



## MILWAUKEE PARTNERSHIP ACADEMY MONTHLY REPORT May 2009

- The Implementation Team met with a group of six MPS high school students to hear their voice concerning their education. The Skunkworks Work Group, UWM, UW System Institute for Urban Education and volunteer staff from the Washington High School campus and MPA staff all worked together to make this wonderful and informative event possible.
- Family Literacy & Tutoring Work Group Update:
  - Work has begun on promoting participation in the *Million Father March Back To School* in the fall.
  - The Family Literacy & Tutoring Coordinator has been participating in the ESEA Consolidated Plan meetings in the district and has taken part in the DPI monitoring process.
  - Attempt is being made to provide support for the Family Literacy & Tutoring Coordinator position through June 2009 and to identify support for next year.
- Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:
  - A session was conducted on April 28<sup>th</sup> at the Annual Parent Leadership Conference in Madison on ways to help every child succeed in and enjoy math. The goal was to engage in mathematics activities to promote communication, reasoning and mathematical sense-making. The session included linking literature to mathematics and exploration of estimation activities and their connection to mental math.
  - A number of Math Teacher Leaders presented at the Wisconsin Math Conference held in Green Lake May 6-8, 2009.
  - The monthly K-7, grades 8-9 and high school Math Teacher Leader meetings were held.
  - School administrators were invited to a spring breakfast meeting held on May 5<sup>th</sup>. Information was shared concerning expectations of the released Math Teacher Leaders, the Governor's initiative and planning for the 2009-2010 school year, the MMP Leadership transition plan, and trends in the WKCE math scores. There was celebration over the rising scores. Discussion and activities centered on the released MTL position, what is happening in schools to move math achievement forward and the change process.

- For additional information on the work of the Milwaukee Mathematics Partnership (MMP), please see the attached March 2009 issue of *The MMP Messenger* and the April 2009 issue of the *MMP Math Minutes*.
- The Teacher & Principal Quality Work Group is continuing its work which is largely focused at this time on the:
  - Mentor Survey
  - Cooperating Teachers Program (informational documents, requirements, roles, supports)
  - Professional Development Plans (how-to, reviewer training)
- The Comprehensive Literacy Work Group welcomed a new member—Debbie Smith from Carroll University—and is discussing/working on:
  - Literacy Coach Initiative (job description, qualification and alignment with Math Teacher Leaders)
  - Literacy Audit
  - Literacy Action Plan and its alignment to the DIFI, Strategic and Functional plans and the Literacy Audit
  - Reading licensure and professional development
  - Models of collaboration between literacy and content areas (universities)
- The MPS Department of Teaching and Learning presented the district's Comprehensive Literacy Plan to parents, and information about the Milwaukee Public Library's Summer Reading Program was made available at this event.
- NEA Foundation Grant Update:
  - Teacher leaders from various groups across the district and others involved with teacher leadership had conversation with Barnett Berry and Melissa Rasberry of the Center for Teaching Quality on May 6<sup>th</sup> concerning teacher leadership and development of the virtual community to support the efforts of the closing the achievement gaps work. A webinar will be scheduled to continue the conversation about the ideas brought forward and any new ones as well as to further develop the agenda for the NEA Foundation cross-site convening in the fall.
  - The SEWAC training project for Pulaski High School staff continues to go well. The Kolb Learning Style Inventory was administered to participants and discussions have included exploration of the implications of learning styles for the teaching and learning process. For self-assessment, participants reflected on their own preferred learning style and how it would be evident to a classroom visitor.
  - The Milwaukee Action Research Conference was held on May 16<sup>th</sup> at the UWM Student Union. There were 60 in attendance. Dr. Janet Hesch, Associate Professor of Education at Sacramento State

- University and a founding member of the League of Teacher Researchers, gave the keynote address on teacher leadership. The conference also included a panel discussion on developing teacher leaders through action research as well as break-out work sessions and café conversations on action research.
- The MMABSE Teacher of the Year Recognition Gala was held at the Midwest Airlines Center on May 2<sup>nd</sup> and was attended by more than 1,000 people. It was a very nice event at which over 200 outstanding teachers in the district received special recognition.
  - The NEA Foundation has launched a five-year evaluation of its Closing the Achievement Gaps Initiative to be conducted by Policy Studies Associates, Inc. The evaluation will address important questions about the initiative's implementation and its progress toward eliminating the racial and economic gaps in student success. Phase 1 entails evaluation design. Phase 2 involves data collection and reporting which will take place from spring 2009 through the 2012-13 school year and will rely heavily on structured interviews with teacher leaders, community partners and officials of the union and the district. Planning is in progress for a site visit from the external evaluator on June 1-2, 2009. The evaluation will deliver interim reports and briefings annually. A final report will summarize activities, accomplishments and lessons learned in the initiative.
  - A retreat was held on May 11<sup>th</sup> for the Sherman School Principal, Curriculum Generalist and Building Representatives. Tony Kubicki (Accountability Works Inc.) and Richard Runkel (Alverno) will be providing professional development for the entire staff in working to build on their Instructional Plan.

**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.



March 2009

# The MMP Messenger

www.mmp.uwm.edu

Volume 6, Issue 6

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](http://www.mmp.uwm.edu).

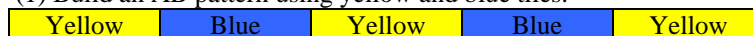
## CBAM! Concerns Based Adoption Model

Math Teacher Leaders are continuing their study of change. MTLs were introduced to the Concerns Based Adoption Model (CBAM). The assumptions within this model entail how individuals working through a change process move between stages of change, called stages of concern. A major idea that surfaced throughout the leadership session was that as MTLs help people think more systemically about formative assessment strategies, they consider the individuals in the change process. MTLs were encouraged to work together with teachers in more meaningful ways as they transform their understanding about the teaching and learning of mathematics. As agents of change it is time for MTLs to listen to the concerns of colleagues, address the concerns they have as individuals, and meet their needs. Understanding the stages of concerns and the CBAM model can prove to form a common language to talk about change concepts and formative assessment practices and what we need to do to succeed in our work as educators.

## Repeating Patterns: Making Connections from Kindergarten to 8<sup>th</sup> grade

Try this simple activity:

(1) Build an AB pattern using yellow and blue tiles.



(2) Use this pattern to answer the following questions:

- What is the unit that repeats?
- What comes next if the pattern were to continue repeating?

(3) How would you find the answer to the following questions?

- If the pattern keeps going in the same way, what would be the color of the 10<sup>th</sup> tile? The 25<sup>th</sup> tile?
- In what position would the 100<sup>th</sup> blue tile be?
- In what position would the 100<sup>th</sup> yellow tile be?

This simple AB pattern, along with the above questions, was the basis for conversations that led to complex thinking during the March MTL meeting. After identifying the unit of the pattern, or the smallest repeating segment, MTLs then placed a number line under the pattern. By associating the counting numbers with each element of the pattern, MTLs surfaced important mathematical relationships that allowed them to respond to the second set of questions with surprising ease.

After several explorations, MTLs made “Ah-ha” discoveries about numerical connections that can be used with students to help move them from “step-by-step” recursive thinking to thinking about functional relationships associated with repeating patterns. Many MTLs found ideas in this session important to supporting their work with both teachers and students around patterns and functions. This might be just the math content session your MTL could offer for your staff that will allow teachers at all grade levels a better understanding of how the work with patterns that begins in kindergarten and develops across the grades is foundational to students’ algebraic reasoning skills in middle school and beyond.

## Lesson Planning with Formative Assessment Principles: Part 2, Question Types

We continued our focus on *Lesson Planning with Formative Assessment Principles* to develop a 6<sup>th</sup> grade math lesson (Factor Game) from CMP2. MTLs were divided into two groups: (1) The Gallery was assigned to scribe all of the questions asked during the lesson by the facilitator. (2) The Students were assigned to participate in the lesson. After the lesson activity, the Gallery members joined the Students to code the questions from the lesson.

The MTLs were introduced to a new tool to help them support teachers in their schools, *Types of Questions for Supporting Mathematics Learning Goals*. It is a list of six categories of questions that teachers might ask during a math lesson to develop the mathematics in the lesson. The guide is similar to the Blooms Taxonomy, but these question types are directly linked to mathematics lessons.

The goal of the session was to help MTLs identify the types of questions that are most beneficial in developing the mathematics of the lesson. MTLs found that level 3 and 4 questions generally pushed the cognitive demand and reasoning of students to understand and explain the mathematics in the lesson. Moving teachers beyond asking Type 1 or 2 questions throughout the lesson is essential to developing the students’ understanding of mathematics. MTLs were asked to use the new Question Types tool with their staff in March and report their findings at the April MTL meeting.

## 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. 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 2 and May 15<sup>th</sup>** (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!**

**Looking Ahead... Hot Topics to Return**  
April 2 & 3 MTL K-7 Focus meeting.  
MMP Online Survey: April 2 – May 15



April 2009

www.mmp.edu

# MMP MATH MINUTES

Volume 3 Issue 8



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.

## Discovering Mathematics Support Sessions

- 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**

## Important Dates

- Algebra Lab— May 22
- Geometry Labs— May 1, May 29
- WMC—Green Lake May 7-8, 2009
- MMP Online Survey ---April 20- May 15

## Algebra Lab

Teachers shared their successes and/or challenges so far in using the DA book. Student work on the February assessment was looked at using the MMP Protocol and what implications it could provide for teaching. The concept of functions and graphs were revisited. Chapter 9 was discussed involving quadratics and parabolas. The idea of shifting and stretching parabolas reflects back to Chapter 8 and Transformations. Graphing parabolas using table values on the graphing calculator to find the vertex and line of symmetry was done. Connections were made to the product of two linear functions resulting in a quadratic.

## 8-9 March Summit

Content started with MTLs continuing the "Jo's Sheep" problem with perimeter and area and developing the quadratic relationship with squares and symmetry. Leadership focused on deepening the understanding of lesson planning with the first four formative assessment principles. Teachers who brought their completed Lesson Planning Template shared and groups discussed that work. Given an 8<sup>th</sup> grade lesson, the groups worked on part one of the template. Questions of how did the process change the way a lesson is planned and support the classroom teaching, student learning and motivation were covered. Assessment began with working the next 9<sup>th</sup> grade CABS, "Mary's Dots", and starting the process of the CABS Class Summary Report and the Effective Feedback Summary, which should be completed for the next summit. Teachers were split into two groups. Those who brought their completed CABS Class and Feedback Summaries from the last summit shared their experiences and the second group practiced writing descriptive feedback and determining the success criteria for the "Unidel" problem using a set of student work samples. Time was spent individually and then sharing their feedback. The Class Summary Report and the Effective Feedback Summary were then completed. The day ended with MTLs choosing their forum topic to attend: LieCal, HS Textbooks, MTI Classroom visits, Content, or Transition to College.

## Math Department Chair Meeting

The April high school department chairperson meeting was led by former math curriculum specialist Henry Kranendonk and high school math teaching specialist Mary Mooney. The teachers took the MMP online survey. They will now encourage all members of their Learning Teams (this includes the principal and the literacy coach) and everyone in their respective buildings who teaches math to take this same online survey. The deadline for taking the survey is May 15. Teachers could take this survey during department or staff meetings. The survey should take about 30 minutes. If this survey is taken outside of the regular school day, schools can use their Action Plan money to pay teachers for their time.

Teachers were given *Discovering Mathematics* "question strip" book marks for their department members. If additional question strips are needed in your buildings, please contact Darlene Boyle at [boyledx@milwaukee.k12.wi.us](mailto:boyledx@milwaukee.k12.wi.us).  
Reminder to department chairs: **NSF forms are due in May.**

**Hope you had a great spring break! Welcome back.**

The *Milwaukee Mathematics Partnership* (MMP), an initiative of the *Milwaukee Partnership Academy* (MPA), is supported with funding by the National Science Foundation under Grant No. HER-0314898.