



MILWAUKEE PARTNERSHIP ACADEMY MONTHLY REPORT March 2009

- Two sessions were presented by several MPA and TNE members, teacher leaders and NEA Foundation grant Action Research Fellows program participants/leaders at the Holmes Partnership Conference, *Next Generation of Partnerships: Closing the Achievement Gap*, on February 26-28, 2009. The sessions were *Induction and Mentoring: Critical Roles and Responsibilities for an Urban Partnership* and *Teacher Leadership Initiatives to Close the Achievement Gaps*. Presenters included Christine Anderson, Dan Donder, Jayne Jaskolski, Hope Longwell-Grice, Linda Post, Alfonzo Thurman, Linda Tiezzi Waldera and Anna Young.
- Christine Anderson updated the Implementation Team on the plans of the NEA Foundation to have Barnett Berry from the Center for Teaching Quality/Teacher Leaders Network connect the NEA Foundation Closing the Achievement Gaps grant sites (currently Milwaukee, Chattanooga and Seattle) through a virtual community. Milwaukee presenters at the Holmes Conference met with Mr. Berry to discuss a virtual community of teacher leaders to network with the other grant sites, beginning with a definition of teacher leadership. The Implementation Team and the Teacher & Principal Quality Work Group both held some discussion concerning teacher leadership. Christine Anderson will schedule Mr. Berry to have discussion with the Implementation Team, teacher leaders and others sometime in May.
- The writing group for the learning team initiative is nearing completion of its first integrated draft document.
- A group of approximately 22 people, including several MPA members, met to begin work on the response to the External Literacy Review of MPS. Input was received and work was done in both small and large groups. Recommendations were drafted and development of action strategies and time lines is in progress.
- The Implementation Team held some discussion on literacy coach qualifications and staffing.
- The Comprehensive Literacy Work Group is continuing its work on the literacy coach position.
- Teacher & Principal Quality Work Group Update:
 - A new subcommittee was formed and has been meeting concerning development of a protocol around selection of cooperating teachers and student teachers and materials for prospective cooperating teachers and universities. The subcommittee will also look at building in retention and recruitment.
 - The work group is trying to align a district survey with DPI's mentoring surveys of initial educators and their mentors and craft a user-friendly survey to obtain Milwaukee-specific data that can be used in decision making.

- Family Literacy & Tutoring Work Group Update:
 - A tutor training session was held at Marquette University for service learning students.
 - Betty Smith, MPA Family Literacy & Tutoring Coordinator, has been representing the MPA at the Parent Congress and she attended the Community Collaboration held on February 21st which focused on barriers to parental involvement. Community members in attendance worked on determining what role the community can play to help remove the barriers and increase parental involvement. Input received will help to guide future direction and a Parent Congress Steering Committee is being formed with plans to meet in late March.

- The Skunkworks Work Group Update:
 - Planning continues for an Implementation Team meeting with students to hear their voice. Input is being received from the Implementation Team.
 - Preliminary discussion/work has taken place concerning a possible grant application to enable continued efforts to hear the student voice. Information is being gathered for the Implementation Team to review.

- Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership Update:
 - K-7 Math Teacher Leader meetings were held on March 3rd and 5th. Meeting highlights included formative assessment, leadership, UWM content, and breakout sessions relative to modeling guidelines and expectations, successful facilitation tips, creative MTL schedules and professional development scheduling, resource sharing, math lesson observations, and planning and facilitating content-based professional development.
 - For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the attached January-February 2009 issue of *The MMP Messenger* and the February and March 2009 issues of the *MMP Math Minutes*.

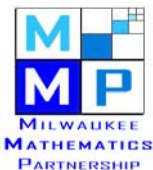
- NEA Foundation Grant Update:
 - Action Research Fellows are planning the May 16th conference for educators interested in learning more about conducting action research in their classrooms; current action researchers in the process of conducting research; and educators completing their action research and interested in publishing. Dr. Janet Hesch from Sacramento State University is the keynote speaker.
 - A meeting was held with the Curriculum Generalists regarding reform efforts.
 - The Principal Investigator of the grant is now a member of the YMCA Mentoring Committee regarding support of NEA Focus Schools.
 - Relationship building continues with Admission Possible to support NEA Focus Schools.
 - A meeting was held with the SIFI/NEA Focus School principals regarding the external literacy report to provide them a voice of ownership for the work.

- A meeting was held on March 24th to begin planning for next year's professional development.
- On March 9-10, 2009, the district held an Assessment Retreat focused on determining necessary changes in light of changing assessment demands and requirements. Several participants are MPA members.

The date of the next MPA Partners Meeting is June 19, 2009.

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.



January-February 2009

The MMP Messenger

www.mmp.uwm.edu

Volume 6, Issue 5

The goal of *The MMP Messenger* is to enhance communication and foster discussion among the Math Teacher Leader (MTL), the Principal, and the Learning Team. *MMP Messenger* is distributed following each MTL monthly meeting. Documents presented at the monthly MTL meetings can be accessed through the MPS portal or the MMP website at www.mmp.uwm.edu.

MTL Leadership

What are the guidelines for implementing a system successfully? MTLs have been asked to work toward successful implementation of a formative assessment system. They have been challenged to deepen their understanding of formative assessment. To do this, they must understand the system of reform and how to bring about change, specifically change in the assessment process. MTLs had time to read, reflect and discuss an article by Jerry L. Johnson, Leading Through Systems Thinking. A debrief on working within systems in place, anticipating conflict, understanding core values and not placing blame, followed. This proved to be the conversation many needed as it directly supports the work MTLs are involved in at their buildings around the implementation of a formative assessment system.

Looking Ahead...

- ***March 3 & 5** MTL K-7 Focus meeting.
- ***WMC Green Lake** Forms due by March 20, 2009
- ***MMP Online Survey: April 24 – May 15**

MMP Online Survey Information

The purpose of the MMP Online survey is to (1) receive feedback from teachers and school leaders that will guide the work of the district into next year and (2) report specific data to the NSF of the MMP's impact at the school level. All MTLs will take the MMP Survey during their April meeting.

Please support your MTL and the MMP by having **all members** of your Learning Team and **all teachers of mathematics** take the MMP Online Survey between **April 24th and May 15th** (deadline). The survey should take about 30 minutes. If completed outside the regular school day teachers can be paid with MMP Math Action Plan funds.

Your support is critical and greatly appreciated. Thank you!

Benchmark 2 Constructed Response

162 teachers participated in the February benchmark analysis sessions! Thank you to all of the schools who sent a second teacher to learn the process and support mathematics in your buildings. Each MTL received a packet of district anchor papers from grades 3–8 in order to assist with the reflection process at their school. All grade level documents can be accessed on the MMP website.

Doing Mathematics Without Using Numbers? What's Up With That?

When faced with a problem solving situation, usually the first thing we reach for is a pencil so we can write down the numbers. Whether it is working out a word problem or figuring out a geometric pattern, many times we leap to numerical computation to “get it done.” For students, on the other hand, solving word problems poses challenges at all grade levels. When students don't know what to do, they become very creative in using numbers to make sense of the task.

During the January meeting, MTLs engaged in a process of *Quantitative Analysis*, analyzing the structure of the word problem in order to recognize the relationships among and between what is being measured before solving the problem. MTLs discovered the power of identifying the quantities in the problem and separating them from the value assigned. This analysis of the structure of a problem helped to surface the operations needed to meaningfully solve the problem. It proved to be another way we can help students “make sense” of problem solving situations they may face.

February's meeting allowed us to continue our study of structural analysis but this time the focus was geometric patterns. MTLs engaged in a series of activities in which they created, described, and extended growing patterns. Through analyzing the structure of a geometric pattern, MTLs were challenged to make predictions about “What comes next?” by studying the physical structure of a pattern and not making a table to help with their prediction. MTLs gained important insights regarding the structure of a pattern as well as valuable understanding about what it means to “describe” patterns.

Lesson Planning with Formative Assessment Principles, Part 2

In January, MTLs continued the discussion of their experiences using the *Lesson Planning with Formative Assessment Principles* process. Many reported struggling with identifying the “big math idea” of the lesson. But once that was done, the use of the acronym *WALT (We Are Learning To...)* made putting the big math idea into student friendly language and creating student success criteria for the lessons much easier. MTLs also reported how well their students responded to the success criteria and took ownership and pride in their learning of mathematics!

MTLs shared ways they have been working on these concepts with their staffs and how receptive teachers have been to using these tools to help their students become successful in understanding what was expected of them in a math task.

Portfolios: Types and Benefits

Each MTL who attended the January meeting received a resource booklet on Portfolios. The booklet provides a concise perspective on types of portfolios and the benefits of using them with students. We hope this will provide helpful insights as you build this process in your building.

February 2009



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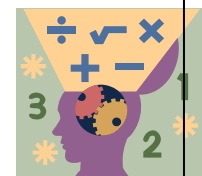
MATH

MINUTES

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Volume 3

Issue 6



The goal of *The MMP Math Minutes* is to improve communication and foster discussion among the high school math teachers, the Principal, and the Learning Team. *MMP Math Minutes* is distributed monthly.

Important Dates

Algebra Labs—Feb. 20, March 20, May 22

Geometry Labs—Feb. 27, May 1, May 29

NCSM—Washington, DC April 20-22, 2009

NCTM—Washington, DC April 23-25, 2009

WMC—Green Lake May 7-8, 2009

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BOOKS



**"Yes, we have *Chicken Soup for the Math Teacher's Soul*.
The price is $\$475 \div 23 \times .018^2 - Y^2 + 4X \div \$73.99999 + 2$."**

Discovering Mathematics Support Sessions

Please join us for any or all of these after school sessions for offered for the teachers of the *Discovering Mathematics* series!

- February 24 ----- **How the *Discovering Math* series supports calculus concepts.....** Eric Losin, South Division
- March 10 ----- **Teaching *Discovering Mathematics* in the self contained classroom.....** Delicia Laster, Custer
- March 24 ----- **TBD**
- April 7 ----- **Teaching *Discovering Geometry* using the Smart Board.....**Page Prichard, King
- April 28 ----- **Instructional Strategies for *Discovering Algebra*** Bridget Schock, Bradley Tech
- May 5 ----- **Instructional Strategies for *Discovering Geometry*.....**Rachel Strutz, Bradley Tech
- May 12 ----- **Teaching *Discovering Algebra* using the SMART board.....** Sara Brown, Veritas
- May 19 ----- **Leadership.....**Valerie Sauve, King
- May 26 ----- **Using Texas instruments that support the new textbook.....**Doretha Sephus, Pulaski

Please register on ENROLL

February 8-9 Summit

The morning started with content on area and the Pythagorean Theorem and teachers found various shaped areas using dot paper to help prove the theorem. Jack Moyer, from Marquette, had teachers work the next 9th grade CABS titled "Unidel". The Class Summary Report for the "Umbrella" problem that teachers brought with them was discussed for successes, challenges and next steps. Time was spent writing descriptive feedback on student papers, sharing their responses and writing comments on the teacher's feedback. Teachers then broke into their 8 or 9 group to work on constructed responses. High school looked at Benchmark 2 papers that some teachers brought with them and addressed successes, challenges and next steps. Some scoring and writing feedback was also done. Leadership focused on Stiggin's first four assessment principles and the MMP Continuum's four principles of Formative Assessment. Shirley Clarke's "Sharing Learning Intentions" was read tying it to the principles. Teachers then tried DA's lesson 11.4, using some of the Formative Assessment principles. The day ended with teachers having a chance to ask or share on a chosen topic listed for the Forum.

MTL Inservice

Henry Kranendonk welcomed MTLs and support people. He stressed the fact that high schools across the country are failing and our district's 10th grade results are still not improving. There are challenges to using the *Discovering* series, but it meets the criteria of aligning to the state standards and engaging students. The MTL position can bridge the gap between the new books and teachers who are reluctant to utilize the new resources. All efforts for PD for teachers will be made. Karen Greenhous from Key Curriculum Press provided more resources and how to implement them into using the series. A discussion was held on equity and high expectations for every student and how this math series can provide that. Strategies were shared and Tim Pope's video on modeling an investigation lesson provided insight.

Math Department Chair Meeting

The high school math department chair meeting was held on February 11, 2009. After several announcements, the meeting was spent discussing and scoring the CR from the recently given Math Readiness Test. This work will be continued on Saturday, March 7, fit rom 8:30 am to 12:30 pm, at the Tech Support Center. At that time, teachers will receive training on the rubrics and formative assessment tools created for the 9th grade benchmark CR item and the Math Readiness Test CR item.

Next Meeting: March 11, 2009

Interesting Math Fact: An inch of snow falling evenly on one acre of ground is equivalent to about 2,715 gallons of water.

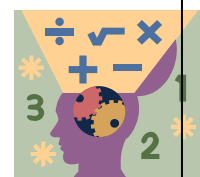
March 2009



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Volume 3 Issue 7

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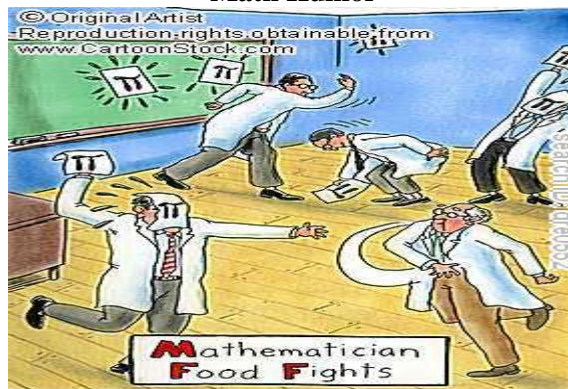
Discovering Mathematics Support Sessions

March 24	Discovering Mathematics....Reflect-Review-RenewMary Mooney, Laura Maly Marshall room 345
March 31	Teaching Discovering Mathematics in the self-contained classroom..... Delicia Laster, Custer Room 126
April 7	Teaching Discovering Geometry using the Smart Board..... Paige Prichard, King room 219
April 28	Instructional Strategies for Discovering Algebra Bridget Schock, Bradley Tech room 462y
May 5	Instructional Strategies for Discovering Geometry..... Rachel Strutz, Bradley Tech room 462x
May 12	Teaching Discovering Algebra using the SMART board..... Sara Brown, Veritas room 1
May 19	Leadership..... Valerie Sauve, King room 219
May 26	Using Texas instruments that support the new textbook.... Doretha Sephus, Pulaski room 102
June 2	Leadership Followup...Valerie Sauve, King room 219
Please	register on ENROLL

MTL Scoring Session

Teachers sat with their school as a team and worked the 9th grade Bench-Mark 2 constructed response and the HS Math Readiness Test *Canned Hams* problem to discuss the rubrics. After looking at their school's student papers, teachers worked on the CABS Class Summary Report. ThinkLink reports were accessed by schools and used to work on analyzing the data and creating a school plan. Kevin McLoud and Eric Key explained the math course levels at UWM and the two no credit courses, 090 and 095. Of the freshmen students entering UWM, 30% place into 090, 40% place into 095, with only 30% satisfying UWM's GRA, placing them into a credited math course. They are interested in looking at data to see if the MMP's work with high schools will change those statistics.

Math Humor



Algebra & Geometry Labs

Purposes of the Algebra Labs were shared by the group with a focus on familiarization of the new book and building a community of teachers. A look at Chapter 7 had teachers working a caterpillar problem with the concept of function. Teachers read an article, "What Do Students Really Know About Functions?" by Lisa L. Clement. Kevin McLoud suggested a good definition of function for students should be more than what teachers usually say or do. It should stress a function as a relationship between two sets of objects: the set of input values and the set of output values with the restriction on the input values. Teachers finished the lab by interpreting different graphs of functions.

Teachers provided the purposes of the Geometry Labs. Different strategies were shared to find the area of different shaped figures using geoboards and patty paper. Gary Luck used Capri Jr. on the graphing calculator to incorporate the concept of area using parallel lines and triangles. The concept of the Pythagorean Theorem was developed by using the combing principles of area. Chapter 8, sections 1 and 2 and Chapter 9, sections 1 and 2 in DG were discussed in using the theorem. There are 80 different proofs of the Pythagorean Theorem (www.cut-the-knot.org and click the Pythagoras link). A connection was made to the distance formula and the equation of a circle. The van Hiele levels of Geometric Thought (page xxxii) are an important organizing principle in DG.

Math Department Chair Meeting

The March meeting of the math department chairpersons was cancelled. Many of the teachers were having parent teacher conferences. We had our first ever electronic meeting. The April meeting will be held as scheduled.

Interesting Math Fact: $12+3-4+5+6+7+8+9=100$