



### **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 balanced 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.

### **MPA Implementation Team Meeting Minutes from October 12, 2009**

Bama Brown-Grice, Community	Pat Ellis, Stritch	Victoria Frazier, MPS
Bernadette Halloran, MPS	DeAnn Huinker, UWM	Bill Kritek, MPA
Kathy Munson, YMCA	Linda Post, UWM	Lee Ann Pruske, MPS
Nobie Reed, Parent Rep.	Betty Smith, Milwaukee Catalyst	Catherine Thome, MPS

### **Announcements and Updates**

**MPA Co-Executive Directors** - Bill Kritek and Sue Apps have been appointed as Co-Executive Directors for the MPA. Sue has a background with MPS most recently as an administrator and as a principal prior to that. Bill has a background most recently with UWM in the Educational Administration Program of the Department of Administrative Leadership and has held two Associate Dean positions and also has been a high school math teacher and administrator. Both Sue and Bill are involved with the Wallace Foundation Project regarding principal leadership. They have each agreed to work for the MPA for 12 hours per week. They have been tremendously impressed with the commitment the work groups and Implementation Team to the MPA and hope to help bring the good ideas that are forming to fruition and take them along with those that have already been formed and change practices that take place throughout the partnership that contribute to education in the city and see some really important short-term and long-term outcomes. Quasi marching orders have been given by Bill Andrekopoulos, Tom Morgan and Alfonzo Thurman, members of a new Executive Leadership Team that is being formed. These individuals along with several representatives from MPS, the union and institutions of higher education will be holding a meeting in the near future and provide more detailed marching orders and connection to the rest of the Executive

Partners. In the meantime, literacy, Learning Teams and acquisition of grants have been identified as things the MPA should work on. One of the tasks of the MPA will be to see if something can be done to improve the overall efficiency and effectiveness of Learning Teams. Whether this fits into the Teacher & Principal Quality Work Group or elsewhere has not yet been identified. In addition, how STEM fits into the work of the MPA has been brought up.

#### Implementation Team Comments Regarding STEM:

- The MPA had initially identified science as an area to be addressed; however, has not yet pursued the focus on science and science curriculum in the district. Some science folks were pulled together and had some preliminary conversations. There is a big initiative around science and mathematics at UWM and Teachers for a New Era (TNE) is leading that.
- Care must be taken to coordinate things together. There are several things going on in the district around science:
  - Project Lead The Way has a strong focus in the upper grades. A school or schools are being identified to implement Engineering is Elementary.
  - A new textbook series is being rolled out in January.
  - Efforts are being made to lead teachers to more online tools which includes introduction to discovery streaming, an online initiative.
  - There is coordination between MPS science and career/tech ed people.
  - A science advisory group meets monthly.
- A professional development program called Project Best is in progress through a grant received by UWM and will provide up to 24 graduate credits for 60 MPS science teachers.

Bill Kritek indicated that the MPA is not likely to step into areas that are already well defined.

#### **Grant Applications**

##### ***U.S. Department of Education Teacher Quality Partnership Grant***

UWM has completed and submitted the Teacher Quality Partnership grant application to the U.S. Department of Education for close to \$10 million. \$100 million in five-year grants with a maximum of \$2 million per year will be awarded. Required focuses include potential overhaul of undergraduate post-baccalaureate, implementation of teacher residency programs (putting a master's level student into a clinical setting with a cooperating teacher for an entire school year with the notion they would gradually fine tune their craft in a range of ways and running coursework more with an alternative model perspective), and a heavy focus on leadership. There were also competitive preferences that could be included, such as partnerships.

Absolute priorities included in the proposal are:

- The pre-baccalaureate and post-baccalaureate and reconstitution of the early childhood education program. Plans include improving, fine-tuning and aligning the partnership with MATC including content course alignment.
- A teacher residency program involving a cohort for up to 20 in an 18-month program that will lead to dual certification in general and special education grades 1-8 with a teaching minor in ESL and all coursework necessary for a reading teacher license upon completion of the teaching experience requirement and resulting in a master's degree. Participants would receive a living stipend as well as up to \$8,000 in tuition support.

Competitive preferences in the proposal include a leadership priority formulated around teacher leadership using as a base the teacher leadership pieces the partnership has developed and working in several ways with building capacity where the residents are placed and also working with the Literacy Work Group and MPS to build capacity with the Literacy Coaches. The UWM match is tuition waivers of over \$400,000 per year, graduate credit for Literacy Coaches and others, and opportunity for cooperating teachers to align with MPS and the Santa Cruz model to develop mentoring skills and receive credit.

\$15,000 per year was built into the grant for the MPA. Working with the Literacy, Math and Teacher & Principal Quality work groups is anticipated.

Announcement of grant awards is anticipated shortly after the first of January. Spring would be all about startup. The residency program and MPS paraprofessionals have been targeted and there is also a focus on bringing in under-represented populations into teaching.

### ***State of Wisconsin Teacher Quality Partnership Grant***

The Literacy Work Group has submitted a proposal to the State for a Teacher Quality Partnership grant focused on erasing the implementation gap. It involves more of a hands-on approach to ensure that things end up in the classroom.

### ***Future Grant Applications***

We need to get back to partners vetting with the Implementation Team to see how we can work together to move initiatives forward.

### **Work Group Reports**

#### **Comprehensive Literacy Work Group**

- Two subgroups have been developed – one is focusing on content area literacy and the other on comprehensive (developmental) literacy.
- One subgroup is collecting syllabi from the five higher education institutions involved in their project and identifying core essential elements in order to create something that can be offered to classroom teachers to develop various skills.

Conversations include creating a strand that would lead to a certificate of comprehensive literacy.

- Research shows that marrying reading and English language arts gets the best results, so a focused effort is being made to include English language arts in everything that is done.
- The work plan from last year was distributed and a brief report was shared on what was accomplished and changes being planned for this year:
  - Creation of the structure for the position of Literacy Coach/Leader has been completed.
  - Creation of the professional development model of comprehensive literacy will keep in mind the classroom teacher to make sure that the implementation gap gets addressed.
  - Work will be done to create a delivery system for professional development and comprehensive literacy and assure that work is continuously aligned with what the district is doing.
  - Review of the recommendations of the External Literacy Review Committee Report has been completed. For this year, the District Literacy Plan will be reviewed.
  - Writing and applying for literacy-related grants will continue and be purposefully inclusive of English language arts.
  - Goals and time lines have been set for each subgroup and the monthly work group meetings will be more focused on reporting out and next steps.
- Individuals from Marquette University and Alverno College have joined the work group.

Question was raised concerning where parents fit in. The work group will discuss this.

### **Comprehensive Mathematics Work Group**

- The K-12 Math Teacher Leader (MTL) meetings for the year have begun. Implementation Team members are welcome to attend. Meetings will also be available to view on MediaSite through the MPS Portal.
- Math Teaching Specialists have held monitoring sessions at all schools with the Principal, Math Teacher Leader with teachers/Learning Team members included at some meetings. Needed support for principals has been noted.
- Saturday Academies/stimulus funds are being used to support benchmark assessments and constructed response in math. In addition to the MTLs, many classroom teachers attended the last Saturday Academy.

Bill Kritek asked for thoughts on what the Superintendent meant about wanting the literacy effort to learn from the math effort. Responses and comments included:

- One of the powers of the Milwaukee Mathematics Partnership (MMP) is the partnership between the university in math education, mathematics and MPS.
- MTLs have received a lot of professional development in the areas of mathematics and leadership and are able to make a big difference in their schools. It was noted that Literacy Specialists and sometimes Literacy Coaches and

sometimes classroom teachers are now working together to develop hands-on, interactive professional development that is delivered through Saturday Academies.

- It is believed that a lot of success results from the building of relationships—relationships with the schools and with others. Schools are more trusting in a good relationship.
- One of the big things in the math partnership that should be duplicated is the system-to-system alliance. It is present in the Literacy Work Group, but needs to go beyond that.
- The amount of professional development done in math—we are now trying to come up with a way to support something similar in literacy.
- Common vision/connection with higher ed, accountability, relationships, strong leadership and consistency were important in what was accomplished in math.
- It would be great to document what was learned so it is not lost going forward.

### **Family Literacy & Tutoring Work Group**

- Michelle Trevino from MPS was contracted over the summer to develop the reading portion of the tutor training.
- One tutor training session has taken place thus far this year, conducted at UWM by Michelle Trevino. Approximately 23 attended the session and more training has been requested. The service learning students who have been trained will tutor at area schools.
- The next tutor training offering will be a community-wide session for both new and current tutors and will target parents as well. A greater focus this year will be placed on getting parents trained.
- The first work group meeting for this year is scheduled for Monday; part of the agenda will be to address a work plan for the year.
- MPS has hired a permanent full-time Parent Coordinator—Tamara Johnson. The work group has received notification from MPS that she will replace the former Acting Parent Liaison as the Family Literacy and Tutoring Work Group Co-chair.
- The work of this work group is built around linking volunteers, parents and students to tutoring opportunities. The family resource directory (tutoring database) is critical; the issues keeping the database from functioning need to be resolved.
- Support for the PAPAS (Pastors As Partners Adopting Schools) initiative has not been possible lately due to a lack of funds and leadership.

### **Teacher & Principal Quality Work Group**

- Work will continue on induction and alignment of mentoring programs. Review of data around mentoring concerning administrators as well as teachers will be done.
- Heavy work is in progress on the cooperating teacher and student teacher piece. MPS is trying to get a handle on student teachers in the district; this information has not been supplied by field directors from the universities. All local IHEs are being brought to the table around creating the student teacher piece. An online tool is being created that will work with pre-service/student teachers and also work with building capacity and quality teacher leadership in cooperating teachers. A subgroup will work on development and placement of the tool in a tiered process for the cooperating

teacher piece. Attempt is being made to bring more field placement directors to the table.

### **Skunkworks Work Group**

- Looking at trying to get a member from each of the work groups to report out on how Skunkworks could work with them.
- With MPA leadership now on board, discussion can take place about direction for the work group.

### Discussion about the Role of the Implementation Team

Bill Kritek asked Implementation Team members what they see as the role of the Implementation Team. Comments included:

- The purpose of the MPA is to get children on grade level in reading, writing and math. Much focus has been on helping teachers. The Implementation Team should see that what is discussed and worked on in the work groups gets pushed down to the classroom, child and parent levels. Bernadette Halloran responded that the Literacy Work Group has begun focusing on the needs of the students first and then making sure the universities address these needs relative to literacy.
- It should get parents more actively engaged and involved in some of the initiatives. It was noted that the language being used to communicate things such as regarding teacher professional development and quality causes confusion for parents.

(Some discussion took place on the purposes and needs for professional development for teachers. It was noted how important classroom management skills are to the teacher and the success of what happens in the classroom, that teaching is a craft to be learned, and that student teachers should be placed in schools with low-achieving students.)

- The intent for the Implementation Team is that it be a vetting body where listening, discussion, input and resource-sharing take place
- Getting the key players necessary to the table, being the glue to connect everyone in partnership, and bringing together collaboration, helping everyone see where they fit in
- A measuring place for work groups to see whether they are on target and to be able to see how they can connect and link to other work groups, etc.
- Provide stability
- Accountability—hold work groups accountable for what they say they are going to do and keep us accountable to the children, parents, community and all stakeholders
- Provide some consistency and continuity across the work groups and initiatives
- Partner with the district and make these links in various ways
- Alignment of work and initiatives across institutions

- It gives the big picture and reminds everyone of all the stakeholders
- Break down silos
- Provide support, information, advice, direction and resources
- Spark ideas/change for improvement not only with MPS, but also partner organizations

Suggestion was made that as the new co-executive directors communicate with the Executive Partners that they talk about the need to have key people from down in their organizations who can add value involved in areas of MPA work. Involvement is missing from a number of partner organizations. Community stakeholders and perspective are especially needed.

**Next Meeting** – Monday, **November 9, 2009** at the Milwaukee Area Workforce Investment Board (MAWIB), 2342 North 27<sup>th</sup> Street, Room 116, **from 12:00 to 2:00 p.m.** (lunch at 11:30).

The meeting adjourned at 2:00 p.m.