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IMI Newsletter



Indiana Mathematics Initiative

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Summer IMI Training for Cohort III Teachers

Steve Stults

Teachers who are currently teaching Pre-K, Kindergarten and First grades in our nine IMI project participating districts are being invited to attend our third summer training program. Similar workshops have been conducted during the past two summers for 2nd and 5th grade teachers in 2002 and grades 3rd and 4th grade teachers in 2003. The workshops this coming summer will be held at the Sheraton, Keystone at the Crossing Hotel, in Indianapolis on June 29th -July 1st and at the Radisson Star Plaza Hotel in Merrillville on July 27th - 29th.

These summer sessions will be followed up with a series of workshops during the 2004-05 school year.

The summer training experiences will be designed and coordinated by IMI staff, Everyday Math demonstration teachers and other mathematics professionals. The agenda items will include:

- hands-on experience relating to standards based curricula;
- classroom management techniques including program

routines:

- pedagogy (e.g. cooperative learning techniques, games, etc.) associated with a standards based curricula;
- alignment of adopted curricula with NCTM and Indiana mathematics standards;
- the math content and pacing;
- modeling of lessons which have proven to reflect best practices in teaching mathematics;
- Using technology as a support tool for teaching math.



Summer 2004 Reunion and Leadership Session for Cohorts I & II Teachers

Steve Stults

In addition to the IMI workshops for the new group of teachers participating in our project, a one-day follow-up 'reunion' has been planned in two locations for IMI teachers from grades 2-5. All of the teachers who have been participants in the IMI project during the 2002-03 and 2003-04 school years will be invited to attend one of the two sessions offered. The sessions will be held at the Sheraton, Keystone at the Crossing Hotel, in Indianapolis on June 28th or at the

Star Plaza Hotel in Merrillville on July 26th. For those teachers who cannot attend either of these workshop dates, we will offer a session in Fort Wayne on Saturday, September 18th.

The topics of these sessions will include: curriculum planning and articulation among grade levels; ISTEP+ rubrics;

coaching/mentoring tips; sharing best practices of teaching a standards-based curriculum

These experiences should prove to be very rewarding and exciting. It will be great to bring the stars of the project back together again! The numbers of participants are limited at each site, if you have not registered and would like to attend, please pull up the information on the IMI website and complete the registration ASAP. Deadline for registration is May 15th.

IMI Summer 2004 Events

- June 13-25, '04
Secondary - Middle School/High School
- Math Modeling Summer Institute
IU Bloomington

June 28, '04
Grs 2-5 Pilot Teachers

- Leadership/Mentor Training
Sheraton, Indpls

June 29 & 30 & July 1, '04
Pre-K, K, & 1st Gr

- Summer Training
Sheraton, Indpls & Decatur Twp

July 26, '04
Grs 2-5 Pilot Teachers

- Leadership/Mentor Training
Radisson, Merrillville & Block Jr HS

Fort Wayne Students Participate in M.A.T.H. Bowl

Diane Nichols

For the past eight years, I have been involved with the M.A.T.H. Bowl competition. Teams have been assembled and many practice sessions have taken place.

For the past two years, Everyday Math has been a major component in our ability to be competitive. Last year the team earned a second place finish in our division. This year's team actually took first place!

This year's team consisted of 18 students, with only four previously displayed excellent math skills. In our division, Haley Elementary School was the only school using Everyday Math. I feel this was a major factor in our victory. The team members were more well rounded in their knowledge and were better able to think mathematically than in the past years. Our team members were mighty proud of their accomplishments.



Comments from IMI Pilot Teachers about Everyday Mathematics

If you would like to read some of the EM pilot teachers' comments please visit our website;

<http://www.indiana.edu/~iucme/elementary/EMcomments.htm>

"I think that because of the way this program is written it is making me a better teacher in ALL subjects. I ask better questions and stretch my students' thinking. I've noticed that I ask some of the same questions in language and reading that I ask in the Math. EX. "How did you get your answer? Is there another answer?" **Grade 3 Fort Wayne Teacher**
Read others on IMI website!

Teacher Leaders Cadre— Leading and Teaching from the Classroom

Frances Jackson

Our thanks to the select Leadership Cadre for their dedication and commitment to leading, teaching and learning best practices in teaching mathematics. The range of leadership skills and knowledge of effective teaching strategies will lead to changes in the way math is taught to the students.

Through out the school year Team Leaders have contributed a distinct perspective on what students are to know and be able to do.

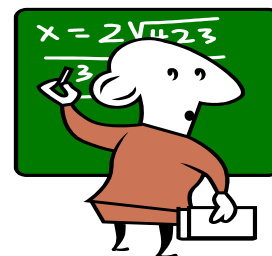
IMI Grade 5 & 2 Teacher Leaders are; Nicole Dean, Angie Kelic-Anderson;

Gail Koor, Kris Harmon - Bartholomew; Diane Ragsdale,

Rhonda McCort- Decatur Twp;

Tonia Harris, Connie El-Amin—East Chicago; Val Priller, Heather Irvin -Elkhart; Linda Thorne, Diane Nichols- Fort Wayne; Sherri Prast, Colette Weitknecht -Hammond; Mandee May, Julie Rosner - Pike; Linda Afdahl, Randy Spencer, Vigo.

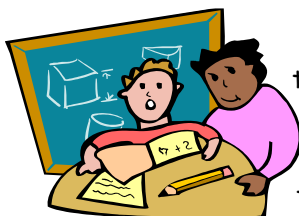
Team Leaders have shared their expertise with colleagues to support the implementation of *Everyday Mathematics* in the classroom. These teacher leaders consistently aligned their actions with the needs of the schools' students, parents and colleagues. The teacher leaders are eager to share their knowledge, experiences and enthusiasm for *Everyday Mathematics*.



Leadership Cadre Teachers Mentoring

Frances Jackson

In each district Cohort I teachers are mentoring Cohort II colleagues critically needed support with the tion of *Everyday Math* in the classrooms are building professional relationships . The mentors are providing strategies that will ensure student success. The sharing or planning of lesson plans, demonstrating a lesson or just a word or praise for the effort provide colleagues an incredible amount of support and feedback.



to provide implementation. Mentionship with colleagues with

Mentoring takes some of the fear and isolation away from the implementation of a new curriculum.

Teachers who learn together improve together.

Middle School Liaison Teachers Bridging the Gaps Between Grade Levels

Bob Trammel

Middle school teachers from each of the nine IMI districts met on February 6-7, 2004 to learn about their role as liaison teachers. Teachers discussed the important role of "bridging" between elementary and middle school and middle school and high school programs. Vertical articulation is very important and is necessary for a successful K-12 math program.

Middle school liaison teachers discussed challenges that they are faced with as students make the transition from elementary to middle school. The liaison teachers identified three target areas: Articulation, Different Programs, and Writing Skills. In a discussion about alternative algorithms, the middle school teachers really enjoyed the lattice multiplication method. All ex-

pressed approval of the higher level of math content existing in the EM program. This is going to have a positive impact for students as they proceed

through the 6-12 math programs. The strength of the EM program will also help overcome the three problem areas previously identified by the teachers. Middle school liaison teachers agreed to meet with grade 4-5 teachers in their districts in the near future. The meetings are intended to focus on articulation issues. In addition, middle school teachers would like the opportunity to visit EM elementary classrooms.

The meetings with the middle school liaisons are proving to be very worthwhile. We will continue to create venues for communication

to promote articulation among math teachers at all grade levels.



Above: Bill Bennett (Hammond) and Julie Bowers (Fort Wayne) work together on solving an Everyday Math activity.

District ISTEP+ Scores Comparison- *Everyday Math* Compared to Traditional

Donna McLeish

Students, teachers, parents and administrators were overwhelmed with the results on ISTEP+ by students in the pilot classes of *Everyday Math*. All nine districts involved in the Indiana University - Indiana Math Initiative (IU_IMI) Math-Science Partnership project showed positive results from students from the grade 2 pilot who are now in grade three. In eight of the nine districts, students from the grade 5 pilot classrooms had a higher percentage passing at grade six than their fellow students in traditional

classrooms.

It should be remembered that this was the first year of *Everyday Math* for both the teachers and the students in the pilot classes. Even with the intensive professional development provided by the project, it was still the dedication displayed by the teachers that brought about the good results. No curriculum can bring positive results if there is poor implementation by the professional in the classroom. Teachers felt excited and encouraged by the positive attitudes dis-

played by their students.

In each district, the percentage of Pass/Pass Plus scores from the fall 2003 ISTEP+ in mathematics were tallied for the students who were in the grade 2 and grade 5 pilot classes and compared to that percentage for students in traditional classes.

The results are as follows:

Percent of Students with Pass/Pass Plus on Fall 2003 ISTEP+

Grade 3

District	EM Student	EM % compared to Traditional %	Traditional Student
A	81%	+17%	64%
B	93%	+12%	81%
C	61%	+9%	52%
D	50%	+4%	46%
E	83%	+11%	72%
F	59%	+10%	48%
G	73%	+0%	73%
H	83%	+44%	60%

Grade 6

Student District	EM Student	EM % compared to Traditional %	Traditional Student
A	88%	+22%	66%
B	74%	+4%	69%
C	63%	+6%	57%
D	64%	-4%	69%
E	73%	+7%	66%
F	46%	+6%	41%
G	76%	+10%	66%
H	70%	+4%	66%

Secondary Update

Paul Kehle

The secondary school teachers are preparing for the fourth and final weekend "Sharing What Works" that will be held at the Sheraton at Key Stone Crossing April 30 and May 1. At these workshops the teachers share mathematical modeling lesson plans that they have taught this year. By sharing their lesson plans, the results of teaching the lessons, and student work on the modeling problems, everyone is able to gain insights into effective pedagogy. In addition to describing their experiences, at this workshop the teachers will submit the best of their lesson plans for dissemination to other mathematics teachers. Submitting these plans is the final requirement for the teachers commitment to the grant and will enable them to receive according to their preference a second stipend or 4 graduate credits. Following three very successful workshops, the atmosphere at this final one will be celebratory as well rewarding everyone for all of their work--dating back to last summer's two-week modeling institute held in Bloomington.

The deadline for applications for next summer's two-week secondary school mathematical modeling institute was April 9, but interested teachers can contact Paul Kehle at pkehle@indiana.edu if they are interested. Applicants should do so as soon as possible because final arrangements are being made.

Elkhart Teachers Hard at Work

Bob Trammel

Cleveland Elementary School teachers Ms. Val Priller (right) and Rita Peat (left) dish-up food at the school's Math Night on February 10, 2004. The program was a big hit with approximately 100 parents, students, and teachers in attendance.

The evening festivities started with a brief statement of support from Cleveland principal, Ms. Sueann Vongunten, followed by Ms. Priller's description of the EM games. Parents really enjoyed participating in the game activities.



Above:

Val Priller and Rita Peat

Below: Mother and Daughter enjoying EM Math game at Parent Night



Everyday Math Students and Parents are Talking and Learning



"I like math more this year than last year. Math is fun because you learn more, you work together, it's easy, and I don't take a

lot home. We learn games like Target, Name That Number, and Less Than You. We do group work like questions, we help each other, and we talk nicely to each other. I feel like math is great."

Dariyelle, East Chicago

Miss Czuba's Third Grade

Franklin Elementary

School City of East Chicago

At the end of the last school year a parent said to me, "I don't care who my daughter's teacher is as long as she teaches Everyday Math." Several other parents made similar requests.

"I can't believe how well my daughter is counting money. I did not learn how to count back change until I had my first job."

First grade parent, Hammond

I like math more this year. One reason I like math more this year than last year is because there are games. I also like math more this year because the work in math is harder. Student Reference has cool stuff!" *Oscar, EC*

East Chicago Highlights

Frances Jackson

East Chicago parents are attending Parent Nights and learning how Indiana mathematics standards are taught to their children. Parents are being treated to a variety of math games, all taught by the students. Students are very good at teaching the math concepts using the games and related activities.

The Annual Parent University Workshop was well attended by parents and stu-

dents. There were lots of *Everyday Math* activities led by several pilot teachers and their students. Parents were very pleased and enjoyed learning from their children.

All EM parent related events have been very successful and well attended. Parents are very receptive to the EM curriculum and most have indicated that the schools should

provide more Parents Nights.

During the past month, EM pilot teachers have met with each school in the district to provide feedback to many concerns and questions regarding Everyday Math.

Congratulations are in order to Franklin

Elementary School sixth grader Devin Rosado who aced the math portion of ISTEP test. She used the NSF Connected Math curriculum. *Hand-on-math works!*

