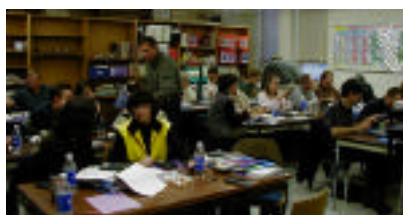


M³RP wishes each of you a very happy new year. As the second half of the 2001-2002 school year rolls on, we wanted to share a variety of information with you.

HIGHLIGHTS

- Project News
- Upcoming Events
- M³RP District Success Stories
- Opportunities



MEAP 2002 Reflection

By the time you are reading this, either MEAP testing is still going on or your district has finished for the year. How will the kids do? How will the district look? Have you best prepared your students for success in this arena?

Hopefully, this time of year allows us to reflect on what we do in the classroom with and for children. There are always things to be done to improve the education for our students. If your courses demand that students think,

reason, and communicate on a regular basis, then you already have a strong advantage. Continue to encourage problem solving, written and oral communication across the mathematics content strands, as well as connections to the world around them. Set high expectations for all students. Don't spoon feed the kids, insist that they think. Students are very capable and talented, we simply need to provide opportunities for them to develop. Our job is never done. After all, the MEAP is just one measure--we want to prepare kids for life!

Creating Honors Opportunities For All Students

Implementing a standards-based mathematics program can present myriad challenges. One of those challenges is to meet the needs of all learners in a heterogeneous group of students. In particular, if tracking is eliminated, how can the needs of honor students be met? This tends to invite a very heated and political debate in many places.

Because standards-based instructional materials have opportunities for differentiation on a daily basis, all students have the opportunity to extend their thinking and understanding. It often becomes difficult to determine "advanced" students at any given time. According to Kim Race and Larry Linnen, one possible way to encourage students to excel is to offer "honors credit". Entry into the honors program might not be decided by tests or teachers' recommendations, although students could opt in or out by semester provided they maintain at least a B-average. The teacher would

inform all classes of the honors expectations, and then students would decide whether or not they would register for honors credit.

In order to earn honors credit, written presentations would be submitted for the first and third quarters, and oral presentations would be made at the end of each semester to a panel of teachers and/or parents. Students who opted for the honors designations but failed to complete the project would be given an incomplete until they completed the project. Projects should be opportunities for students to demonstrate a deeper understanding of concepts addressed in class. This is just one option for trying to address the needs of honors students. Thanks to the Interactive Mathematics Program (IMP) Fall 2001 Newsletter.

M³RP Schedule for remainder of year

Unless otherwise noted,
meeting times are
9:00 a.m. - 3:00 p.m.
TL--Teacher Leaders
only
DLT--Entire District
Leadership Team

Detroit

TL Feb 1 & 2
DLT May 10
TL May 11
TL June 17-20, 24-27
(begin at 8:00 a.m.)

Flint

TL Feb 27 & March 2
DLT May 15
TL May 18
TL June 17-21, July 8-
11

Grand Rapids 1 (Calvin)

TL Feb 19 & 23
DLT April 16
TL April 27
TL June 17-21, 24-28

Grand Rapids 2 (Grand Valley)

TL Feb 21 & 23
DLT April 26
TL April 27
TL June 17-21, 24-28

Kalamazoo

TL Feb 8 & 9
DLT April 26
TL April 27
TL June 17-21, 24-28

Mt. Pleasant

DLT April 12
TL April 13
TL June 12-14, 17-21
(begin at 8:00 a.m.)

Ypsilanti

TL Feb 8 & 9
DLT May 3
TL May 4
TL August 5-9, 12-16

www.wmich.edu/nsfm3rp

**See Yearly Activity
Schedules**

***If you'd like to be a
guest at an M³RP
session, please contact
the project office.***

M³RP Districts Share Experiences

Fulton Middle School

By Terry Maier--Principal

When reform or change occurs, people take on roles in the process. As the administrator on the leadership team for Fulton Middle School in the M³RP, I have assumed a variety of roles.

As the initiator for our school in applying to be part of the reform project, I saw both a need and an opportunity for the staff. Through sharing, communicating, interacting and

(Fulton, cont.) learning, the staff concurred with both the need and opportunity. From that time on my role has become one of organizer, supporter, and motivator for the math teachers.

The M³RP is designed to change math instruction through teacher awareness and better teaching techniques in order to have better student learning. The more I can allow teachers to have the time, materials, information and money to better themselves as teachers of math, within the parameters of the M³RP, then learning will increase for all (students and staff).

We use the support from the grant to meet monthly after school for three-hour sessions. Time is allotted to work together with our new math series (Connected Math) and plan. Our teacher leaders provide instruction in new and useful teaching techniques as

well. There is a level of communication fostered during these sessions to allow for meeting the needs of the individual teachers. I attend these sessions with the teachers and help out in any way I can.

Our goal is to increase teacher's mathematical knowledge and understanding of the curriculum, to use the best instructional techniques and have the best materials to help deliver that instruction. My own goal in this reform project is to have our students "think mathematically" as much as possible. For this to happen, the teachers must do the same in their instruction. My role is to assist them in making that happen. I do not know if we are doing anything out of the ordinary at Fulton Middle School except taking advantage of an opportunity to gain a better understanding of good research-based information on math teaching and learning.

Benton Harbor Area Schools

By Betty Bowman

Benton Harbor Area Schools identified three needs to improve student achievement:

1. Teacher certification for math teachers
2. Professional Development for math teachers
3. Retention of teaching staff within the same subject/grade.

In order to address these needs, first we committed to the M³RP project. We now have a highly motivated team of 23 instructors in the M³RP project, 6 of which are teacher leaders. The M³RP Project is providing increased mathematical content knowledge and pedagogical skills for our teachers, as they become familiar with exemplary materials appropriate for use in middle schools classrooms. Last year our team averaged about 40 hours of professional development and we anticipate that number to be much higher this year.

Next, we received a Goals 2000-2001 Goals 2000 - Cycle II, Category Two Grant-Improving Student Achievement Through Professional Development Options for \$371,000 starting in January of 2001 and ending in June of 2002. Some highlights of the grant are that:

⇒ *Andrews University is providing 18 semester credits of graduate course work towards an elementary math endorsement in mathematics.*

(Benton Harbor, cont.) *The cohort of no fewer than 25 students and no more than 36 students will consist of teachers for Benton Harbor as well as teachers from other surrounding school districts.*

Andrews will provide math training in content and pedagogy of the six mathematics strands.

This training enables our middle grade teachers to pass the New Michigan Certification Exam for K-8 Mathematics in May 2003 and also includes tuition, stipends, and materials.



⇒ *SAMPI of Western Michigan University will provide evaluation technical assistance to Benton Harbor schools by training administrators and Teacher Leaders in using its Lesson Observation System to assess progress teachers are making towards engaging students in inquiry learning. The evaluation will also include documentation of activities, teacher surveys, interviews, observations of professional development sessions, and analysis of student achievement data. MEAP scores will be analyzed, TIMSS tests will be administered and analyzed, and findings will be shared with staff, as they become available.*

⇒ *The 5th-8th grade math teachers attended the NCTM in Orlando, Florida, and the MCTM conference in Grand Rapids. They will attend the NCTM Conference in Las Vegas, NV, which will provide access to some of the best ideas of locally and nationally renowned educators, resources, and activities available for teaching mathematics in today's world.*

The Administrative team moved to the middle school concept by moving the sixth graders from the elementary buildings - except for Boynton Montessori - to three Middle School buildings forming a more solidified experience for sixth, seventh, and eighth

grade students, academically as well as socially. This move also solidified our math team. New Connected Math Project materials were purchased and teachers received professional development sessions in August following a year of review. This year, TI-73 calculators were purchased so that all 7th and 8th grade teachers had a classroom set. Each building will receive a set of technology software and the teachers will receive training in Tesselmania, Cabri Geometry, or Fathom.

The teachers receive much support in using their new math series. Whenever possible, professional development sessions are held on half days instead of during non-school hours. These sessions provide lessons that the teachers will be teaching in their classes. Also, when possible, instructors at Andrews incorporate Connected Math investigations in the six strands and instruction in using the TI-73 calculators. We will also be sending the majority of our teachers to the CMP User's Conference in Lansing, in February. We have seen lots of exciting changes since being involved in the M³RP project and are confident that this enthusiasm will carry over to our students.

IF YOU WOULD LIKE TO SHARE YOUR M³RP EXPERIENCE WITH OTHERS, PLEASE CONTACT THE PROJECT OFFICE. WE CAN ALL LEARN FROM EACH OTHER!

Does your district need M³RP technical assistance?

Regional Directors and core M³RP Staff are available to visit your district to help in any way they can. Consider the possibility of a technical assistance site visit and contact the project office to arrange a time. A variety of options are available. Some include:

- Meet with DLT and provide guidance
- Observe Teacher Leaders in classrooms
- Team teach a lesson or activity with Teacher Leaders
- Provide expertise with technology
- Help support training at the 2nd tier
- Support presentations to various stakeholder groups

M ³ RP Management Team				
Robert Laing <i>Principal Investigator</i>	Ruth Ann Meyer <i>Principal Investigator</i>	Sandra Madden <i>Associate Director</i>	Charles Allan <i>Co-Principal Investigator</i>	Mark Jenness <i>Lead Evaluator</i>
Western Michigan University	Western Michigan University	Western Michigan University	Michigan Dept. of Education	Western Michigan University

District Leadership Teams will meet for one more day this spring (DLT Session 6). The main focus of the day will be on **SERVING THE NEEDS OF ALL STUDENTS** in mathematics education. This is a very complex issue and the day's activities are sure to broaden perspectives of all participants. We hope to see you there!

Teams include representation of Administrator, High School Teacher, Teacher Leaders and Community Member (contact the Project Office if you need confirmation of your DLT membership). Every complete team in attendance at DLT Session 6 will receive a choice of a CBR (Calculator-Based Ranger) or a TI-73 Overhead Viewscreen Panel. To be eligible for the prizes, the entire DLT must attend DLT Session 6 from 9:00 a.m. til 3:00 p.m. Prizes will be shipped based on attendance.

Teacher Leaders mark your **calendars!** Get ready for the third and final M³RP summer institute.

This year, in addition to the fabulous professional growth opportunity and chance to collaborate with your M³RP colleagues, you will be investigating the mathematics of measurement, proportional reasoning, inferential statistics, and discrete topics. In addition, participants will receive and explore Fathom--a dynamic statistics software package. How, you wonder, will you be able to learn about all of those things in two weeks? Come and see!

BONUS: Teacher Leaders with perfect attendance this summer will receive a **bonus stipend of \$500** (in addition to the regular stipend) Perfect attendance is based on full day attendance **everyday--no exceptions.**

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