

CESA 7 Mathematics Partnership for Excellence



2008-09 CESA 7 Mathematics Advisory Council

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Mission:

The purpose for the CESA 7 Partnership for Excellence in Mathematics is to provide support services, professional development and advocacy to improve mathematics learning among all students in CESA 7 schools. Services, professional development and advocacy will be guided by the core beliefs of the partnership and modeled by area schools.

Core Beliefs for PK-12 Mathematics

The CESA 7 Partnership for PK-12 Mathematics holds the following core beliefs as tenets for excellence in mathematics education. These core beliefs will guide regional efforts to enhance mathematics education for all students and mathematics professional practice for teachers and administrators.

1. **Importance of Math.** We believe mathematics is of vital importance at all grade levels, all students can learn mathematics, and all teachers have a crucial role in providing the learning of mathematics to all students.
2. **Learning.** We believe students need to learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.
3. **Equity.** We believe excellence in mathematics education requires equity through high expectations and strong support for all students.
4. **Curriculum.** We believe students must develop mathematically through a mathematics curriculum that is coherent and connected across grade levels. The curriculum must focus on mathematics knowledge, skills and understanding necessary for continued study and life.
5. **Thinking and Creativity.** We believe mathematics should not be taught as just a collection of skills and concepts. Mathematics must also include ways of thinking and intellectual curiosity which lead to creative problem solving and innovation.
6. **Integrated Across Content Areas.** We believe mathematics is an integral part of life, and therefore must be integrated throughout all content areas and all content areas are integrated into mathematics learning.
7. **Teaching.** We believe understanding what students know and need to learn must determine strategies for instruction, differentiation and intervention.
8. **Teacher Support.** We believe all teachers who teach mathematics need to use a variety of high quality internal and external resources to support their practice. School districts should provide time and support for teachers to effectively collaborate and network regularly.
9. **Assessment.** We believe the role of assessment in mathematics is to guide teaching and actively engage students in their own mathematical learning through a variety of formative and summative assessments.
10. **Technology.** We believe the effective use of appropriate technology is essential in teaching and learning mathematics; it influences the mathematics that is taught, how it is taught and it enhances students' learning.

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Core Frameworks for Mathematics Phase-by-Phase Roll Out

Phases	2008-09	2009-10	2010-11	2011-12	2013-14
Phase I (K-2) Early Frameworks for Mathematics	<ul style="list-style-type: none"> Form Advisory Council Research best practices Develop Core Beliefs Assign Design Teams Design K-2 and 3-5 FFM Courses Collect and analyze area PK-6 math data 	<ul style="list-style-type: none"> Refine Training Designs Pilot Courses Provide Math Coaching support network Plan for 2010-11 local instructors Collect and analyze area PK-6 math data 	<ul style="list-style-type: none"> Provide network for area instructors Deliver and continue to evaluate and refine training Provide math coaching support network Collect and analyze area PK-6 math data 		
Phase II (3-6) Intermediate Frameworks for Mathematics					
Phase III (6-8) Middle Frameworks for Mathematics		<ul style="list-style-type: none"> Research best practices 	<ul style="list-style-type: none"> Design 6-8 FFM Training Pilot Training Provide Math Coaching support network Plan for 2011-12 local instructors Collect and analyze area 6-8 math data 	<ul style="list-style-type: none"> Provide network for area instructors Deliver and continue to evaluate and refine courses Provide math coaching support network Collect and analyze area 6-8 math data 	
Phase IV (9-12) High School Frameworks for Mathematics			<ul style="list-style-type: none"> Research best practices 	<ul style="list-style-type: none"> Collect high school math data Develop HS math task force Develop regional objectives Determine service and training needs 	<ul style="list-style-type: none"> Design trainings needed to achieve goals Provide support network for HS math teachers Deliver and continue to evaluate and refine courses



2009-10 Mathematics Blended Learning Professional Development Plan

Mathematics Advisor to the Partnership:

Billie Earl Sparks, Ph.D.

Professor of Mathematics Emeritus, University of Wisconsin Eau Claire

Math Consultant: Wisconsin Academy Staff Development Initiative

I. Frameworks for Mathematics Launch: Elementary Level

- Custom-designed by CESA 7 design team led by Billie Sparks.
- Piloted and modeled in August, 2009 with area teacher leaders who will serve as future instructors

<p>K-2 Frameworks for Mathematics (FFM) Taught by an instructor team led by Billie Sparks</p>	<p>August 3-7, 2009 plus two follow-up sessions</p>	<ul style="list-style-type: none"> • 45 hours for teacher/coach participants • 3 half-days required by school principals • Optional graduate credit from Silver Lake College • Minimum of two teachers
<p>3-5 Frameworks for Mathematics (FFM) Taught by an instructor team led by Billie Sparks</p>	<p>August 3-7, 2009 plus two follow-up sessions</p>	<ul style="list-style-type: none"> • 45 hours for teacher/specialist participants • 3 half-days required by school principals • Optional graduate credit from Silver Lake College • Minimum of two teachers
<p>Elementary FFM Specialists' Network Facilitated by designated instructor-leaders</p>	<p>5 half-days during the school year</p>	<ul style="list-style-type: none"> • Must fully attend K-2 or 3-5 FFM training

II. Face-to-Face Content Workshops

- Best Strategies: K-6 Geometry and Measurement
- Best Strategies: K-6 Math Processes
- Best Strategies: K-6 Algebraic Relations and Number Sense
- Best Strategies: K-6 Data, Statistics and Probability
- Differentiation in Math with Nancy Smith
- Others – to be determined

III. Webinars

- To be determined