



## MILWAUKEE PARTNERSHIP ACADEMY (MPA) MONTHLY REPORT

March 2013

- Meetings were held between the MPA Executive Director, Gerard Randall, and a number of individuals within and outside of the partnership regarding the MPA, grants, initiatives, activities, education policy and ideas about possibilities for public education.
- The MPA Executive Partners held their monthly meeting on March 18<sup>th</sup>.
- On March 20<sup>th</sup>, Dr. Gregory Thornton, Superintendent of MPS, and Mr. Randall met with Dr. Howard Garber to learn more about the programming offered by Milwaukee Center for Independence.
- Mr. Randall met with Marla Bronaugh regarding charter schools.
- Work has continued around the Milwaukee Community Solutions Action Plan (CSAP) reading initiative. Various individuals participated in several Campaign for Grade-Level Reading webinars on a variety of subjects.
- Activities continued concerning implementation of an Urban Teacher Residency (UTR) Program. The MTR Project METRO Steering Committee met on March 4<sup>th</sup>.
- The Metropolitan Milwaukee Area Deans of Education (MMADE) met on March 4<sup>th</sup> at MATC. The *Celebrating Teachers & Teaching Event* Steering Committee and subcommittees have been holding meetings and working on organizing this event. Mr. Randall has continued his work on fundraising for this event and met with the Sponsorship Subcommittee Chairperson.
- Planning work has begun by the MMADE relative to the Faye McBeath Foundation grant to improve professional development of school leaders.
- Work has continued on preparation of an annual report of the MPA.
- Milwaukee Public Television (MPTV) in partnership with Milwaukee Area Technical College (MATC) presented a free public preview of "*180 Days: A Year Inside An American High School*" at Discovery World on March 13<sup>th</sup>. This documentary, produced by the National Black Programming Consortium, offers a first-hand account of life inside our nation's school reform movement, and it explores the challenges facing at-risk youth, their parents, teachers and educational leaders. A panel discussion involving several local leaders in education immediately followed the preview portion connected to local issues regarding the dropout crisis in high schools and included questions/comments from the audience.

Mr. Randall was asked to be a panelist, but was unable to participate. MPTV also broadcast the documentary at the end of March.

- Comprehensive Mathematics Work Group/Milwaukee Mathematics Partnership (MMP) Update:
  - The spring courses centered on mathematics and the Common Core State Standards (CCSS) continued throughout March.
  - The Leadership for the Common Core in Mathematics (CCLM<sup>2</sup>) participants met on March 5<sup>th</sup>. The meeting focused on understanding multiplication of fractions word problems using meaningful visual models and real-world contexts involving ‘parts-of’ and ‘groups-of’ problems and using appropriate tools strategically. There was also discussion of the final project which included focus on learning to have a collegial conversation about the results of a common task and being able to connect student performance and instructional next-steps to CCSSM expectations.
  - The March meetings for Academic Coaches – Mathematics (ACMs) were held on the 8<sup>th</sup> and 15<sup>th</sup>. These meetings included the following:
    - A Curriculum Session that included the modeling framework.
    - A session on the “Standards for Mathematical Practice” that focused on exploration and discussion of different resources available for these Standards.
    - A session on “Talk Moves” that focused on using math talk effectively in the classroom to help students learn, including the following five productive talk moves:
      - Revoicing
      - Repeating: Asking Students to Restate Someone Else’s Reasoning
      - Reasoning: Asking Students to Apply Their Own Reasoning to Someone Else’s Reasoning
      - Adding On: Prompting Students for Further Participation
      - Waiting: Using Wait Time
    - A session on examining ACM/Teacher Cohort Teams that focused on learning to identify and understand various team dynamics within our schools that are crucial to developing sustainable learning practices for school staff. The end goals are to develop a core team of teachers that will be the foundation for increasing Math Teaching Knowledge in school staff and to formulate a plan to continue increasing the Math Teaching Knowledge in our staff.
    - Grade-level meeting activity focused on learning to deepen understanding of how students’ readiness influences lesson planning. The plan is to set student achievement goals, identify strategies students will need to apply to have a deep understanding of these goals, and identify resources/materials to support and extend student understanding of these goals.
    - A session on math intervention ideas that focused on exploration and use of materials to assist teachers in creating interventions to use in classrooms which target intervention focus standards.

- Math updates – critical areas for March.
- An Assessment Session that focused on learning to use the formative assessment process to plan for learning with the goal of being able to implement a plan to develop classroom based planning for learning with teachers. It also included the following Five Key Strategies for Formative Assessment (Leahy, Lyon, Thompson & William, 2005):
  - Clarifying, sharing, and understanding learning intentions.
  - Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning.
  - Providing feedback that moves learning forward.
  - Activating learners as instructional resources for one another.
  - Activating learners as the owners of their own learning.
- A Leadership Session that focused on learning to advance PRIME Teaching and Learning Leadership with the goal of being able to actively plan for and integrate into practice strategies to make differentiation manageable, including open questions and parallel tasks.
- A Content Session that focused on:
  - Learning to understand the links between equivalence of fractions and operations with fractions with the goal of being able to create and explain standards progressions that show the interconnectedness of fraction standards.
  - Multiplicative Thinking -- learning to understand common multiplication and division situations with the goal of being able to recognize multiplication and division situations and represent them appropriately (visually and abstractly).