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IMI Newsletter



Indiana Mathematics Initiative

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IMI-IU Partnership Project Update

IMI-IU Project has completed the training of teachers in Cohorts I, II, and III on how to use the *Everyday Mathematics* Curriculum materials effectively as intended. IMI teachers in Grades Pre-K, K, 1st, 2nd, 3rd, 4th, 5th in eight of the nine urban participating districts and Grade 6 in two districts are sharing their knowledge and expertise of the curriculum to parents and non IMI colleagues in their respective districts. Cohorts I, II, III teachers represent the Teacher Leadership Cadre. They have been teaching students and parents, learning how to implement standards-based math, mentoring and leading their colleagues. Most teachers have learned how to juggle their professional and personal schedules to fit the monumental amount of work involved. This has not been easy because of their involvement in other school improvement issues; however, they do a super job. Congratulations to all!

We acknowledge the support and efforts of all teachers, parents, district coordinators, principals and superintendents. Your efforts, professional dedication and perseverance are producing positive results.



Districts are reporting an increase of numbers of students passing ISTEP. This is the first year of full scale implementation and we can see measurable positive ISTEP Test results. Students are having fun learning mathematics and it is producing great results on ISTEP testing. We are preparing a comparison report of how the students in each district are showing improvement.

The Project will continue to provide ongoing support, professional development activities in content knowledge and leadership skills to teachers in IMI districts. We will also continue to build and sustain a learning community that supports the teaching and understanding of mathematics. Each of the IMI districts will continue to train teachers in implementing the *Everyday Mathematics* curriculum as intended using the district's teacher leaders or EM consultants. The project's

focus will be with the Mentoring Teacher Leaders, Select Leadership Cadre and Middle School Liaisons. The Middle School Liaisons are being trained to bridge the gap between the grade levels K - 12.

Studies have confirmed that teachers' content knowledge and understanding of their content areas impact student learning. Each IMI participating district is encouraged to provide content training for all teachers. During the spring of 2006, the Learning Mathematics for Teaching Assessment (LMT) Instrument will be administered to participating IMI teachers. The National Science Foundation (NSF), our funding source, requires the assessment of all participating project teachers' content knowledge. This will be the post assessment. Our goal is to have teachers become exemplary in teaching elementary mathematics. Strengthening teachers' content knowledge is a strategy to accomplish this goal.



Parent Math Evenings or Nights

All IMI participating districts have been involved in numerous Parent Evening or Nights. Teachers have been giving rave reviews of what worked well or not, querying for ideas and providing great support to each other using the IMI Forum. The parent involvement and support is wonderful. Teachers are enjoying watching the children

teach their parents the EM alternative algorithms and EM Games related to learning and reinforcing skills taught in an EM lesson. Steve Stults, Project Director has visited several district and attended some Parent Math Nights.

He reports that when observing the students and the parents during a Family Math Night you



can't help but feel the enthusiasm reflecting from the students and parents. Some parents are still somewhat reluctant about the *Everyday Mathematics* and that is expected. However, teachers are planning more training nights or evenings for parents during the next school year.

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 April Annual Parent University Workshop was well attended by parents and students. There were lots of *Everyday Math* activities led by several cadre teachers and their students. Parents were very pleased and enjoyed learning from their children.



Cohorts Meet at Summer 2005 Institute



You asked for a reunion of the three Cohorts. Now mark your Calendar July 18-19-20, 2005 and bring your family to the Holiday Inn Select-Indianapolis at the Pyramids! We are looking forward to spending an informative and fun-filled reunion with Cohorts I, II, and III this summer. The Summer Institute will address the question "Where do we go from here?" During the institute, participants will explore professional development activities in detailed on how we can continue to build and sustain a learning community that supports ongoing understanding of mathematical content, teaching strategies, and the dynamics of district leadership. Participating teachers will be involved in professional development activities during the day and spending the late afternoons and evenings with their family without leaving the area. The workshop sessions scheduled for

Monday, July 18th are mentor training for IMI Teachers from PreK, Kindergarten, and Grade 1 who wish to serve as a mentor and any IMI Teacher from Grades 2, 3, 4, and 5 who have NOT yet attended Mentor Training during the summer of 2003 or 2004. The Agenda for the day will include:

- Getting to Know and Understand EM Grade Level Articulation
- Content Overview across Grade Levels
- Implementing all Components of the EM Curriculum
- Pacing
- Parent Support
- Classroom Management and Organization of Materials
- Assessment and Grading
- Maintaining Enthusiasm

Tuesday and Wednesday, July 18th - July 19th are designed for those IMI Teachers who have attended a

one-day mentor leadership training during summer 2003, 2004, Or 2005. The Agenda during the 2-days will include Keynote Speakers explaining the following:

- Mentoring, Coaching and Leading
- Confidence /Consensus Building
- *Everyday Math* Meshing with District Expectations
- Lessons Learned: Reflective Teaching;
- News and Update from Indiana Department of Education
- Assessment/Articulation

All IMI Teachers are reminded that this is the last opportunity to become a Mentor and this may be our last opportunity to meet as a whole group.

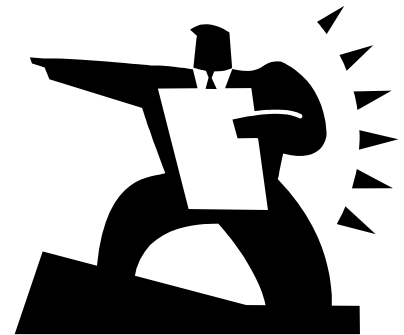
Note:

Due to overwhelming interest, registrations are closed for these summer sessions.

Leadership Groups Together: Making The Difference

Select Leadership Cadre, Middle School Liaisons and the Math Modeling Secondary Group met Friday Evening, April 29 and during the day on Saturday, April 30th in Indianapolis for the last meeting of the school year 2004-2005. This was an informative, collaborative and valuable weekend spent in individual and group sessions. The Middle School Liaisons facilitated the Friday session using elementary EM games re-designed for the middle school level. The EM games were changed only to be more challenging for students in the middle school grades. The evening ended with a presentation of sample ISTEP items spanning across all grade levels.

After all groups worked individually Saturday morning, a sharing session occurred after lunch reflecting and demonstrating the kinds of activities that are used at various grade levels. The Math Modeling group shared what Math Modeling means and how problems are designed to demonstrate such. The Middle School Liaisons share their plan to bridge the gap between all grade levels. The Select Cadre shared The Assessment Opportunities Packet which is one of the four packets the team is developing for the 2005-2006 school year. This sharing provided an opportunity for all groups to collaborate and understand grades K-12. We are looking forward to continuing the collaboration and working together to provide unified support to all IMI districts across all grade levels.



Secondary Update

The IU-IMI Partnership—Linked Courses

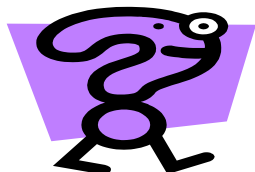


As part of the secondary school component of the Indiana University--Indiana Mathematics Initiative Partnership, IU is implementing a program of linked courses for its pre-service secondary-school mathematics teaching-certification students.

Teaching certification students often question the relevance of upper-level undergraduate mathematics for their futures as middle school or high school mathematics teachers. These students are still in the midst of a transition from thinking like students to thinking like teachers, and so the value of the depth and breadth of their high school teachers' mathematical knowledge is not apparent to them. Many students think of high school mathematics as simply the most basic mathematics they have encountered in the last few years. To help overcome this perception and to begin to align these future teachers' understanding of mathematics and pedagogy with NCTM standards and other articulations of best practices for mathematics teaching and learning, IU came up with a strategy for creating links between undergraduate mathematics and grades 6-12 mathematics education.

A linked course is a one-credit, graded pass/fail course taken concurrently with an undergraduate mathematics course. The linked course is taught by a local practicing high school mathematics teacher and/or a mathematics educator from the IU School of Education. The instructors of the linked course consult with the instructors of the mathematics course to gain a sense of the syllabus of that course before designing the syllabus of the linked course.

The primary objective of the linked course is to help students build conceptual and pedagogical linkages between the content of the mathematics course and the teaching of grades 6-12 mathematics. NCTM standards along with local curricular frameworks help frame discussions and work in the linked course that help students see a) how a deeper and broader understanding of mathematics will enhance their ability to develop all of their future students' mathematical understandings, b) how to design lesson plans for grades 6-12 that reflect a deeper engagement with the mathematical topics they contain, and c) facilitate the transition from thinking like a student to thinking like a teacher about the content of their undergraduate mathematics courses.



Check out our Web Page and Forum for more IU-IMI Math Science Partnership Information. Great Resources and Web Links
Read the many mathematical insights and comments from teachers.

<http://www.indiana.edu/~icume/>

Everyday Math Teachers are Posting on the Forum and Learning

What do you like about the EM program?

"The EM program has direction as the "guideposts" keeps me on pace. The activities are great! The students learn lots of mathematics through the games. There are many strategies available in the program. The spiral is a huge component, even if students don't master a concept the first time, other opportunities will surface later.

The learning log feedback is wonderful, this has helped us bunches.

The program is flexible enough so that you can work with slower students who need additional help."

What don't you like about the EM program?

"You have to work ahead in this program. You can't just walk in and do it. The concept of "money" is introduced very early in the EM program. This is difficult for some students."

Comments from IMI 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