    - Hot Topics Group Sessions were offered on:
      - Discourse – MTLs shared how they have organized classroom norms and practiced math talk with their students.
      - High School Mathematics Summit – Launching high school math summit experiences. A showcase workshop anticipated for spring 2011 will provide opportunity for high school math teachers to share successful initiatives with colleagues. Information was collected for preparation of a profile and directory of MPS high schools with the goal of providing math leaders and teachers opportunities

to establish networks that can more effectively address a specific school's challenges.

- Developing MKT – MTLs shared strategies and techniques used to develop teachers' mathematical understanding.
- Learning Intentions and Success Criteria – MTLs shared successes and challenges with these initiatives. A recently developed data collection tool was shared that can aide in monitoring implementation.
  - TUDA/NAEP networking for identified schools.
  - Research-based literacy strategies which support mathematics connections with the Comprehensive Literacy Plan are used at each MTL meeting. Strategies used in December included: Think Aloud (Content) and Comprehension and Collaboration—Partner Talk (Assessment). MTLs recorded their thoughts on a template that was provided.
- December Math Alliance Project meetings took place on the 7<sup>th</sup> and 14<sup>th</sup>. Participants in the project have now finished the *Teaching Mathematics to All Learners - Part 1* course. This course examined the development and understanding of Geometry and Measurement of students in general education and special education and focused on assessment and instructional practices that allow educators to:
  - Determine where to begin with students.
  - Support and extend their critical mathematical understandings.
  - Provide instructional scaffolds that provide access for all students to deep understandings.
- A course entitled *Communication and Reasoning - Part 1* has been offered at UWM to MPS K-8 teachers free of charge through the MMP to deepen their mathematics content knowledge and to enhance their mathematics instruction. The course began on December 6<sup>th</sup>. It examines best practices that support oral and written communication in the mathematics classroom. Participants will deepen their knowledge of strategies that enhance mathematical communication and gain insight on practices that further students' ability to reason in mathematics.
- NEA Foundation Grant Update:
  - One of the goals of the Action Research Fellows this year is to build a professional learning community through professional reading and discussion. The Fellows held their most recent meeting on November 20<sup>th</sup> and have:
    - Discussed the possibility of institutionalizing the NEA Fellow Action Research Cohort for MPS teachers.
    - Read and discussed the article, *The Pedagogy of Poverty vs. Good Teaching* by Martin Haberman.
    - Discussed action research abstracts and reviewed samples.
    - Discussed the charge, process and timeline for production of a publication to share the stories and examples of their work for MPS students with their colleagues. Fellows were grouped in pairs and have begun work on this project.
  - Planning has begun for a two-day site visit on February 15-16, 2011 from representatives of Policy Studies Associates concerning evaluation of the NEA Foundation's national initiative and its support of local grants. Interviews will be scheduled with various individuals to discuss project priorities, plans, activities and challenges within the broad areas of:
    - Increasing teaching capacity.
    - Increasing the collaboration and capacity of the district and association.
    - Leveraging parent, family and community assets to support student learning.

- Monitoring and closing achievement gaps through strategies such as using data and increasing student opportunities.
- The grant is sponsoring 18 NEA Focus School teachers for nine credits of reading in the literacy course series at Alverno College. The participating teachers are:
  - Lisa Schmidman (Browning School)
  - Janet D. Colvin and Tonja Whittley (Burroughs Middle School)
  - Shirley Carpenter, Tanya Evans, Deleta Lofton-Wheeler and Grace Scott (Green Bay Avenue School)
  - Ellen Deall, Latasha Henry, LaDonne Johnson, Clare Maas and Redona Williams (Hopkins Street School)
  - Kate Birdsall, Angie Ewoldt and Monique Parks (Keefe Avenue School)
  - Gwendolyn F. Sutton (Metcalf School)
  - Kimberly Haynes and Judieth Rockett (Wheatley School)

### **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.