

MC² Newsletter

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Newsletter Editors: Patricia Carden-Harty, Sheila Hills, & Kalle Jorgensen

Lenses on Learning is happening!

By Janice Bradley

We have begun an exciting journey with MC² partner districts and schools using the Lenses on Learning (LOL) professional learning sessions!

Lenses on Learning, a nationally developed, research-based program, supports leadership for middle and high schools, raises expectations for student learning in mathematics, and creates pathways for success in Algebra. School teams, comprised of principals, teachers, district administrators, and counselors are now being formed in many of our MC² partner districts, and are scheduled to attend six LOL sessions. Lenses on Learning has already been instrumental in strengthening district math programs and improving student learning through a change in instructional practices in New Mexico and throughout the nation. MC² partners view this learning opportunity as a chance for all of us to learn how to develop the capacity of leaders in administrative and instructional roles to work together as a coherent mathematics team in order to strategically advance the work of the mathematics program in their schools.

Upcoming MC² Lenses on Learning Training Sessions:

Session 1 - September 21st (North)

Session 2 - October 19th (North)

Session 3 - October 6th (Alamo) & 7th (LC/Hatch)



**Winners of the Las Cruces I
Academy Trivia Competition**

Summer Math Academies

Congratulations to all the teachers who attended the MC² mathematics academies this last summer. A total of over two hundred educators attended one of the four regional academies. One of the biggest benefits to come out of the academies was the learning about the Process Standards. Participants were asked to fill out an evaluation of the academy, and the first question asked which academy topic educators found to be the most beneficial to them and their teaching. Seventy-five of the teachers thought the sessions on the Process Standards were the most beneficial. Keeping this in mind, the MC² staff has created a tool to help teachers reflect on the implementation of the Process Standards in their classroom. If you would like more information on this tool, ask any of the MC² staff.

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"Other teachers sharing their experiences and everyday highs and lows, makes me feel part of a large group of educators that have the same goal, guiding students to become successful now, tomorrow, and in the future."

A Participant's comment about the 2009 Academy



Ted's Monthly Math Problems



- Ocotillo High School held a dance last week to celebrate the start of a new school year. Some of the students came in boy-girl pairs, and some came as singles. If 40% of the boys came with a date, and 50% of the girls came with a date, what percentage of all students came with a date?
- Kevin has learned that you can always cut a right triangle into two smaller right triangles. He wonders if this is also true for acute triangles and for obtuse triangles. After some investigation, here is his conclusion: "You can always cut an obtuse triangle into two obtuse triangles, but you can't always cut an acute triangle into two acute triangles." Is Kevin correct? Explain.

April/May Answers:

The rectangle puzzle says "DONT WORRY BE HAPPY". Notice that some of the similar rectangles are turned sideways from each other, but they are still similar.

The cost of the CD is \$12.99. I like this problem because it is one of the simplest cases where using a variable makes solving the problem easier. If we let C be the cost of the CD, then $.07C$ is the amount of tax on the CD. So we have $C + .07C = 13.90$. Then we factor out C from the left-hand side to get $C(1 + .07) = 13.90$, or $1.07C = 13.90$. Then all we have to do is divide both sides of the equation by 1.07 (and round to the nearest number of cents) to get $C = \$12.99$.

We're on the Web!
MC2.nmsu.edu

Getting to Know the MC² Staff: Regional Field Specialists

Central

- Alamogordo**
Janice Bradley
Patricia Carden
Kalle Jorgensen
- Region IX**
Janice Bradley
Kalle Jorgensen



North

- Española**
Emmanuel Espinoza
Lisa Matthews
- Moriarty**
Dana Dawson
Lisa Matthews
Bill Schrandt
- Raton, Santa Rosa, Las Vegas, Taos**
Lisa Matthews



South

- Las Cruces**
Wanda Bulger-Tamez
Patricia Carden
Kathe Kanim
Michelle Sterling-Rodriguez
- Hatch**
Rocio Benedicto
Wanda Bulger-Tamez
Patricia Carden
Michelle Sterling-Rodriguez



Southeast

- Hobbs**
Edwina Henslee
Cathy Kinzer
Regina Watson
- Lovington**
Patti Ann Ancell
Cathy Kinzer
Regina Watson
- Dexter, Loving, Lake Arthur, Tatum**
Cathy Kinzer
Regina Watson



Q's & A's

Principles for Principals

Q: What is the difference between a Math department meeting and a Math PLC?

A: In a Math department meeting, the members talk about the overall running of the math program. Most of the management issues are taken care of during this time. In a Math PLC, the members are learning in one form or other about the math and the students in their classes. By looking at student work, assessment, or the math of a unit, teachers are learning where to strengthen the math in the classroom.

PLC CORNER

BY JANICE BRADLEY

Are we who we say we are as a learning community?

Sharing the same values and vision is one of the elements of a learning community. Being clear and intentional about values for student achievement, and beliefs that all students can learn, are key factors in determining goals for student success.

Five Tips for Sharing the Same Vision

- **Make vision and values visible** – You only need to do this once! Ask everyone individually during private think time, to write down three characteristics of a successful math student. Then, share with a partner. Finally, share with the PLC group. Record the patterns and themes on chart paper. You now have a shared vision to display and use for the rest of the school year.
- **Ask the students** – Repeat the above procedure with students. It takes 5 minutes per class. Collect patterns and themes during the day with all classes. Students now have a voice in co-creating a vision for their learning that can guide teachers' PLC conversations.
- **Connect PLC talk and actions to the vision** – It is easy to get "out of focus" during PLC time. One thing leads to another and before you know it, the group is off the learning topic. It helps if the facilitator or PLC member connects the talk and/or actions to the visible vision.

- **Ask two questions** – If the PLC topic seems confusing, ask two questions. Anybody can ask: Wait a minute... How is what we're talking about right now related to our vision? If we take this action or do this thing, how can it help students?

- **Shift from "what I'm doing" to "what they are doing"** – Try to achieve a balance of talk about "what I'm doing" to "what students are learning". This is not an easy shift. When talk connects the teaching actions to student learning, the vision can be realized.

Web Resources

- ✓ **Connected Math Program Resources for educators, parents, and kids:**
<http://connectedmath.msu.edu/>
- ✓ **New Mexico Mathematics Content Standards, Benchmarks, and Performance Standards:**
<http://www.ped.state.nm.us/MathScience/dl08/Standards/MathStandardsComplete2008.pdf>

Updates on Grant Proposals

- ❖ NSF Grant Proposal Awarded – MC² Leadership Institute for Teachers (LIFT) was written by MC² staff and mathematicians. The grant will fund two cohorts of 30 mathematics Teacher Leaders each to participate in two, two-year institutes; support mathematicians and educators to design and teach courses to blend mathematical concepts using K-12 vertical alignment with knowledge and skills in pedagogy and leadership; support site-based mentors to provide weekly support to Teacher Leader candidates at the school site and help them transition the learning from the institute into practice; and support qualitative and quantitative research. Congratulations!

Mark Your Calendar

State Math/Science Conference

October 22-24 in Ruidoso, NM

Details at nmctm.org

We want to hear from you!

Email your ideas and suggestions to:
Patricia at parden@nmsu.edu

**Thank you to everyone
who provided information for this
month's newsletter!**

