2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

NOTICE OF INTENT

Name of Institution (Include Branch/Campus and School or Division)

University of New Orleans, Lake Front Campus

Address (Include Department):

2000 Lakeshore Drive; New Orleans, LA 70148

Principal Investigator(s): Drs. Yvelyne Germain-McCarthy and Craig Jensen

Phone: Germain: (504) 280-6533 Fax: (504) 280-1120; Jensen: (504) 290 7442

E-mail: ygermain@uno.edu; cjensen@uno.edu

Tentative Project Title: Leaders of Mathematics Through Inquiry-Based Learning in Grades 4 -12

This non-binding Notice of Intent should include the following information:

- (1) Content: Mathematics- Number relations and algebra in an applied setting
- (2) The districts or regions to be served; (Place an * by the high-need LEAs)

We will target three low achieving middle/elementary schools in Orleans and three high schools in Orleans and Jefferson parish so that we can have an impact in those schools. LA GEAR UP schools will have first priority. We will invite other schools if there are spaces left.

- (3) The intended grade levels; 4 to 12
- (4) The proposed outcomes.

Project will use the Core Standards, Focal Points and Focus on *High School* Mathematics: *Reasoning and Sense Making* documents as guides for delivering its major goals:

- (A) CORE STANDARDS ACROSS GRADE LEVELS (CCSS): Foster awareness and applications of the CCSS across grade levels and encourage vertical planning through grades 4-12 and beyond with an awareness of common content problems that cross grade levels;
- **(B) STUDENT ACHIEVEMENT:** Increase participants' students' achievement in high stakes testing by stressing their engagement in worthwhile tasks;
- (C) CONTENT KNOWLEDGE: Increase participants' content knowledge in number relations and algebra through problem solving;
- (D) INSTRUCTIONAL STRATEGIES: Increase participants' skill in collaboratively applying the lesson study process to create effective lessons which incorporate: (i) CCSS and LDE Literacy Plans, (ii) manipulatives, calculators, and computers, (iii) concepts in number relations and algebra, (iv) rich, worthwhile, and engaging tasks in a real world setting that focus on reasoning and sense-making;
- **(E) ASSESSMENT STRATEGIES:** Increase participants' use and skill with assessment strategies, stressing both assessments which are directly analogous to high stakes testing to insure student comfort and performance on these as well as alternative assessment strategies which more thoroughly assess student comprehension and understanding;
- **(F) UNO MATH-SCIENCE COLLABORATIVE:** Increase the involvement of UNMASC in K -12 schools as mentors of teachers and tutors of children:
- (G) COACHING, INTERVENTION, AND LEADERSHIP: Encourage (i) project staff, (ii) project participants, and (iii) local school leaders to get involved in collaborating, observing, coaching, and intervening when needed so that we can insure we have EVERYONE on board and that the school implementation is successful. In addition, stress leadership beyond the school level in lesson study open houses, conferences, web-based media, and coaching to help educational community.

LOUISIANA SYSTEMIC INITIATIVES PROGRAM 2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS COVER PAGE

Indicate content focus: Mathematics School Districts To Be Served: Grade Level(s) Targeted: 4-12 Indicate high-need districts with Number of Targeted Participants: 30 an asterisk * Number of Targeted LA GEAR UP Schools: 1 Jefferson*, Orleans*, and other districts in the Greater New Orleans Area Higher Education (Include Branch/Campus/Other Components): University of New Orleans University of New Orleans; Department of Curriculum & Instruction, 2000 Lakeshore Drive, New Orleans, LA 70148 Title of Proposed Project: Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12 Funds being requested for each funding cycle: October 1, 2012 - June 15, 2013 July 1, 2012 - September 30, 2012 \$128,533.86 \$79.884.16 Matching funds from partners: Other: High-need LEA(s): THE: \$4500 \$57, 863,84 The signatories certify that the institution and the proposed project are in compliance with all applicable Federal and State laws and regulations. Dept./Telephone No./Email Address Signature Name/Title/Institution Director Yvelyne Germain-McCarthy, Curriculum & Instruction / 504-280-6533 vgermain@uno.edu Professor Mathematics / 504-280-7442 cjensen@uno.edu Co-Director Craig Jensen, Associate Professor Mathematics / 504-280-6123 Co-PI Dongming Wei, dwei@uno.edu Professor Mathematics / 504-280-6124 Co-PI Kenneth Holladay, khollada@nnn.edu Professor Curriculum & Instruction/504-280-6607 Co-Pi Ivan Gill igill@uno.edu Associate Professor Biological Sciences/ 504-280-6196 Co-P1 Stephen Gasior sgasior@uno.edu University of New Orleans / 504-280-6201 Peter J. Fos pfos@uno.edu **UNO President** College of Education / 504-280-1278 April Bedford Whatley College of Education awhatlev@uno.cdu College of Sciences / 504-280-6303 Steven G. Johnson, Dean, sgjohnso@uno.edu College of Sciences Office of Financial Services / 504-280-6209 Linda Robison, CPA, Vice Chancellor for Irobison@uno.edu **Financial Services**

LOUISIANA SYSTEMIC INITIATIVES PROGRAM 2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS

PROJECT ABSTRACT

Name of Institution (Include Branch/Campus): University of New Orleans

College/Department: University of New Orleans

Principal Investigator: Yvelyne Germain-McCarthy

Phone: (504) 280-6533 Fax: (504) 280-1120

E-mail: ygermain@uno.edu

Title of Project: Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12

Abstract (maximum of 500 words):

(1) Overall Vision

The project seeks to develop the capacity of teachers, content area coaches, administrators and UNO math faculty to implement the Common Core Standards (CCSS) by providing the subject-area expertise knowledge and pedagogy necessary to engage students in dynamic learning experiences. We will utilize technology platforms to facilitate collaborative learning and on-going professional development to support the CCSS. The lesson study process will be the driving force for implementing workshop activities in the schools that address the CCSS. We aim to impact six targeted schools in New Orleans and Jefferson of which three are elementary and three are high schools.

(2) Content Focus

Following the NCTM October 2009 document Focus in High School Mathematics: Reasoning and Sense Making and the Common Core State Standards Initiative adopted by Louisiana in 2010, we will focus on how to develop reasoning skills that permeate the content areas of algebra, geometry and number relations. Material will be presented as real world issues which emphasize mathematical modeling.

Measurable Objectives

We use the CCSS, Focal Points and Focus in High School Mathematics: Reasoning and Sense Making documents as guides to organize the objectives within five major categories: (1) Content Knowledge - Increase participants' content knowledge in numbers and number relation through algebraic/geometric thinking and problem solving; (2) Instructional Strategies - Increase participants' skill in collaboratively applying lesson study process to planning for mathematics and literacy instruction; (3) Assessment Strategies - Increase participants' use and skill with assessment strategies, stressing both assessments which are directly analogous to high stakes testing to insure satisfactory performance on these as well as alternative assessment strategies; (4) enhance teachers' knowledge of appropriate use of technologies that include calculators, computers, Promethean or Smart Boards, OpenSim or Second Life; (5) Increase the involvement of the UNO Math-Science Collaborative in K -12 schools as mentors of teachers and tutors of students.

(3) Targeted Districts

Orleans and Jefferson Parish Schools. LaGear-UP Schools will be recruited first.

(4) Participants

30 participants from a pool of teachers, school coaches and administrators will be invited from the targeted schools. However we will also extend invitations to other public and private schools in Orleans and Jefferson Parish if we have spaces left over.

(5) Contact hours:

Although project is for 17 days, participants will be engaged for approximately 18 days or 108 hrs. with 16 days occurring outside of school hours.

- Summer institute: 10 days (60 hours);
- AY institute: 2 Saturdays (12 hours);
- Online: 2 days (12 hours);
- Classroom observations and follow-up: (6 hours)
- Mentoring: 1 day (6 hours)
- -Lesson study Open house 2 days (12 hours)
- -Local conference (6 hours)
- (6) Number of participants: 30 teachers, content coaches, administrators
- (7) Grades: 4 12

(8) Activities and Outcomes:

Because CCSS recommends application of knowledge in authentic contexts, teachers will be engaged in situations that integrate critical and creative thinking, collaboration, problem-solving, research and inquiry as well as presentation and demonstration skills. Morning workshops focused on numbers and relations strand as well as algebraic and geometric thinking will be guided by the Annenberg on-line series of texts and videos as well as the test NCTM series of texts supporting Reasoning and sense-making. Afternoons will be spent in grade level groups or school teams to develop research lessons that focus on the CCSS to integrate technology. In addition to a message board created for the previous LaSIP grant, we will be implement an OpenSim platform so that teachers can interact with each other and with the tools that will be there to reinforce learning.

Proposed outcomes are to increase the content knowledge of students by enhancing teachers' content knowledge, pedagogical skills, use of technology and leadership abilities. Pre-posttests, classroom observations, reformed-based lessons and conference or school presentations will help assess the outcomes. One elementary and one high school will host a lesson study open house for the community during the academic year. We have documented the current LEAP and End of Course Data for our 6-targeted schools so that we can show gains by next year.

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PROJECT PROGRESSION TIMELINE OF ACTIVITIES TABLE

PLEASE NOTE: OBJECTIVES LISTED ARE FROM THE Measureable Objectives Worksheet

Time Line	Contact Hours (per participant)	Action/Activities	Measurable Objective for each activity	Staff Responsible
	Pre-pla	nning before summer i		
November 2011		Contact Principals, Teachers, district leaders; get support forms and demographic data	G3-O1	McCarthy/Jensen
January– June 2012		Teacher Recruitment		McCarthy/Jensen
March – July 1		Summer Program Planning		McCarthy/Jensen
June 7 -8		Co-Pi/Coach planning		Staff and Coaches
Order by June 1		Supplies Ordered		McCarthy/Jensen
Order by June 1		Teaching Materials Ordered		McCarthy/Jensen
		Summer institute		
July 9 - 13 July 16 - 20	60	Summer Institute	G2-O1	McCarthy/Jensen, Wei/Broussard/ Speaker/Felton
First week	1.5 hrs	Participants take pretests		McCarthy/Jensen
First week	4	Integrating Literacy and Math	G1-O2, G2- O1, G2-O3	Staff/ Barnitz
Second week	4	Participants create student pre-posttests	G1-O1, G2- O1, G2-O3	McCarthy/Jensen/ Felton
Second week	15	Lesson study planning	G2-O3	McCarthy/Jensen, Wei/Broussard/ Felton
End of first week	6	Message Board, SL	G2-O3	McCarthy/Jensen
Last day in summer	1.5 hrs	Participants take post tests		
Last day in summer	5	Principals' day		McCarthy/Jensen /Staff
		Post-summer institute		
Ongoing		Budget work		McCarthy
Ongoing	12	Maintain message boards – update information	G2-O3	McCarthy
Ongoing		Budget work		McCarthy
		Fall Institute		
September – December 2012	18	Fall Institute-		Staff

September		Administer students' pre-tests	G1-O1, G1- O2	Felton/ McCarthy
September November	6	Classroom observe/Mentoring	G2-O2	Staff
November	3	Open classroom observations		Staff
January 2013	6	Greater New Orleans Teachers of Mathematics conference	G3-O2	McCarthy
February – April 2013		Spring Institute		McCarthy/Jensen/F elton
February March	6	Classroom observe/mentoring	G2-O2	Felton/Cobar
April		Administer students' post-tests	G1-O1, G1- O2	McCarthy/Jensen/F elton
April	6	Lesson Study Open house	G2-O2	Staff
ongoing		Prepare Budget and budget report	G2-O2	McCarthy
May		Collect student's pretest	G1-O1, G1- O2	McCarthy

NARRATIVE

A. Rationale and Need for the Project

Our overarching mission is to improve teachers' content and pedagogical knowledge while participating in a collaborative process for researching and addressing their students' needs. In so doing, we aim to increase the achievement of their students on assessments designed by the teachers as well as on standardized tests.

i. Detailed profile of students and teachers.

From the New Orleans Parents Guide to Public Schools, we find the following information about the New Orleans area public elementary schools. The assessment index is issued by the State of Louisiana approximately every two years and grades how well the school is doing academically. It goes from 0 - 200. A score of 100 indicates that students on average show basic skills in math, English, science, and social studies for their grade. A score of 75 indicates nearly basic and a score of 40 indicates that they do not show basic skills. Any score that is 60 or below is labeled "Academically Unacceptable". Table 1 is a representative of the schools in our major school districts.

TABLE 1 School	Reduced	Free	Black	White	Latino/	Assessment		
	Lunch	Lunch			Hispanic	Index		
ALGIERS CHARTER								
Martin Behrman Elementary	5.0%	91.1 %	96.7%	1.1 %		99.3		
Harriet Tubman Elementary	3.1 %	92.7%	96.3 %	0.6 %		55.4		
Algiers Technology Academy	5.2%	83.0 %	93 %	1.2 %		55.0		
William Fischer Elementary	2.1%	92.1%	99.5%	2.0%		36.8		
Dwight Eisenhower	11.9%	78.6%	89.1%	1.3%		80		
Elementary								
NEW BEG	INNINGS (CHARTER	R- Targeted	d Schools				
P.A. Capdau Elementary	1.7%	97.2%	98.1%	1.9%		71.2		
TARGET SCHOOL								
Medard Nelson Elementary	3.7%	94.4%	97.3%	0.2%		65.2		
TARGET SCHOOL								
Gentilly Terrace Elementary	3.1%	93.4%	94.0%	1.9%		73.6		
TARGET SCHOOL								
Lake Area High School		89.2 %	99.3%	0.8%		70.1		
TARGET SCHOOL								

NEW ORLEANS PUBLIC SCHOOLS & RECOVERY SCHOOL DISTRICT (RSD)									
School	Reduced Lunch	Free Lunch	Black	White	Latino/ Hispanic	Assessment Index			
Einstein	9.0%	84.7%	65.1%	0.2%	6.9%	89.1			
Sarah T. Reed High School	1.2%	76.6%	91.7%	0.8%	2.1%	35.5			
Fannie C. Williams Elementary	1.6%	92.4%	97.6%	0.6%	0.8%	62.1			
Langston Hughes Academy	8.2%	87.6%	99.2 %	0.5%	0.2 %	74			
Lafayette Academy Charter	7.5 %	81.8 %	91.9 %	5.7 %		87.7			
Sophie B. Wright Charter	0.0%	100.0%	95.8%	1.5%		83.0			
Alice Harte Elementary	5.6%	64.1 %	88.0 %	5.3 %	4.5%	94.1			
Audubon Charter School	9.6%	36.4 %	43.2 %	44.3 %	3.3%	114.1			
Priestly Charter School	0.9%	88.9%	98.5%	0.6%		41.4			
Edward Hynes Charter School	5.5	87.8	67.6	0	7.2	66.7			
Mary Bethune Elementary	1.6%	80.7%	94.8%	1.9 %	1.6 %	123			

High Schools	Reduced Lunch	Free Lunch	Black	White	Latino/ Hispanic	Assessment Index
See above for New Beg. Charter	Lunch	Lunch			Hispanic	Hucx
for Lake Area HS results						
West Jefferson:	8%	75%	52%	15%		55.4
TARGET SCHOOL	070	7570	3270	1370		33.4
McDonough 35:	5.5%	78.4%	99.3%	0.2%	0.4%	83.9
TARGET SCHOOL						
Destrehan:	9.1%	30.9%	34.1%	59.5%	4.9%	105.3
(Expert Partner)						
Walter Cohen High School	0.7%	76.3%	98.6%	0.5%	0.7%	28.2
Joseph S. Clark High School	0.0%	72.0 %	97.2%	0.8%	1.7%	22.8
L.E. Rabouin High School	3.4%	78.3%	98.6%	0.3%		22.6
John McDonogh High School	1.9%	76.4%	98.9%	0.5%		32.2
George W. Carver High School	1.7%	97.2%	98.1%	1.9%		71.2
Sarah T. Reed High School	2.9%	70.3%	91.5%	0.5%		33.6
Algiers Technology Academy	5.2 %	83.0 %	93.0 %	1.8%	3.6 %	55
O. Perry Walker High School	5.1%	89.5%	99.3%	0.2%	0.1%	68.4
Sojourner Truth Academy	4.8%	86.3%	94.4%	0.0%	4.0%	53.5
Miller-McCoy Academy for Math	5.3%	67.0 %	99.1%	0.0 %	0.4 %	69.5 %

In summary, most schools report an assessment index below the level 100.0 of having basic skills, and most are labeled "Academically Unacceptable" by the assessment index.

ii. Specific content needs of students and teachers to be served.

We will give priority for admission into the program to teachers from schools who have helped us with our collaborative planning efforts. Currently, the proposed targeted grades 4-8 teachers will all come from schools in the

Capital One New Beginnings Charter School Network: P.A. Capdau, Medard Nelson, and Gentilly Terrace. The proposed targeted high schools consist of Lake Area (also a New Beginnings school), West Jefferson, and McDonough 35. In addition, Destrehan High School will be added as an expert partner as they are skilled in integrating technology in the classroom and will be able to aid other schools in this endeavor. All schools (including the expert partner) have indicated an interest in learning and integrating the CCSS and the workshops will address this thoroughly.

We will stress number and relations and algebraic thinking with the middle grades participants because numbers and relations concepts is the LaSIP focus for this year and because it is frequently cited as a focus area on elementary schools' action plans and on the teachers' list of needs (Table 3, Appendix A). Table 2 shows that our (non-expert) targeted high schools have an average of 32% and 46% of students needing improvement in algebra and geometry, respectively. This implies that entering high school students are likely not adequately prepared for the content knowledge they must learn in high school. Nevertheless, it is still the responsibility of high school teachers to get students to achieve at the "good" score. The project will thus integrate numbers and relations with literacy and algebraic and geometric reasoning so that teachers can see the progression of potential learning-gaps occurring in these strands across the grade levels to reduce remediation at early stages. A theme that will permeate the content is the suggestion of the October 2009 NCTM report for high schools that recommends math teachers focus on reasoning abilities first and foremost and that this will have benefits for all students, including remedial ones. We hope to have copies of the series of books that support the report by examining the five key elements to reasoning algebraically and geometrically: meaningful use of symbols, mindful manipulation, reasoned solving, connection algebra with geometry, and linking expressions and functions. Another source for content and guidance is the CCSS which Louisiana adopted July 1, 2010. The approach recommended by CCSS very closely follows those recommended by NCTM. In particular, it is recommended that problems have a realworld focus and that mathematical modeling be emphasized. To help with this goal, we have science educators Dr. Gill and Gasior on staff as Co-PIs. During the summer institute, they will co-design lessons with out-of-classroom components or virtual worlds that are interesting and which involve mathematical modeling of real-life and engaging problems.

Table 2: Targeted High Schools' End-of-Course Tests Percentages for Algebra/ Geometry

		Alg	ebra %		Geometry %			
	Excellent	Good	Fair	Needs Imprv	Excellent	Good	Fair	Needs Imprv
Destrehan (Expert Partner)	10.0%	50.0%	28.0%	12.0%	21.0%	33.0%	30.0%	16.0%
Lake Area	2.2%	18.9%	36.7%	42.2%	1.0%	10.8%	40.2%	48.0%
McDonough 35	7.0%	34.0%	39.0%	19.0%	0.0%	21.0%	41.4%	38.0%
West Jefferson	9.0%	25.0%	32.0%	34.0%	4.0%	14.0%	28.0%	53.0%

Table 3: Targeted Schools' Average Percent Correct by Strand: 2011 LEAP Assessments

Gentilly Terrace Pierre Capdau

Strand	4th	5th	6th	7th	8th	Strand	4th	5th	6th	7th	8th
Algebra	67	58	553	49	51	Algebra	44.68	69.39	48.95	60.53	55.85
Data & Prob	63	63.	57	58	51	Data & Prob	65.54	61.0	58.15	63.3	62.2
Geometry	49	68	60	53	42	Geometry	66.46	61.48	54.98	53.6	55.73
Measure	49	49	35	61	26	Measure	63.04	32.84	52.05	30.58	58.0
Patterns	51	64	52	51.	42	Patterns	61.11	47.41	50.55	53.15	59.63
Num & Rel	58	71	49	38	53	Num & Rel	62.39	48.18	39.65	58.48	46.87

Medard Nelson

	4	5	6	7	8
Algebra	47%	70%	58%	48%	62%
Data & Prob	61%	65%	63%	57%	58%
Geometry	64%	68%	63%	50%	58%
Measure	48%	34%	66%	29%	52%
Patterns	53%	60%	53%	43%	49%

iii. Other pertinent needs to be addressed.

A. Teacher Needs:

Because many difficult mathematical concepts that arise in middle and secondary school are connected to rational numbers, we will place an emphasis on numbers and relations activities that require strong conceptual understanding of rational numbers. To improve student reading and writing, the schools need teachers who incorporate literacy instruction in all of their teaching. Since the emphasis on the scientific study on reading and reading teaching, many reports have indicated that teacher knowledge, skills, and dispositions do not reflect the research cited as scientific by the reports (National Reading Panel, 2003; Walsh, Glaser, & Wilcox, 2006).

B. School Leadership Needs. The project aims to enhance teacher leadership skills so that participants may serve as content coaches in their schools. Schools today do have professional learning communities and this project will help develop coaches to guide the discourse of these communities towards packaging best practices in the writing of research lessons that directly impact the students. Our technology coaches will be instrumental in helping to develop this capacity.

Two of our school teams have already had their research lesson proposal accepted for the Greater New Orleans Teacher of Mathematics (GNOTM) conference this March. All of our teams will present their lessons at a department meeting at their schools.

C. Addressing Participant Needs Through UNO Faculty Needs: In this section we highlight an important collaboration that has taken place at UNO between mathematics and science education faculty and the mathematics and science faculty from College of Sciences. During the 15 years that McCarthy has taught at UNO, her only interaction with the Mathematics Department had previously been to discuss NCATE issues. Once NCATE passed, the collaboration ended. Something great has evolved in the last few years. Several mathematicians approached her about writing grants to improve teacher and student content knowledge so that UNO may eventually get a better pool of students while simultaneously building relationships to recruit and retain students. We have also discussed such options with science faculty and they, too, are on board. As of this writing, four of them have already served as Co-Pis on LaSIP grants and are working with her to discuss possible grant opportunities. Because of this unique collaboration, we are all Co-PIs on this proposed LaSIP grant which is why we can include vertical collaboration for grades 4-12 as we consider the implications and resources for implementing the CCSS! Thus, the UNO MATH- SCIENCE -EDCUATION Collaborative (UNMASC) is in full force and has already delved into the professional development arena by serving as consultant to neighboring schools. We have been invited by Dr. Vera Triplett (CEO of New Beginnings Charter schools) to work with teachers in the New Beginnings Charter schools. UNMASC also volunteers 2 -3 hours per week in the schools to tutor students who have good attendance but are struggling to pass LEAP. These are wonderful opportunities not only for the students, but for our mathematicians and scientists to interact with local area teachers and students and thereby increase their capacity and credibility to later apply for other professional development grants better to prepare students in our area. We are setting our vision for submitting an application for the NSF Math and Science Partnership (MSP) grant for December, 2012. Because of its work for LaSIP, UNMASC has gained all the necessary expertise to be a recipient of the MSP! Simultaneously, we need better to prepare our scientists and mathematicians to teach through strategies other than lecture will be met since we collaborate in the writing of lessons to meet our goals. In addition, we will continue to require that the Co-Pis present their lessons at the Greater New Orleans Teachers of Mathematics conference every year.

D. Addressing Students' Needs Through Collaboration

Too often we hear college mathematicians, high school teacher, middle school teachers and elementary school teachers lament the lack of mathematical understanding of their students. We will again create a forum for high school and middle grades mathematics teachers to discuss common issues arising out of the demands of the CCSS. We will launch discussions for grades 4 –college that requires EVERYONE to reflect on:

*The math skills and understanding I WISH my students had (these will be posted across grade levels on the wall)

*What are the common issues across the grades and colleges?

*How do we address the common issues at our own grade levels and colleges?

We expect that this wish list will show numerous patterns where mathematical understanding and connections should have occurred but did not. With that knowledge, the teachers will then choose just one area and begin to problem solve how to eradicate that problem at their grade level or content area. We can launch this process during the summer and continue this discussion during the academic year. This forum will serve as a unique opportunity for promoting articulation across grades 4-12 and the colleges (UNO and Delgado Community).

Discussion of how well all partners worked together

To identify and address the in-service needs of local teachers, schools, and districts, we sought the input of teachers, principals, and administrators from New Beginnings schools, Jefferson Parish schools, and other schools in the Greater New Orleans Area. In addition, we consulted with collaborators from Delgado Community College to determine which content strands are most needed by their students to perform well in higher education. Collaborative discussions included those on developing the capacity of teachers and administrators in targeted schools to create and sustain reformed mathematics and literacy instruction. Information from the ILEAP/LEAP and EOC assessments as well as each school's consolidated plan and statewide action plans helped decide the content areas for this grant. We summarize our meetings with the partners in the Appendix as well as principal commitments and letters of endorsement from the districts. Teachers and leaders have been very supportive of the project and have conveyed many useful and insightful ideas and comments with us as far as their needs and recruitment.

B. Project Design

The project proposes to develop participants' capacity to raise students' scores in numbers and relations, rational numbers, algebraic and geometric thinking, and literacy by delivering standards-based and best practices informed professional development to 30 participants (in teams) from grades 4-12 drawn from target schools. Because of

UNMASC's diverse expertise, we will address the content needs of 4-8 teachers' separately from those of high school teachers in different meetings that occur concurrently. However, we will combine the groups to discuss and take action on pressing issues that continue negatively to impact our students progress such as being underprepared for the next grade level.

i. Measurable Objectives

Goal 1, Objective 1 (G1-O1): At least 50% of students of the participants will show at least a 10% increase from an August pre-test to an April post-test of the content.

The participants will be teachers or leaders in grade levels 4-12. During the course of the summer institute, participants will divide into grade level groups and design an appropriate pre- and post-test for the content knowledge of the grade they teach. We aim to stress the importance of reasoning and sense making with the participants and to discuss some methods which they can use to help their students develop these skills. Participants will give their students a pre- and post-test which emphasizes both mathematics knowledge and reasoning skills. Participants will design these tests for their students with the help and feedback of seminar staff during the summer seminar. Students of the participants will be given the pre-test in August and the post-test in April.

Goal 1, Objective 2 (G1-O2): At least 50% of the participants will show at least a 10% increase from a COMPASS pretest of their content knowledge given the first day of the summer institute, to a COMPASS posttest given on the last day of the summer institute. At least 100% will have a score of 70% or greater on a posttest on pedagogy.

We choose to view teachers' mathematical competency as defined in the book, <u>Adding It Up: Helping</u>

<u>Children Learn Mathematics</u> (2001) where five components are used to capture most of the aspects of mathematical expertise:

Conceptual understanding—comprehension of mathematical concepts, operations, and relations.

Procedural fluency—skill in carrying out procedures flexibly, accurately, efficiently, and appropriately.

Strategic competence—ability to formulate, represent, and solve mathematical problems

Adaptive reasoning—capacity for logical thought, reflection, explanation, and justification.

Productive disposition—habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy. The book emphasizes that these strands are interwoven and interdependent in the development of proficiency in mathematics. While productive disposition is best measured through discussion and

classroom observations, the other four can be quantified. We will use COMPASS to measure the first three and the pedagogy test to measure the first four competencies.

Goal 2, Objective 1 (G2-O1): By March 2013, all participants will have designed their research lesson and have had it observed by the UNO staff and colleagues from their schools.

By the end of the summer institute, we want participants to be almost finished with their research lesson. Participants will be spending most afternoons designing the lessons in school team groups. They should then try them out in their classes in the fall of 2010, modify them as appropriate based on student reactions and observers' comments to the lessons, and have a finished product by March 2013.

Goal 2, Objective 2 (G2-O2): The LaSIP Observational Tool will show at least a 10% increase (as measured in from fall 2012 pre-observation to spring 2013 post-observation) in the percent of time students of the participants are highly engaged in high cognitive activities.

One of the elements that the LaSIP Observational Tool measures is the percent of time students are highly engaged in high cognitive activities. Objective G2-O2 requires that this will show at least a 10% increase as measured between the fall 2012 pre-observation and spring 2013 post-observation. Project staff will be performing regular classroom observations using the LaSIP Observational Tool (LOT.) The site coordinators Ms. Felton and Ms. Cobar will be performing most classroom observations. Dr. Jensen and Dr. Germain McCarthy will also each spend a couple of days on classroom observations. Finally, Dr. Dongming, Dr, Holladay, Dr. Gill and Mr. Broussard will be spending a day observing the classroom while they are accompanied by either Ms. Felton, Ms. Cobar, Drs. Jensen, or Dr. Germain-McCarthy. Dr. Gasior will serve as a mentor to the teachers to integrate OpenSim and Second Life in their teaching. We aim to have all of our Co-PIs gain a deeper appreciation for the complexity of teaching 4-12 grade students as well as reflect on effective pedagogy for teaching a diverse group of students. We will do at least two rounds of classroom observations. The first will be in the Fall the second will be in the Spring. Staff and coaches also will do at least three mentoring sessions each semester to help teacher and their students.

Goal 2, Objective 3 (G2-O3): By December 2012, all participants will have interacted with an on-line message board and OpenSim to store, revise, and upload their final lesson to serve as a resource for schools in Louisiana.

Participants will be required to post information to a message board and OpenSim (a free version of Second Life.)

The message board was created for the LaSIP program and is maintained on UNO servers (mathed.math.uno.edu). Dr.

Gasior will instruct participants on how to engage students within the OpenSim environment. (Second Life has minimum age restrictions that make it not appropriate for the whole grades 4-12 spectrum. OpenSim does not have these and could be maintained on a private server by a school and/or district so that they do not have to worry about their students interacting socially with people outside the school and/or district.) Participants will have to:

- α. Update the platforms throughout the summer institute as they design their lesson.
- β. Update the platforms with further details and revisions of their lesson as they modify it throughout the academic year.
- χ. Update the platforms with student reactions to their lesson after they try it out in their classroom.
- δ. Investigate and comment on the online resources provided on SL.

Benefits of the message board and OpenSim will be numerous. Here is a list of just a few positive things which will result from it:

They will serve as a resource for teachers throughout the state of Louisiana.
The P.I. has observed in other projects that (especially later in the academic year after the summer institute)
participants can lose their lesson plans, or the person responsible for a lesson plan can not show on a given day, or
for any of a number of reasons, a partially finished lesson plan is not available to the participants. The message
board and SL platforms will mean house projects in a central place so that participants have access to them when
necessary.
This is a way of incorporating appropriate use of technology and familiarity with online resources into the
summer institute and the project as a whole.

Goal 3, Objective 1 (G3-O1): Principals and district leaders representing at least 5 schools will sign letters of collaboration to support their teachers after communicating with project staff. In addition, at least 90% of school leaders will participate in the observation of their team's research lesson.

See section B. iv. below for a detailed account of our communication with principals and district leaders. We have met the first part of the objective. The second part will be met in December 2012.

Goal 3, Objective 2 (G3-O2): During the 2012-2013 Academic Year, project staff will mentor participants as participants demonstrate their leadership capacity and pedagogical skills by opening their classrooms to their colleagues (lesson study open classroom) or to the community (lesson study open house).

Because we want participants to take on leadership roles for the state of Louisiana in areas of mathematical education, we are requiring that they welcome not only UNO staff, but also other teachers and leaders from their school to observer the students' participation during the research lesson. We aim to continue breaking the U.S. mindset that observers are there to observe the teachers and hence, are not generally welcomed. Mentoring will be available from project staff and coaches as participants create their lessons and try to decide how best to present them to the students.

Goal 3, Objective 3 (G3—03): By January 2013, all Co-pis will have interacted with an on-line message board to store, revise, and upload their final lesson to serve as a resource for schools in Louisiana. This lesson will be submitted to GNOTM as a workshop of other teachers.

ii. Specific Subject-Matter Content/Classroom Instructional Strategies

The project will make use of the Annenberg/CPB Learning Math course components for numbers and relations, Algebra and Geometry. These components are standards-based, empirically supported materials (web, print, and video) designed to deepen teachers conceptual knowledge and to give them pedagogical skills that can strengthen students knowledge and understanding. Calculators (graphing and otherwise) and the Promethean Boards will be central to the project as teachers develop their knowledge and skills. We will use the CCSS, NCTM's, "Curriculum Focal Points for Prekindergarten Through Grade 8 Mathematics" and, "Reasoning and Sense Making in High School Mathematics." These documents will serve as guides to describe the crucial skills and content students should master in mathematics from grades 4- high school. Just as important is the wisdom we gained from the two grants we were awarded in 2010-2011 about the most common content gaps that cut across grades 4 –college. Because we want participants to see such patterns for themselves and thus gain ownership of the project's content focus, we will use the CCSS to address the challenges: Where must our students be at each grade level? Where are they now and how do we move them forward?

In addition, we will adhere to the recommendations from the Final Report of the National Mathematics Advisory Panel (2008) as we apply algebraic thinking to numbers and relations concepts better to prepare students to succeed in algebra. The report surveyed what has been learned about the teaching of algebra and identified common principles that can serve as models for improvement. It recommends that algebra serve as an organizing principle of elementary grades mathematics because doing so addresses five competencies necessary to students' development of mathematical proficiency: conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition. (http://www.maa.org/algebra-report/).

Additional areas that we will focus on are reformed-based pedagogy requiring teachers to facilitate, rather than dictate, learning and that of mathematical communication as it applies to literacy. The language of mathematics needs considerable instructional time as part of the curriculum. Adams (2003) provides a framework for reading mathematics that incorporates a wide range of strategies for teachers to use in developing learners' word recognition of mathematical terms, specific and specialized content vocabulary, problem solving and comprehension. She suggests that teachers need to pay particular attention to the special definitions of mathematical terms that provide i) new and multiple meanings for terms that children already know (i.e., square, volume); ii) homophones and similar-sounding words (i.e., plane-plain, one-won); iii) new concepts with new vocabulary terms (i.e., polygon, quadrilateral); iv) reading numerals and other symbols in context; v) relationships between words, numerals, and symbols; and vi) ordering properties of the language of mathematics. Widely included in the heuristics of problem solving is the notion of reading the problem (or even more basic reading the instruction). Since significant numbers of children in the schools participating in this project have literacy difficulties, teachers need to provide them with instruction that scaffolds the reading of instructions and problems and leads to increases in reading fluency embedded in mathematics.

The work of the National Reading Panel found scientific evidence to support five aspects of teaching literacy: phonemic awareness, phonics, fluency, vocabulary and comprehension, and suggests that teachers need strategies to teach each of these aspects of literacy to their students. These strategies include various explicit teaching and experiential activities including graphic organizers for words like centimeter and related metric system terms, using physical objects and activities to develop vocabulary knowledge (prism, rectangular, meter), mathematics word walls, morphemic structures (word structure analysis for words like centimeter, decimeter), vocabulary development and assessment, problem writing, journal writing, and using think-alouds with explicit instruction to assist in comprehension and task completion.

While literacy assessment and strategic interventions occur during periods devoted to reading and language arts in the elementary and middle schools, teachers with repertoires of literacy strategies can differentiate instruction appropriately in mathematics instruction to improve learner comprehension and performance in mathematics tasks (Florida Center for Reading Research, 2006; Graney, & Shinn, 2005; Kameenui, & Carnine, 1998). Teachers need to know these strategies and apply them fluently as part of their repertoire within mathematics teaching. This provides their struggling students with the scaffolding needed to follow written directions, read problems, solve problems, understand

the language and vocabulary of mathematics, and write about the understanding of mathematics.

Lesson Study

We have found that the lesson study process greatly helps our teachers improve their content knowledge and application of reformed-base instructional strategies. We have applied the following description of lesson study:

Lesson study is a professional development process teachers use systematically to examine their practice. The goal of lesson study is to improve the effectiveness of the experiences that the teachers provide to their students. The principal activity in lesson study is for teachers collaboratively to work on lessons which they determine to be important to furthering students' achieving important skills and attributes. Once the lessons have been taught and revised, teachers then share and disseminate ideas with other schools through what is called an open house. The main activities of the open house are teaching study lessons for the invited guests and discussing these study lessons with them so that the lessons can be improved.

One important component of this project is the training and facilitation of the participants for the use of lesson study in their planning for and assessment of instruction. School content leasers assist project staff during this phase of the project. Working lunches during the summer institute with the content leaders will help develop their skills at facilitating the Lesson Study process in their home schools. The NCTM Principles and Standards make explicit reference to the value of a lesson study approach to collaboration: "Reflection and analysis are often individual activities, but they can be greatly enhanced by teaming with an experienced and respected colleague, a new teacher, or a community of teachers. Collaborating with colleagues regularly to observe, analyze, and discuss teaching and students thinking or to do "lesson study" is a powerful, yet neglected form of professional development in American schools... work and time of teachers must be structured to allow and support professional development that will benefit them and their students (p. 19)." Wang-Iverson (2002) writes,

Lesson study is a natural fit with the No Child Left Behind legislation (U.S. Dept. of Education, 2001). If we truly are to leave no child behind, we need to rethink familiar practices we currently consider to be immutable. Lesson study could help us wrap our minds around different ways of thinking and working. Why are we not able to help all our students reach a minimum level of competency? Why do we sort our eighth graders into those who are and are not 'cognitively' ready to learn algebra, while other countries focus on helping all their eighth graders learn algebra and geometry? Lesson study, which builds upon teachers' shared knowledge and insight, supported by research, can help us overcome our own cognitive barrier concerning students' ability to learn."(p.1).

Integrating Technology

In his Los Angeles Times column, Hiltzik (2/6/12) expresses skepticism about introducing new technologies into the classroom. He writes, "Many would-be educational innovators treat technology as an end-all and be-all, making no effort to figure out how to integrate it into the classroom." (http://www.latimes.com/business/la-fi-hiltzik-20120205,0,639053.column). While we are enthusiastic about adding a stronger component of technology to this year's

grant, we are mindful that to be useful, it must be used appropriately to motivate teachers and students to learn important mathematics. Following Hiltzik's and NCTM's recommendation, our major aim is to have teacher and students do real world, project oriented learning so that the classroom and the outside world become an interesting and engaging place of learning. All of our targeted schools have a Smart or Promethean Board in the classroom. However, during our classroom observations, we see these technologies merely replacing the old blackboard or overhead projectors. While teachers may have attended a workshop on usage of the boards, there was no follow-up training or coaching to help them move to the next step of using the technology as a classroom tool for highly engaging students. Our staff and technology coaches will help make that happen.

A second important technological component is OpenSim which is an immersive virtual environment IMVE). The IMVE are a powerful technology to enhance education and collaboration. Individuals are able to log into a recreation of a classroom or conference environment to simulate a physical world situation but can adapt the virtual environment in ways that enhance or enable certain group activities and the mind. To use an IMVE, the user creates an account with a grid and uses a client to log into that grid. The grid itself is made up of several regions hosted on different servers. What distinguishes the IMVEs that are used in education as compared to commercial gaming platforms (Everquest, World of Warcraft, City of Heroes) is that the users are given tools within the game to create persistent objects (from desks, to clothing, to rocketships, and scripts). Second Life (SL), a commercial version of OpenSim, is the most successful commercial example of this platform and its huge library of user-generated content has enabled it to be successful for both education and entertainment. It should be noted that SL has a real economy based on United States currency for the purchase and sale of objects and services within their grid. However, the ability to register avatars and use the software are free. The proposed use of OpenSim in this grant is threefold. One, it can be used as a distance education/collaboration environment for meetings. Grant PIs and collaborating faculty can meet in the OpenSim grid we will create for the grant or the Second Life grid on the University of New Orleans Island (paid for already) and have voice conversations and be able to share resources and do presentations. Two, IMVEs can be used to simulate a classroom environment both for faculty development and for students to participate. Virtual classrooms are already on UNO's island that resemble a typical classroom environment and can be used for instruction or student study groups. In addition, faculty can have the opportunity to build and design their own classroom environments. These self-designed classrooms can be virtually tested for effectiveness by other faculty or students which could then help guide physical world classroom design. Three, virtual

objects with scripts can be purchased or designed that are math manipulatives. These interactive or demonstration builds can be used by students to learn fundamental math concepts. These are in widespread usage in Second Life in education in several areas of study. A recreation of the real Exploratorium is perhaps one of the best known examples. The design considerations for the manipulatives would emphasize minimal technical needs for each student and can be made very "click and play." This third usage could also be used as an assessment tool with worksheets as the graded item, or more ambitiously, to expect the higher grade-level students to use the building tools in OpenSim to make their own demonstrations of mathematical concepts. While the commercial grid Second Life has both community and usergenerated content and is stable to use, we will be adopting OpenSim because of its advantages in a 4-12 educational setting. OpenSim has the advantage that virtual environments can be hosted locally and kept closed off from other users or can be connected to an open grid but the host has much greater control over it. This is important because schools will not want their elementary aged children interacting with adults in a social network. Also, Second Life has minimum age requirements. Once content has been created and saved to a file, that content can be easily copied and redistributed. For example, the software can be made to run off an in-class computer with access only granted to those on the same network. They can even be distributed and run from removable media like flash drives without the need to be connected to the internet. This latter solution will be well-suited to lower grade levels in which using a closed environment is essential. Finally, as part of their daily activities participants will be given at least 60 minutes of grade-level groups time to share their insights on ways the content can be adapted to their grade levels as well as create mini-lessons for implementation. Reflection time that includes sharing concerns about the project and the ideas that arise therein will conclude the day. As Hirsch writes in his article on implementing CCSS: "Emerging technology holds the promise of making this kind of highquality professional learning more accessible and relevant to more teachers. Platforms that facilitate shared learning, learning analytics, and continuous improvement and evaluation systems can accelerate the pace of change needed to put the common core into place." (Education Week, February 1, 2012).

Summer and Academic-year Strategies to Meet Objectives

Time Period	Strategy	Goal/Objective
Summer & AY	Mathematics content every morning	G1, G2, G3
Summer & AY	Annenberg/CPB PD materials	G1, G2
Summer	Peer Teach-Mini Lesson Study	G1, G2, G3
Summer & AY	Interface with Web board and OpenSim	G2-03
Summer & AY	Modeling of Pedagogy by Instructors with guided reflection	G1, G2, G3
Summer& AY	Grade-level meetings for lessons focused on morning math content	G1, G2, G3
Summer	School group goal setting, meetings, LS research lesson initial	G2, G3

	planning and research	
Summer	Performance Assessment modeling with guided reflection	G2, G2, G3
Summer & AY	Working Lunches with content-leaders	
Summer & AY	Lesson Study meetings	G1, G2, G3
AY	Review of Student work	G1-01
AY	Lesson Study Open classrooms	G2-03. G3-02
AY	Observations and Mentoring	G1. G2, G3
AY	Attend/Present GNOTM conference	G1. G2, G3

Technology will be used throughout the program and a presentation by Dr. Gasior time will be devoted exclusively to discussing the use of technology, in particular, Second Life, to teaching and mentoring the teachers. Literacy will also be addressed throughout the program, following the guidelines of the Louisiana Literacy Plan. Dr. Barnitz, a literacy expert, will give a presentation, administer and grade the literacy pre-posttests. We have contacted Lynette Bates, Director of UNO's Upward Bound program, and will reserve a date where we can collaborate with the Upward Bound or PASS Programs. High school participants will present their projects to the Upward Bound students and revise them based on feedback from Upward Bound students, Upward Bound staff, fellow teacher-participants, and project staff. There are elementary grade programs that are held at UNO during the summer and Dr. Germain will contact the program director to determine if it would be possible to have the middle grades teacher do a similar teaching episode with those students. We will use the LaSIP observation tool to train teachers how to record their observations of the lessons to later share with others.

iii. Delivery Method

Participant selection. Participants were selected by emailing the document DOCUMENT: LETTER TO PRINCIPALS (see Appendix A) to principals and school district leaders and inviting them to forward it on and recommend it to their faculty. The participants will be teachers and teacher leaders in grades 4-12 from Jefferson and Orleans, parishes with special consideration to La GEAR-UP schools. Although we have invited a number of schools from Orleans and Jefferson and NOPS, we have targeted the four New beginnings Charter Schools and one high school in Jefferson Parish to serve as schools for high impact on student achievement. We limit the number of schools and parishes due to recommendations by past reviewers that we strive to have a deeper impact in fewer schools and districts. By improving teaching quality and providing professional development to teachers in high need schools, we will be directly fulfilling the three goals of the LaSIP program and the associated objectives of this project. A "typical" day in the institute is displayed in the chart below:

Time	Activity		
8:45-9:00	Coffee/ snacks provided by staff		
9:00- 10:15	Content and embedded literacy activity modeled with reform-based pedagogy		
10:15-10:20	Break		
10:20-11:30	10:20-11:30 Continue content and literacy activity modeled with reform-based pedagogy		
11:30-12:30	Lunch / Content Leader meetings		
12:30-1:50	Grade-level meetings to adapt the content		
1:50-2:00	Break		
2:00-3:45	Assessment/Lesson Study Team Meetings		
3:45-4:00	Reflection		

Detailed account of contact hours:

Type of contact	Details	Staff	Contact Hours
Summer institute	Summer institute proceeds for 10 weekdays: with 6 contact hours per day	All	60
		Felton / Jensen / Germain- McCarthy/Gasior	12
Online Message Board, OpenSim	Participants must upload research lesson and revisions on message board and SL	Germain/Jensen/Gasior/ Staff/Coaches	12
Mentoring Integrate new tools S		Staff/ Coaches	6
Classroom Observation	Each participant will have at least 2 classroom observations with follow-up—in AY	Staff	6
GNOTM	Participants will attend this conference	Staff	6
Totals			102

Time and deliverables outside of a whole group setting. Participants are required to both update their research lesson on the official message board and OpenSim for the program as well as host an open classroom or open house at their school. The number of hours for the message board-OpenSim activity is 2 days, or 12 hours and for the open house is 2 days. See Appendix B for Teacher deliverable sheet that will be given to participants that clarifies the stipend plan and the work required to receive the stipend. Participants will also attend the a local math conference.

Plan for coaches. Coaches will take lead roles in the grade level groups when the research lessons are designed and will provide mentoring to their teams once back at school. Their mentoring will focus on integrating technology in the classroom with real world applications.

Plan for providing feedback and support to participants. To better inform the project staff of participants' needs, participants will complete and anonymous questionnaire asking: "How could today's workshop have been improved?" In the past, responses have helped change scheduling of sessions or to include more of a certain strategy. In addition, project staff will provide support to participants in the form of assistance with the planning and preparation to teach their lessons

during the workshop and at their schools. Communications with their principals about the level of school support needed to accomplish the project's tasks will also be done.

Plan for dissemination to other teachers or leaders. A dissemination activity that is built into this project is the lesson study open classroom and open house where the staff or community and other LaSIP project directors are invited to observe and give feedback on the lessons. The introduction to this event provides background on the nature and application of lesson study as well as the procedures used to help teachers through the process. A second type of dissemination is that of conference presentations. All of the Pi's of this grant will submit a proposal to the Greater New Orleans Teachers of Mathematics based on a lesson they did for the institute.

iv. Collaborative Partnerships and Participant Recruitment

We held meetings with principals, teachers and district leaders (see Appendix A, D) and discussed information packets which: (1) Stated the objective of the project; (2) Described recruitment and selection of participants; (3)

Described the procedure of the project; (4) Describe deliverables and responsibilities of participants; (5) Requested a Principals commitment form where they agree to support their team of participants, provide \$150 for each in materials attend one workshop, participate in the observation of projects at their schools. We also asked the teachers to mark and X next to content strands they'd like the us to sue as a focus. We obtained signatures but letters of support always require extra visits on our part and....lots of reminders! The time frame of this grant did not permit us to do that. Thus, we sent a sample letter of support and asked principals to please read, modify where necessary and then sign and return to us ASAP.

Most of our teachers will be from high need LEAs. Dr. Vera Triplett, CEO of New Beginnings Charter schools, has written a letter in support of the project (see letters of support and Appendix), signed the Memorandum of Agreement Among Partners form, and participated in our planning process with all of her principals and vice principals.

Conversations with Ms. Dana Gonzalez of New Orleans Public School, Ms. Michelle Blouin-Williams and Dr. Christy Templet of Jefferson Parish, and Dawn Jacobi from Destrehan High School provided additional direction for the grant. We thus have signatures on the Cooperative Planning Efforts forms from teachers. principals and district personnel in high need LEAs.

C. Quality of Key Personnel

i. Provide a description of project staff which includes their role in the project, time commitment, project responsibilities, and relevant training and/or experience.

The project staff is well suited to meeting the goals of the project. As a middle grades and high school teacher, Director Dr. Germain-McCarthy taught 17 years in the public schools. As a full professor of Curriculum and Instruction at the University of New Orleans, she has directed LASIP grants for over 13 years. Her experiences with lesson study include participation in the first lesson study open house in the U.S. at Patterson School 2 in New Jersey. A chapter in her book of that school's work is the first to fully document the lesson study process in the US (Germain-McCarthy, 2001). She has been invited to present her work to schools implementing lesson study at a number of conferences. She is also a member of the state campus team to provide input into the development of the Partnership for the Assessment of Readiness for College and Careers (PARCC) for constructing CCSS assessments. For 2010 -2011, graduates from her elementary school math program ranked highest on the state's Value-Added Evaluation of Louisiana Teacher Preparation Programs for number of students passing ILEAP and LEAP (Appendix E). Director Dr. Craig Jensen, also a member of PARCC, is associate professor of Mathematics and Undergraduate Coordinator for the Mathematics Department. He participated as Co-PI for the current LaSIP middle-school oriented grant of Dr. Germain-McCarthy with multiple duties in many aspects of the grant. In the mathematics department, he is one of two main people who teaches the math classes (such as discrete mathematics, abstract algebra, and geometry) that mathematics education majors are required to take. He has been involved with 5 successful grants at UNO, and has 12 publications in refereed journals in the areas of Topology and Geometric Group Theory. In addition to mathematics classes, he has taught classes in cryptography for several years at UNO. Dr. Wei is an associate professor of mathematics whose work includes using equations to model transfer of heat. He also co-developed a course on financial mathematics that models real-life applications of rational numbers and usage of technology. His interests include teaching elementary student and monitoring their progress to determine effectiveness of instructional interventions. Dr. Stephen Gasior joined the UNO Department of Biological Sciences in Fall of 2007 and teaches a variety of lab, anatomy, and advanced courses. After attending a Second Life workshop on campus, he developed his own fluency in using Second Life and media hosting and started teaching nonmajors biology in the summer of 2010. The class was among the first fully virtual world immersed college science courses in the nation and was taught last summer and is ongoing this spring semester. In response to an offer of free hosting from Intel and the Fashion Research Institute, he has brought together a collaboration of educators using Second Life to develop education content on the related open source virtual world technology, OpenSim. Co-PI Dr. Kenneth Holladay is a full professor in the mathematics department who has been involved with school reform initiatives to improve mathematics teaching. He has

had 3 large grants and 22 refereed publications, mainly in the areas of digital imaging and remote sensing. Staffas

Broussard is the Director of the UNO Mathematics Tutor Center. In addition to teaching graduate level math courses, he
teaches Algebra courses from remedial to college levels. He is a curriculum designer for the Algebra Project and is
currently serving as school-based university affiliated high school program at Douglass High School. Dr. Barnitz is
professor of Curriculum and Instruction at the UNO and has a long-standing interest in literacy and has a doctorate in
literacy. He has made over 70 presentations on various aspects integrated literacy curriculum. Site coordinators Norma
Felton and Leslie Cobar have both attended our LaSIP workshops and served as LaSIP site coordinators. The are well
versed on how to observe and mentor teachers in standards-based teaching and learning. Ms. Jennifer Johnson is an
instructor of mathematics at Delgado Community College where she has restructured online course to send to national
certification through quality matters. We expect her participation in the grant will help foster collaborative endeavors
between UNO and Delgado. Eve Brooks, secretary in the College of Education at, will provide secretarial help. A student
worker will continue to assist in communicating with schools, filling out forms, and helping the PIs in all areas for the
project.

Staff Roles & responsibility

Staff	Role	Total Days
Director Dr Germain-McCarthy	All areas of project	64
Co-Director Dr Jensen	All areas of project	64
Each Co-PI	Attend institute for 2 days, both present and co-present once, observe class 1 day	9-10
Literacy specialist	literacy presentation, grade assessments	2
Secretary	Secretarial support for a small portion of each day billed	9
Site Coordinators	Attend institute, present twice, observe teachers	40
Interventionist	Work with teacher in the school	3
Technology Coaches	Mentor teachers when necessary	6
Student worker	Assist PI in project	55

ii. Document NCLB Compliance

To document NCLB compliance, the Memorandum of Agreement Among Partners form is signed by officials from UNO's College of Education and College of Sciences and by Dr. Vera Triplett, CEO of New Beginnings Charter Schools. (See Forms: Memorandum of Agreement Among Partners section.). The partnership for this project will include at least

four high needs schools from Orleans Parish, one high needs high school from Jefferson Parish, principals and content leaders.

D. Project Evaluation

The tools we will use to assess, inform the work of the project and support teachers include:

- -Reformed-based lessons produced through out summer and academic year that will be uploaded to the web board or OpenSim.
- Final research lesson with reflections on improvement uploaded to the web board or OpenSim.
- Classroom Observation of Participants. These are on going throughout the academic year and will include a pre and post observation. We expect to visit each teacher at least three times. We will do one observation in the Fall, and one in the spring. Other visits will occur after school or to help the teams complete their lesson study or integrate technology. These observations or mentoring periods will guide the Pi's towards teaching behaviors that need reinforcement.
- -Pre-post COMPASS content assessments on numbers and relations extensions to algebraic and geometric thinking, as well as those made by the PI's to assess participants' pedagogical knowledge.
- -Pre-Post test of participants' students: Since the post test will be given before LEAP, it will serve as an indicator to the participants of which students need additional help to pass the tests.
- -Pre-post test results of LEAP scores for grades 4-8 and EOC scores for H.S.

The formative evaluation of the project is multi-faceted and allows us to provide further support for the participants. Participants reflect daily on their work—these reflections are read by project staff (McCarthy, Jensen and Felton) and used to update daily plans and to assess how well the program is meeting its objectives up to that moment. Secondly, the program staff meets (usually over lunch) with the content coordinators to discuss the program objectives. When appropriate, changes are made to the program based on daily recommendation that is posted on a "suggestions for improvement board." Lastly, the program staff meets bi-weekly to discuss the project's needs and to assess the projects goals—these meetings give a more global look at the program and allow for more subtle shifts in project emphasis to ensure goals are met. Our observations of teachers in the classroom as well as the completion of two lesson studies where the second occurs entirely at the schools will be our measure of implementation and institutionalization

. -Communications with the participants' principals about the level of school support needed to accomplish the project's tasks will be done during our visits to the schools and emails.

E. BUDGET

		10/1/12-		
	7/1/12-9/30/12	6/15/13	TOTAL	
A. University Employed Staff				
Director - Yvelyne McCarthy	8,979.84	14,966.40	23,946.24	
C0-PI - Craig Jensen	7,384.32	12,307.20	19,691.52	
UNO Literacy Faculty	600.00	0.00	600.00	
Co-PI - Dr. Domingue	900.00	1,800.00	2,700.00	
Co-Pi- Steve Gasior	900.00	2,100.00	3,000.00	
Kenneth Holladay	900.00	1,800.00	2,700.00	
Co-PiFaculty- Ivan Gill	900.00	1,800.00	2,700.00	
Uno Math-Sci Collab		2,100.00	2,100.00	
Site Coordinator: Fleton/cobar	1,500.00	4,500.00	6,000.00	
Delgado-Jennifer Johnson	600.00		600.00	
Secretarial	358.86	717.72	1,076.58	
	23,023.02	42,091.32	65,114.34	
Fringe Benefits 33.8%	7,781.78	14,226.87	22,008.65	
	,	,	,	
Total Salaries, Wages & Fringe	30,804.80	56,318.19	87,122.99	
B. Staff Not University Employed				
Graduate Student worker	600.00	2,700.00	3,300.00	
3 high school interventionist coaches		1,350.00	1,350.00	
3 middle school interventionist				
coaches	0.00	1,350.00	1,350.00	
Total Staff Not University Employed	600.00	5,400.00	6,000.00	
Employer contributions: 25.15%	150.90	1,358.10	1,509.00	
Total Staff Costs	750.90	6,758.10	7,509.00	
C. Participant Support Costs:				
Stipends from summer portion	36,000.00	9,000.00	45,000.00	
Stpend form AY portion		31,500.00	31,500.00	
Middle School Technology Coach		900.00	900.00	
High School Technology Coach		900.00	900.00	
Consultant in Differentiating				
Instruction		350.00	350.00	
Staff Costs	36,000.00	42,650.00	78,650.00	
Employer Contribution 25.15%	9,054.00	10,726.48	19,780.48	
Substitute Pay: .5 days/\$75	0.00	1,125.00	1,125.00	
School Materials: 30 @ \$100	0.00	3,000.00	3,000.00	
Project Supplies: 30 teachers@ \$50	750.00	750.00	1,500.00	
TOTAL PARTICPANT SUPPORT	45,804.00	58,251.48	104,055.48	
D. Travel				
Staff Travel	0.00	2,000.00	2,000.00	
Participant Travel	0.00	0.00	0.00	
Total Travel	0.00	2,000.00	2,000.00	
E. Direct Cost Partic support	31,555.70	65,076.29	96,631.99	
Indirect Costs	2,524.46	5,206.10	7,730.56	
F. TOTAL	79,884.16	128,533.86	208,418.02	
Core Costs	\$198,687.46			
Number of Participants	30	128,533.86	208,418.02	
Core Cost per Participant	\$6,622.92			

A	В		D	
		BUDGET NARR	RATIVE	
Form BR Line Item	Staff Name and/or Title	Roles and Responsibilities	Cost Basis	Ratio
1	Director Yvelyne Germain-McCarthy Oversight of Middle School	Attend summer seminar 10 days Preparation for summer seminar 8 days Manage budget and paperwork 6 days Total summer 24 days Attend AY seminar (includes conf day and MS online) 7 days Prepare for AY seminar (includes conf day and MS online)7 days Mentoring 2 days Observations 2 days Manage budget and paperwork 15 days Plan MS Lesson Study Open House 1 day Attend MS and HS Lesson Study Open Houses 2 days Message board reviews and revisions 2 days UNMASC Collaborative 2 days Total AY 40 days	64 days @ \$374.16 Per day; D = 24 days; E = 40 days; F: 64 days; \$374.16 per day is appropriate percentage of Dr. McCarthy's normal 9-month salary at UNO	Colt sala is ex
2	Co-Director Craig Jensen Oversight of High School	Attend summer seminar 10 days Preparation for summer seminar 8 days Manage budget and paperwork 6 days Total summer 24 days Attend AY seminar (includes conf day and HS online) 7 days Prepare for AY seminar (includes conf day and HS online)7 days Mentoring 2 days Observations 2 days Manage budget and paperwork 15 days Plan HS Lesson Study Open House 1 day Attend MS and HS Lesson Study Open Houses 2 days Message board reviews and revisions 2 days UNMASC Collaborative 2 days Total AY 40 days	64 days @ \$307.68 Per day; D = 24 days; E = 40 days; F: 64 days; \$374.16 per day is appropriate percentage of Dr. Jensen's normal 9-month salary at UNO	Colo sala is ex

3	Co-PI OpenSim Specialist Stephen Gasior	Prepare for summer seminar 3 days (Preparation is complicated and requires getting OpenSim servers set up) Total summer 3 days Attend online AY (both MS and HS) seminars 3 days Continue to maintain OpenSim 1 day Provide OpenSim mentoring 3 days Total AY 7 days	10 days @ \$300.00 Per day; D = 3 days; E = 7 days; F: 10 days; \$300.00 per day is a flat rate chosen for faculty members who are not Dr. Germain-McCarthy or Dr. Jensen	Coli sala is ex
4	Co-PI Science Specialist Ivan Gill	Attend summer seminar 2 days Prepare for summer seminar 1 day Total summer 3 days Attend 2 AY seminars (includes conf) 2 days Prepare for 1 AY seminar 1 day Observations 1 day UNMASC Collaborative 2 days Total AY 6 days	9 days @ \$300.00 Per day; D = 3 days; E = 6 days; F: 9 days; \$300.00 per day is a flat rate chosen for faculty members who are not Dr. Germain-McCarthy or Dr. Jensen	Coli sala is ex
5	Co-PI Mathematics Specialist Kenneth Holladay	Attend summer seminar 2 days Prepare for summer seminar 1 day Total summer 3 days Attend 2 AY seminars (includes conf) 2 days Prepare for 1 AY seminar 1 day Observations 1 day UNMASC Collaborative 2 days Total AY 6 days	9 days @ \$300.00 Per day; D = 3 days; E = 6 days; F: 9 days; \$300.00 per day is a flat rate chosen for faculty members who are not Dr. Germain-McCarthy or Dr. Jensen	Coli sala is ex
6	Co-PI Mathematics Specialist Dongming Wei	Attend summer seminar 2 days Prepare for summer seminar 1 day Total summer 3 days Attend 2 AY seminars (includes conf) 2 days Prepare for 1 AY seminar 1 day Observations 1 day UNMASC Collaborative 2 days Total AY 6 days	9 days @ \$300.00 Per day; D = 3 days; E = 6 days; F: 9 days; \$300.00 per day is a flat rate chosen for faculty members who are not Dr. Germain-McCarthy or Dr. Jensen	Coli sala is ex
7	Mathematics Tutoring and Instruction Specialist Staffas Broussard	Attend 1 AY seminar 1 day Mentoring and intervention 3 days Observations 1 day UNMASC Collaborative 2 days Total AY 7 days	7 days @ \$300.00 Per day; D = 0 days; E = 7 days; F: 7 days; \$300.00 per day is a flat rate chosen for faculty members who are not Dr. Germain-McCarthy or Dr. Jensen	Coli sala is ex
8	Literacy Specialist John Barnitz	Preparation for literacy presentation 1 day Grading and computing data 1 day Total summer 2 days	2 days @ \$300.00 Per day; D = 0 days; E = 0 days; F: 2 days; \$300.00 per day is a flat rate chosen for faculty members who are not Dr. Germain-McCarthy or Dr. Jensen	Cols sala is ex

		Attend summer seminar 10 day (5 days each)		
		Total summer 10 day		
	Site Coordinator	Observations 20 days		
9	Norma Felton	Assist with and attend both Open Houses 4		
		days Attend 2 AY seminars (includes conf) 2	40 days @ \$150.00 Per day; D = 10	
		days	day; $E = 30$ days; $F: 40$ days;	
		Assist PIs in managing project 4 days	\$150.00 per day is a flat rate chosen for a	
		Total AY 30 days	site coordinator	
	D 1 1 C 1	Attend summer seminar 2 days	4 days @ \$150 Per day; D = 4 days; E	
10	Delgado faculty: Jennifer Johnson	Prepare for summer seminar 2 days	= 0 days; F: 4 days;	
	Jennier Johnson	Total summer seminar 4 days	\$150 per day is a flat rate based on \$25/hour	
		Office secretary will spend 3 days in	\$23/110u1	
	Sagnatamy / Office	summer and 6 days in AY doing	9 days @ \$119.62 Per day; D = 3 days;	
11	Secretary / Office Assistant	forms and paperwork for the grant that	E = 6 days; F: 9 days;	A
	Tissistant	require a knowledge of	\$119.62 per day is the appropriate	
		UNO policies and procedures	amount for the secretary	
		\$60 a day		
		Assist PIs in all areas for the project (55		
1.5	Student Worker	days consisting of the 10 summer		Col
15		seminar days and 45 days in the AY.) Assist in gathering and monitoring	55 days @ \$60 Per day; D = 10 days; E	sala
		research data, filling out forms,	= 45 days; F: 55 days;	
		running errand, and communicating with	\$60 per day reflects a rate of \$10 per	
		schools and participants	hour	
		\$150 a day for interventionist and coaching work		
	2) (1) 1	WOIK	3 days x 3 @ \$150 Per day; D = 0 days;	
16	3 Middle School Interventionist Coach	AY 3 days each for interventionist work	E = 9 days; F: 9 days;	
		where participants are monitored	\$150 per day reflects the recommended	
		and offered extra advice outside of normal school hours	salary of \$25/hour for administrators	
		\$150 a day for interventionist and coaching	φ23/110ur 10r aumminstrators	
		work		
	3 High School		3 days x 3 @ \$150 Per day; D = 0 days;	
17	Interventionists	AY 3 days each for interventionist work	E = 9 days; F: 9 days;	
	Coach	where participants are monitored and offered extra advice outside of normal	\$150 per day reflects the recommended salary of	
		school hours	\$25/hour for administrators	
		Stipends for each of the 30 participants for		
		the 10 days of the summer seminar	20 markining (10 1	
	Stipends from	Note that payment option 2 is being used so they get \$120 a 6-hour day	30 participants for 10 summer days at a rate of \$120 per day in the summer	This
21	summer portion	in the summer and then \$30 for each	and \$30 in the spring for each summer	11113
	r · · · · ·	successfully completed summer day	day	
		upon successful completion of the entire		
	Stipends from AY	program in the spring Stipends for each of the 30 participants for	30 participants for 7 AY days at a rate of	,
22	portion	the 7 days of the AY seminar	\$150 a day	
	r · ·	,	, = 2 == ====	1

_					
			(includes conf and online days.) Rate is		
L			\$150 a day		
23 Middle School Technology Coach			A MS coach who is highly competent will be selected to be a MS technology coach. This person will performs 6 days of coaching work in the AY year to help teachers integrate technology. If the coach is also a participant, this money will be earned outside of workshop hours.	1 participant for 6 AY days at a rate of \$150 a day	7
	24 High School Technology Coach		A HS coach who is highly competent will be selected to be a HS technology coach. This person will performs 6 days of coaching work in the AY year to help teachers integrate technology. If the coach is also a participant, this money will be earned outside of workshop hours.	1 participant for 6 AY days at a rate of \$150 a day	
	25	Consultant in Differentiating Learning and Teaching	Paid \$350 per day for 1 day in AY seminar to help teachers diversify teaching	1 participant for 6 AY days at a rate of \$350 a day	ŗ
	26	Employer Contributions on Stipends: Enter rate (25.15% = Medicare 1.45% + TRSL 23.7%)	Retirement pay plus Medicare for each of the 30 participants	.2515 times total salary payments made to participants	Man 1
	27	Substitute Pay	Substitute pay for each teacher to collaborate with other teachers or attend portion of an open house for 1/2 a day total	30 teachers for 0.5 a day each at a rate of \$150 a day	pr
	28	School Resource Materials	Teacher materials for classroom use	30 participants each use \$100 of materials for use in their classrooms	pa
	29	Project Supplies	Materials used and consumed in the institute. For example, paper, binders, copying costs, etc.	30 participants each use \$50 of materia (\$25 in summer and \$25 in the AY per teacher for a tot of \$50 per teacher	
	31	Staff Travel	Staff Travel In-state travel money to go to sites, conferences, etc \$2000 fixed among the state travel money to go to sites, conferences, etc		N
	32	Participant Travel	No money given for participant travel	No money given	

PROPOSED COST SHARE - FORM CS

LaSIP PROFESSIONAL DEVELOPMENT RFP 2012-2013

PROJECT NAME: Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12

PROJECT DIRECTOR, UNIVERSITY: Yvelyne Germain-McCarthy, University of New Orleans						
A section of the sec	В	c	В	E		
Description	Type of Matching Funds (Cash or In- Kind)	Partner Providing Matching Funds (University, District, School, or Private)	Source of Funds (Federal, State, Local, or Private)	Cost Share		
Suff:						
				0.00		
				0.00		
				0.00		
				0.00		
				0.00		
Sub-Total Staff Cost Share				s -		
Participant Support:						
Teaching materials (School donate \$150 per participant for 30 participants)	Cash	School	Local	4500		
3 hours graduate tuition (participants pay other fees, 30 people at \$737 tuition for each)	Cash	University	State	22110		
				0.00		
				0.00		
Sub-Total Participant Support Cost Share				\$ 26,610.00		
Travel and Other Costs:						
				0.00		
				0.00		
				0.00		
Sub-Total Travel and Other Cost Share	1			s -		
Indirect Costs: UNO indirect rate is 45% but cap for proposal is 8% Hence the cost share rate is (45-8)%=37%	Cash, Unrecovered, IDC	University	37% of the total amount listed in the Direct Cost Minus Participant Support line of section E. Indirect Costs	\$ 35,753.84		
COST SHARING TOTAL for UNO (Not including portion paid for by local schools in Teaching Materials under participant support.)			Total of CS amounts from Graduate Tuition Credit and Indirect Rate	\$ 57,863.84		
COST SHARING TOTAL			Total of UNO Cost Sharing and Cost Sharing from local schools	\$ 62,363.84		

LOUISIANA SYSTEMIC INITIATIVES PROGRAM 2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS

Measureable Objectives Worksheet (1)

Aligned with the first LaSIP goal stated below, design at least two measureable objectives which answer each of the following five questions: (1) Who is involved?

- (2) **What** is the desired outcome?
- (3) **How** will progress be measured?
- (4) When will the outcome occur?
- (5) What is the **level of proficiency**?

Refer to page 44 for a detailed explanation of each question. Finally, combine the five answers to form a sentence for your measureable objective. Use the checklist provided on page 44 to ensure the objectives contain all necessary components. This page may be duplicated if additional objectives are desired.

<u>LaSIP Goal 1</u>: Increase student achievement on State LEAP21, GEE21, iLEAP, and the national EPAS® and ACT® assessments, and other achievement indicators by spring 2011.

G1-01 Who: Students of the participants

What: Increase student's content knowledge

How: Pre- and post-tests of students' content knowledge

When: August and April

Proficiency Level: At least 50% of the students will show a 10% score increase from pre- to post-test Goal 1, Objective 1 (G1-01): At least 50% of students of the participants will show at least a 10% increase from August 2011 pre-tests to April 2012 post-tests of concepts uncovered in the workshops.

G1-02 Who: Participants

What: Increase participant's content knowledge How: Pre- and post-tests of content knowledge

When: First and last day of summer institute

Proficiency Level: Participants will show on average a 10% score increase from pre- to post-test

Goal 1, Objective 2 (G1-02):: At least 50% of the participants will show at least a 10% increase from a pretest of their content knowledge given the first day of the summer institute, to a posttest given on the last day of the summer institute. At least 50% will have a score of 70% or greater on the original posttest and 100% will have a score of 70% or greater on a post-posttest.

2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS

Measureable Objectives Worksheet (2)

<u>LaSIP Goal 2</u>: Plan effective PD based on the high-need LEA(s)/schools' data-driven needs and developed using research-based PD strategies that will take place in summer institutes, during the academic year (AY), and/or through on-line or web-based assignments and job-embedded activities.

G2-01 Who: Participants

What: Participants will host an open-classroom for their research lesson

How: UNO staff and school staff will be invited as observers

When: Spring term

Proficiency Level: 100% of the teachers will host an open-classroom

Goal 2, Objective 1 (G2-01): By March 2013, all participants will have designed their research

lesson and have had it observed by the UNO staff and colleague from their schools.

G2-02 Who: Participants and students

What: Participants will be able to engage students in worthwhile activities

How: Pre- and post-classroom observations

When: Academic Year

Proficiency Level: The LaSIP Observational Tool will be used to measure the percent of time students are highly engaged in high cognitive activities. This number should increase by 10% from Fall observation- to Spring observation.

Goal 2, Objective 2 (G2-02): The LaSIP Observational Tool will show at least a 10% increase (as measured from Fall to Spring observations) in the percent of time students of the participants are

G2—03 Who: Participants

What: Participants will be able to utilize technology to revise their lessons through group collaboration

How: A rubric will assess the projects

When: Summer and academic year

Proficiency Level: 100% of the teachers will uploaded their lessons with revisions

Goal 2, Objective 3 (G2—03): By December 2012, all participants will have interacted with an on-line message board and Second Life to store, revise, and upload their final lesson to serve as a resource for schools in Louisiana, as measured by Rubric G2-O3.

LOUISIANA SYSTEMIC INITIATIVES PROGRAM 2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS

Measureable Objectives Worksheet (3)

<u>LaSIP Goal 3</u>: Increase leadership capacity and pedagogical skills for target schools through school/district buyin, school-based implementation, and mentoring during the AY.

G3-01 Who: Principals and school leaders

What: Teacher support

How: Email to principals and leaders; hold informational meetings; participation in observations

When: October 2011- June 2013

Proficiency Level: Representatives of at least 10 school will respond

Goal 3, Objective 1: (G3-01): Principals and district leaders representing at least 10 schools will sign letters of collaboration to support their teachers after communicating with project staff by email or through informational meetings. In addition, 90% of school leaders will participate in the observation of their team's research lesson.

G3-02 Who: Participants

What: Increase leadership capacity and pedagogical skills

How: Mentoring and teachers presentation of projects at a conference

When: 2010-2011 Academic Year

Proficiency Level: Staff will mentor teachers and teachers will submit to present at a conference

Goal 3, Objective 2: (G3-02): During the 2012-2013 Academic Year, project staff will mentor participants form two schools as participants demonstrate their leadership capacity and pedagogical skills by hosting a lesson study open house at their schools.

G3—03Who: UNO Math Faculty

What: Increase pedagogical skills for initiating and sustaining math reform.

How: Participation in the planning and teaching of the program

When: Summer and academic year

Proficiency Level: 100% of the Co-PIs will write and teach a standards-based lesson and upload it on

the message board

Goal 3, Objective 3 (G3—03): By May 2013, all faulty will have interacted with an on-line message board and OpenSim to store, revise, and upload their final lesson to serve as a resource for schools in Louisiana. This lesson will be submitted to GNOTM as a workshop of other

LOUISIANA SYSTEMIC INITIATIVES PROGRAM

2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS

CURRICULUM VITAE

Yvelyne Germain-McCarthy		Current Position Title Professor, Mathematic	es Education
		Project Position Title I	Principle Investigator
EDUCATION (Begin with	h baccalaureate or other initi	al professional education and	l include postdoctoral training.
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Brooklyn College	B.S.	June 1970	Mathematics
Brooklyn College	M.A.	June 1974	Math Education
Teachers College Columbia University	M.ED	June 1981	Math Education
Teachers College Columbia University	PH.D.	June 1986	Math Education

Positions:

2003- present	Professor of Mathematics Education with tenure, University of New Orleans, LA.
1/98-9/03	Associate Professor of Mathematics Education with tenure, University of New Orleans, LA.
1/93-12/97	Assistant Professor of Mathematics Education University of New Orleans, LA.
9/85-6/87	Benjamin Franklin High School, mathematics teacher, New Orleans, LA.
9/72-6/85	South Shore High School, mathematics teacher, Brooklyn, New York.
9/70-6/72	Intermediate School 302, mathematics teacher Brooklyn, New York.

Interests

Mathematics Education, Lesson study process, integrating technology and alternative assessments in mathematics education.

Refereed book publications:

- Germain-McCarthy, Y & Owens, K. (2005). <u>Mathematics and Muliti-Ethnic Students</u>. New City, N. Y.: Eye on Education, Inc. (196 pp.).
- Germain-McCarthy. (2001). <u>Bringing The NCTM Standards To Life:</u>
 <u>Exemplary Practices for Middle Schools</u>. New City, N. Y.: Eye on Education, Inc. (193 pp.).
- Germain-McCarthy. (1999). <u>Bringing The NCTM Standards To Life:</u> <u>Exemplary Practices from High School</u>. New City, N. Y: Eye on Education. (209 pp.).
- Kleinman, G.P, Brodesky, A. Brutlag, D., Cuoco, A., Herbert K., Janssen, S., Kliman, S., Rasala, S., Thompson, M., Wiebe, M., gross, F., Bates, B., Ruopp, F., Rubel, M., Germain-McCarthy, Y. (1998). <u>Designing Spaces: Visualizing, Planning, Building</u>, Los Angeles Ca: Creative Publications. (206 pp.).

Refereed journal publications:

<u>Germain-McCarthy, Y.</u> (1999). "New Orleans' Ornamental Decorative Ironwork: Connections to Geometry and Haiti." <u>Mathematics for the Middle Grades</u> <u>90</u>, April, pp. 430-36 (Cover Story).

<u>Germain-McCarthy, Y.</u> (1995). "Circular Graphs: Vehicle for Conic and Polar Connections." <u>The Mathematics Teacher</u> <u>88</u>, January, pp. 26-28.

Germain-McCarthy, Y. (1995). "A Classroom Note on Graphing Polar Conics." <u>Mathematics and Computer Education 29</u>, 3, pp. 312-22.

Germain-McCarthy, Y. (1994). "Demystifying Polar Graphing. Mathematics Teacher 87, December, 1994, pp. 728-35

In Press:

Germain-McCarthy, Y. (2012). "New Orleans' Ornamental Decorative Ironwork: Connections to Geometry and Haiti." Article selected for republishing "as one that has contributed significantly to particular areas of mathematics education." (NCTM). CD or On-line Reproduction with additional activities for teachers.

Awards:

- New Orleans City Business Woman of the Year Honoree. (2010). The award recognizes 50 women who are making notable contributions to both the local business community and society at large. The women selected have helped move the region forward with energy, innovative ideas, achievements and a commitment to excellence.
- Milton Ferguson Faculty Award (2008). The UNO College of Education's award for distinguished and exceptional commitment of personal energy to fostering education as the most important means of personal, social and community development.

Brooklyn College School of Education's *Dorothy Geddes Mathematics Education Award for Dedication and Excellence* as a Teacher of Mathematics and Teacher Educator, May, 2000.

Program Recognition: Students of graduates of UNO's Elementary Math Education Program perform best on the mathematics ILEAP/LEAP test according to the state's Value Added Assessment Report.

Grants: 27 State professional development grants or contracts totaling over \$2,000,000.

CURRICULUM VITAE

Name Craig Jensen		Current Position Title Associ Department Project Position Title Co-Dire	,
EDUCATION (Begin with ba	accalaureate or other initial pr	ofessional education and includ	e postdoctoral training.
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Utah State University, Logan, UT	B.S.	June 1992	mathematics and philosophy
University of Wisconsin, Madison, WI	M.A.	December 1994	mathematics
Cornell University Ithaca, NY	Ph.D.	August 1998	mathematics
The Ohio State University, Columbus, OH	Zassenhaus Assistant Professor (non tenure-track postdoctoral position)	Fall 1998 - Spring 2001	mathematics

RESEARCH AND PROFESSIONAL EXPERIENCE: DO NOT EXCEED TWO PAGES. Begin with present position, list in reverse chronological order previous relevant employment, experience, and honors. Positions:

Fall 2007 - present: Associate Professor, University of New Orleans. Tenured position in the mathematics department. Currently also undergraduate coordinator for mathematics department.

Fall 2001 - Spring 2007: Assistant Professor, University of New Orleans. Tenure-track position in the mathematics department.

Interests:

Mathematics Education, Geometric Group Theory, Topology

Refereed journal publications:

(Note that **in pure math authors are listed alphabetically** and not by seniority or merit):

(Authors Y. Chen, H. H. Glover and C. Jensen, total pages 13) Prime order subgroups of mapping class groups, Alg. JP J. of Geom. and Topology vol. 11 no. 2 (2011) 87-99.

(Authors Y. Chen, H. H. Glover and C. Jensen, total pages 20) The center of some braid groups and the Farrell

cohomology of certain pure mapping class groups, Alg. and Geom. Topology 7 (2007) 1987-2006.

(Authors C. Jensen, J. McCammond and J. Meier, total pages 19) The euler characteristic of the Whitehead automorphism group of a free product, Transactions American Math. Soc. 359 (2007) 2577-2595.

(Authors C. Jensen, J. McCammond and J. Meier; total pages 26.) The integral cohomology of the group of the loops, Geometry and Topology 10 (2006) 759-784.

(Authors C. Jensen and J. Meier; total pages 8.) The cohomology of right angled Artin groups with group ring cocients, Bulletin London Math. Soc. 37 (2005) 711-718.

(Authors Y. Chen, H. H. Glover and C. Jensen; total pages 18.) Proper actions of automorphisms of free products of finite groups, I. J. of Algebra and Computation 15 (2005) 255-272.

(Authors C. Jensen and N. Wahl; total pages 27.) Automorphisms of free groups with boundaries, Alg. and Geom. Topology 4 (2004) 543-569.

(Author C. Jensen; total pages 14.) Homology of holomorphs of free groups, J. Algebra 271 (2004) 281-294.

(Author C. Jensen; total pages 22.) Stable rational cohomology of automorphism groups of free groups and the integral cohomology of moduli spaces of graphs, Publ. Mat. 46 (2002), 97-118.

(Author C. Jensen; total pages 18.) Contractibility of fixed point sets of auter space, Topology Appl. 119 (2002), 287-304.

(Author C. Jensen; total pages 41.) Cohomology of $\Box \Box \Box \Box \Box$ in the \Box -rank two case, J. Pure Appl. Algebra 158 (2001) 41-81.

(Authors H. H. Glover and C. Jensen; total pages 24.) Geometry for palindromic automorphism groups of free groups, Comment. Math. Helv. 75 (2000) 644-667.

Grants:

Co-Director for Louisiana Systemic Initiative Program (May 1, 2011 - June 15, 2012) "Leaders of Mathematics Through Inquiry-Based Learning in Grades 4 - 8 2010-2011" \$215,434.

Director for Louisiana Systemic Initiative Program (May 1, 2010 - June 15, 2011) "Leaders of Mathematics Through Inquiry-Based Learning in High School 2010-2011" \$199,456.

Co-Director for Louisiana Systemic Initiative Program (May 1, 2010 - June 15, 2011) "Leaders of Mathematics Through Inquiry-Based Learning in Grades 4 - 8 2010-2011" \$244,339.

Co-PI for Louisiana Systemic Initiative Program (May 1, 2009 - June 15, 2010) "Motivating Mathematics Through Models" \$202,364

PI for Louisiana Board of Regents Research Competitiveness Subprogram grant (Summer '03 - Summer '06) "Automorphism Groups of Free Groups." \$40,383.

Faculty Initiative for Technology in Teaching. (Summer '02 - Summer '03) Was invited in to the 10th cohort of the F.I.T.T. Grant awarded a laptop computer, no monetary component.

CURRICULUM VITAE

Dongming Wei		Current Position Title Project Position Title	
EDUCATION (Begin with ba	occalaureate or other initial pro	ofessional education and include	e postdoctoral training.
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Michigan State University	Ph.D.	1988	Applied Mathematics

Professor, University of New Orleans (UNO), 2002 – 2009

Associate Professor, UNO, 1994 – 2001

Undergraduate Coordinator, Dept. of Math, UNO, 1994 – 199

Assistant Professor, UNO, 1988 – 1993

INSTRUCTIONAL ACTIVITIES

Teaching:

Thesis advisor

- [1] Haibiao Luo, MS thesis, "Finite element solutions of heat transfer in molton polymer flow in pipe with viscous dissipation", completed in 2003
- [2] Harry Borden, Ph. D. candidate in Applied Sciences and Engineering, to be completed in 2011
- [3] Thesis committee member for six students, five of whom in the Ph. D. program.

Graduate level courses

- [1] Math 6230 Advanced Finite Element Analysis, Fall 2009
- [2] Math 6230 Advanced Finite Element Analysis, Fall 2008
- [3] Math 4990G Financial Mathematics, Spring 2008
- [4] Math 6230 Advanced Finite Element Analysis, Fall 2007
- [5] Math 6998 Advanced Reading in Mathematics, Spring2006
- [6] Math 6998 Advanced Reading in Mathematics, Summer 2006

Undergraduate Courses

- [1] Math 2785 Elementary Statistics
- [2] Math 2221 Elementary differential Equations
- [3] Math 2115 Calculus of Several Variables

Curriculum designer-

Course development

- [1] Math 4803 Financial Mathematics, co-developed with Jairo Santanilla, 2008
- [2] Math 4230 Finite Element Analysis, co-developed with Prem Kyhe, 2003
- [3] Math 6230 Finite Element Analysis, co-developed with Prem Kyhe, 2003

Graduate textbook

[1] Introduction to Finite Element Analysis-A computational approach, 1st Ed, Birkhäuser, Boston, 2004, co-author Prem Kythe (in progress of revision for 2nd Edition).

Published papers

[1] "Nonlinear Wave Equations Arising in Modeling of Some Strain-Hardening Structures", Proceedings, Joint Conf. of the 6th Int. Conf. of Computational Physics and Conf. of Computational Physics, (2005) pp.248-251.

- [2] "Penalty finite element solutions to the stationary power-law Stokes problem", co-author L. Lefton, J. Numer. Math., Vol. 11, No. 4, (2003) pp. 301-322.
- [3] "Finite element solutions of heat transfer in molten polymer flow in tubes with viscous dissipation", co-author H.B. Luo, International J. of Heat and Mass Transfer, Vol. 46, Issue 16, (2003), pp. 3097-3708.

Served as referee

- [1] For the International Journal of Heat and Mass Transfer, "The meshless Analog Equation Method for Solving Heat Transfer to Molten Polymer Flow in Tubes", July, 2009
- [2] For SIAM Journal of Numerical Analysis, article entitled "An Analysis of Finite Dimensional Approximations for the Ground State Solution of the Thomas-Fermi-von Weizsäcker Equation", June 2005

Organizer for professional meeting

- [1] Organized "Introduction to Multi-Physics Modeling with COMSOL" finite element analysis workshop at UNO, September, 2008 for UNO faculty, students, and the New Orleans community
- [2] Organized " *Software Design and Industrial Applications of Finite Elements*", Workshop at Beijing International Center for Computational Physics, August 11-15, 2003 (with Dr. Xijun Yu of the Beijing Center, and assisted by Professor Yijun Liu of Department of Mechanical, Industrial and Nuclear Engineering, University of Cincinnati)

 Invited talks
- [1] Lecture on Pure and Applied Math, "Power-Law Nonlinear Wave Equations", COS Seminar, The University of Southern Mississippi, February 6th, 2009
- [2] The UL Lafayette Lloyd Roeling Mathematics Conference, "A class of nonlinear wave equations of p-Laplacian type", Conference October 10-12, 2008
- [3] "Finite Element Analysis in Extrusion Die Design", School of Engineering, Jiang Su University of Technology, May 28, 2008

Invited Lectures

- [1] Main lecturer at the second annual Mathematics Department Summer Workshop, "Numerical Solution of Non-Newtonian Flow Equations and Applications," held July 25-29, 2005 at the University of Wisconsin-Eau Claire sponsored by Extrusion Dies Industries, LLC of Chippewa Falls and the UW-Eau Claire Office of Research and Sponsored Programs, College of Arts and Sciences and department of mathematics.
- [2] Main Lecturer at "Software Design and Industrial Applications of Finite Elements", Workshop at Beijing International Center for Computational Physics, August 11-15, 2003

CURRICULUM VITAE

NAME: Stephen L. Gasior		Current Position Title	
EDUCATION (Begin with baccalaureate or	other initial profes	sional education and inc	clude postdoctoral training.
INSTSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Tulane University, New Orleans, LA	B.S.	1993	Biochemistry
University of Chicago, Chicago, IL	Ph.D.	1999	Molecular Genetics and Cell Biology
University of Chicago, Chicago, IL	Postdoc	1999-2002	Immunology
Tulane Cancer Center, New Orleans, LA	Postdoc	2002-2007	Genomics/DNA repair

RESEARCH AND PROFESSIONAL EXPERIENCE:

Teaching and Research

8/2007- present Instructor

Department of Biological Sciences, University of New Orleans

Teaching Experience (sections taught cumulative)

Fall 2007-Fall 2011 Genetics (BIOS 3453) (1)

Contemporary Biology (for non-majors, BIOS 1063) lecture (2)

and as a Second Life Class (2)

Human Anatomy and Physiology II (BIOS 1313) (4) Human Anatomy and Physiology I Lab (BIOS 1301) (2) Form & Function Lab (BIOS 1081 for science majors) (3)

Cell & Molecular Biology Labs (BIOS 2114) (30)

Cell and Molecular Biology Lecture (final 1/4th of BIOS 2114, (1))

6/2002-6/2007 Postdoctoral Research

Department of Epidemiology, Tulane University, New Orleans, LA

Advisor: Prescott L. Deininger

"RNA Interference using SINEs as Carriers of Short Hairpins"

9/1999-5/2002 Postdoctoral Research

Dept. of Molecular Genetics and Cell Biology, University of Chicago, Chicago, IL

Advisor: Ursula Storb

"Isolation and Characterization of Factors Important for Somatic Hypermutation"

Grants

8/2011- present Fashion Research Institute Land Grant Recipient

[&]quot;Characterizing the Mechanism of L1 Retrotransposition"

(for developing biology learning tools in ScienceSim, an OpenSim grid supported by Intel)

<u>Publications</u> (# times cited, Web of Science)

- Tran, J.T-U., S. L. Gasior. RepBase submissions, Fall 2009 & Spring 2010. ERE3C4, ERE1C, ERE3B2.
- S. L. Gasior, A. M. Roy-Engel, and P. L. Deininger. 2008. ERCC1/XPF limits L1 retrotransposition. *DNA Repair* 7: 983-989 (6)
- S.L. Gasior, G. Preston, D. Hedges, N. Gilbert, J. V. Moran, P. L. Deininger. 2007. Characterization of pre-insertion loci of de novo L1 insertions. *Gene* **390**: 190-8. (2)
- S.L. Gasior, T. P. Wakeman, B. Xu, P. L. Deininger. 2006. The human LINE-1 Retrotransposon Creates DNA Double-Strand Breaks. *J. Mol. Biol.* **357**: 1383-93. (59)
- S.L. Gasior, M. Palmisano, P. L. Deininger. 2006. Alu-linked hairpins efficiently mediate RNA interference with less toxicity than H1-expressed shRNAs. *Anal Biochem.* **349**: 41-8. (5)
- S.L. Gasior, H. Olivares, U. Ear, D. M. Hari, R. Weichselbaum, D. K. Bishop. 2001. Assembly of RecA-like recombinases: distinct roles for mediator proteins in mitosis and meiosis. *Proc. Natl. Acad. Sci.* **98**: 8411-8. (78)
- Shinohara, M., S. L. Gasior, D. K. Bishop, A. Shinohara. 2000. Tid1/Rdh54 promotes colocalization of Rad51 and Dmc1 during meiotic recombination. *Proc. Natl Acad. Sci.* **97**: 10814-9. (68)
- Gasior, S. L., A. K. Wong, Y. Kora, A. Shinohara, and D. K. Bishop. 1998. Rad52 associates with RPA and functions with Rad55 and Rad57 to assemble meiotic recombination complexes. *Genes & Development* 12: 2208-2221. (137)
- Shinohara, A., S. Gasior, T. Ogawa, N. Kleckner, and D. K. Bishop. 1997. Saccharomyces cerevisiae recA homologues RAD51 and DMC1 have both distinct and overlapping roles in meiotic recombination. *Genes to Cells* **2**: 615-629. (86)

CURRICULUM VITAE

Staffas Broussard		Current Position Title Project Position Title	
EDUCATION (Begin with ba	accalaureate or other i	nitial professional education and	include postdoctoral training.
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
University of New Orleans University of New Orleans Tulane University University of New Orleans	B.A. M.S. Ph.D Ph.D	1976 1978 Not completed Not Completed	Mathematics Mathematics Mathematics Mathematics Education

Director, Mathematics Tutor Center, Department of Mathematics, University of New Orleans, 1980-Present.

Director, New Orleans Algebra Project, New Orleans, LA., 1996-Present

Consultant, Curriculum Design/Prof. Development, Positive Innovations, Inc., Jackson Miss. 1997-2002.

Consultant, Professional Development, New Orleans Public Schools, 2000-2005.

Consultant, Curriculum Design/Prof. Development, New Orleans Public Schools, Spring 2006

Consultant, Curriculum Design, Algebra Project, Inc. 1994-Present.

INSTRUCTIONAL ACTIVITIES

Teaching: graduate courses in abstract algebra, Euclidean and Non-Euclidean geometry for graduate students in secondary mathematics programs.

Algebra courses

from remedial to college levels, Calculus, Statistics, Geometry, Linear Algebra, Differential Equations, Methods in Secondary Mathematics. Seminar in Mathematics Education.

Curriculum designer-

Curriculum designer for Algebra Projects multi-year NSF DRK grant #0822175 to design senior high school materials. September 2008 to present

Lead curriculum designer for Tracking Katrina, National Science Foundation SEGR grant # 0600793. July 2006-September 2008.

Curriculum designer for Algebra Projects multi-year NSF Instructional Materials Development grant #IMD0137855 to design 9th and 10th grade materials. Octoberr 2006- September 2009

Director, Algebra Project's school-based university affliated high school program at Douglass High School. 2004-2005Lead curriculum writer for the NSF IMD grant, "Raising the Floor" which helped develop two 9th grade algebra modules designed to increase involvement of underrepresented minority students in college preparatory mathematics. (2002-2005)

One of the lead designers of the Trainer of Trainer Program for the Algebra Project. 2003-2005. Education majors. Spring 2000-Summer 2001.

Presentations/Workshops:

Over forty

workshops on the Algebra Project's Transition Curriculum (1992-2006). Positive Innovations, Jackson Mississippi. (Most

my professional development work has been to impact the mathematics learning of African American students and other under represented groups.)

On Equity (May 2006) Invited paper presented at the Mathematical Sciences Research Institute (MSRI) conference: Equity. Berkeley Ca.

Why is a minus times a minus a positive? (November 2005) Mini-session at the KIPP Mathematics Conference. Baltimore Md.

Meaningful Mathematics through Models Workshops (June 2005-April 2006). Louisiana Systemic Initiatives Program (LaSIP). New Orleans La.

What is an integer? (May 2005). Presentation with Ed Dubinsky, Robert Moses et. al at the Mathematical Sciences Research Institute (MSRI) conference: The mathematical knowledge of teachers. Berkeley Ca.

Meaningful Mathematics through Models Workshops (June 2004-May2005). Louisiana Systemic Initiatives Program (LaSIP). New Orleans La.

Modelling as a curricular process (March 2000). Paper presented at National Council of Teachers of Mathematics Regional Conference, Mobile Alabama.

Modelling as a curricular process (October, 1999). Paper presented at Annual Louisiana Teachers of Mathematics Conference, New Orleans, La.

(October, 1999). Louisiana Teachers of Mathematics Conference, New Orleans, La.

A Model for Professional Development (April 1999). Paper presented at the Teaching for Intelligence Conference. Teachers College. San Francisco, Ca.

The Algebra Project's Model for Professional Development: An example of collaborative research for practice (March 1999). Invited paper presented at the Spender Foundation Conference: Collaborative Research for Practice, New Orleans, La.

Making sense of equations (March 1999). Paper presented at the Annual Meeting of the Greater New Orleans Teachers of Mathematics. New Orleans, La.

Grants:

Co-Principal Investigator. Tracking Katrina, National Science Foundation SEGR grant # 0600793. July 2006- September 2008.

Co-wrote and co-implemented Smaller Learning Communities grant awarded to Orleans Parish School Board by US Dept. of Ed. 2003-2005.

CURRICULUM VITAE

Name Jennifer Johnson		Current Position Title Instructor	
EDUCATION (Begin with	baccalaureate or other initial pro	fessional education and includ	e postdoctoral training.
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
UNO New Orleans, LA	Bachelor of Science	1995	Mathematics Education
Loyola	Masters of Science	1998	Teaching Mathematics

RESEARCH AND PROFESSIONAL EXPERIENCE: DO NOT EXCEED TWO PAGES. Begin with present position, list in reverse chronological order previous relevant employment, experience, and honors.

AT DELGADO COMMUNITY COLLEGE I HAVE BEEN PART OF THE TITLE III PROGRAM WHICH IS INSTITUTIONALIZING STUDENT LEARNING OUTCOMES IN THE MASTER SYLLABII FOR ALL COURSES (FOCUSING ON GEN ED)

ALSO AT DELGADO I AM CURRENTLY IN A 2 YEAR ONLINE TRAINING PROGRAM IN WHICH I TOOK 1 YEAR OF GRAD SCHOOL AND RECEIVED A CERTIFICATE IN TEACHING IN THE VIRTUAL COMMUNITY. THIS SEMESTER I AM RESTRUCTERING MY ONLINE COURSE TO SEND TO NATIONAL CERTIFICATION THROUGH QUALITY MATTERS.

I HAVE ALSO CREATED A TRAINING PROGRAM FOR OUR FACULTY AT DELGADO TO TRAIN CURRENT TEACHERS TO TEACH ONLINE, USING THE KNOWLEDGE I HAVE LEARNED FROM THE PAST YEAR.

LAST YEAR I CREATED A DISCUSSION-BASED ASSIGNMENT SYLLABUS FOR MY ONLINE MATH CLASSES WHICH REQUIRE THE STUDENTS TO THINK ABOUT MATH IN COMPLETELY DIFFERENT WAYS THEN THEY ARE USED TO, THESE ASSIGNMENTS COMPLEMENT MY SKILL-BASED ASSIGNMENTS WHICH COMPLETE MY ONLINE CLASS.

CURRICULUM VITAE

Norma Felton		Current Position Title: Project Position Title: S	
EDUCATION (Begin with	n baccalaureate or other	initial professional education and i	nclude postdoctoral training.
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY

Summary of Experience:

Extensive experience in classroom instruction and facilitation of school improvement activities. Worked for the past four years as a Distinguished Educator and change agent in both rural and urban school districts. Duties focused on improving student achievement through improved research based curricula and professional development. Training in facilitation techniques has been utilized to foster communication and collaboration among parents, teachers, school administrators and district supervisors. Experienced in directing long-term professional development activities including summer institutes for teachers and para-educators.

INSTRUCTIONAL ACTIVITIES

2006 to 2009: LaSIP Site Coordinator

Site Coordinator for the UNO LASIP Program

Teaching:

2001 to 2006: Distinguished Educator

Duties: Assisting school personnel in improving student achievement as part of the Louisiana Education Accountability Program (LEAP). Provide assistance to the school staff in collecting, analyzing, and interpreting school data and reports. Assisting school staff in developing, implementing, and evaluating its school improvement plan. Analyzing and assisting school staff in the effective use of resources. Facilitating the development and implementation of a school curriculum that aligns with Louisiana's content standards and benchmarks and recently developed comprehensive curriculum. Monitoring and assisting with teaching and learning in the classroom. Promoting necessary school consensus for change. Helping school staff identify and eliminate barriers to necessary change. Promoting and supporting professional learning communities among the school staff. Improving communications and involvement among and between students, staff, parents, and the community. Networking and sharing information with district personnel, Regional Service Center staff, Louisiana Department of Education staff, and other Distinguished Educators. Supporting school improvement efforts of other Distinguished Educators.

CURRICULUM VITAE

Name Ivan Gill		Current Position Title Assist Curriculum and Instruction Project Position Title: Princi	,
EDUCATION (Begin with ba	accalaureate or other initial p	rofessional education and includ	le postdoctoral training.
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
University of Rochester University of Rochester Louisiana State University	BA MS PhD	1979 1983 1989	Geology Geology Geology

RESEARCH AND PROFESSIONAL EXPERIENCE: DO NOT EXCEED TWO PAGES. Begin with present position, list in reverse chronological order previous relevant employment, experience, and honors.

2008- present Asst. Professor, Science Education Coordinator, University of New Orleans,

Curriculum and Instruction

2006-2008 Science Teacher, New Orleans Public Schools, NO Charter Science and Math HS

2002-2005: Science Teacher, New Orleans Public Schools, Ben Franklin HS

2000-2002: Visiting Professor, University of New Orleans

1999-2000: Assoc. Professor, University of Puerto Rico, Mayagüez
 1996-1998: Asst. Professor, University of Puerto Rico, Mayaguez
 1995-1996: Asst. Research Professor, University of New Orleans

1988-1995: Asst. Professor, Tulane University

1987: Instructor, Field and Marine Geology course, West Indies Laboratory.

1984: Co-leader, Carbonate Depositional Environments field course, Louisiana State University/West Texas

Geological Society

1982: Assistant Instructor, Tropical Field Marine Geology, West Indies Laboratory

Awards, Lectureships, or Prizes

2002: Nominated by principal: New Teacher of the Year (AGI)

1991, 93: Tulane University Mortar Board student-initiated teaching Awards
 1988: American Water Resources Association, Louisiana Chapter, 1st Place,

Student Paper Competition.

1982: Louisiana State University Alumni Federation Fellowship

Journal articles

Gill, I.P., Dickson, J.A.D. and Hubbard, D.K., 2006. Daily banding in corals: implications for paleoclimatic reconstruction and skeletonization. Journal of Sedimentary Research, v76, no. 4, p. 683-688.

Hubbard, D.K., Zankl, H., Van Heerden, I. and Ivan P. Gill, I.P., 2005. Holocene Reef Development Along the Northeastern St. Croix Shelf, Buck Island, U.S. Virgin Islands. *Journal of Sedimentary Research*; v. 75; no. 1; p. 97-113

- Hubbard, D.K., Burke, R.P. and Gill, I.P., 1998. Where is the reef: the role of framework in the Holocene. *Carbonates and Evaporites* 13(1), p.3-9.
- Gill, I, Olson, J.J. and Hubbard, D.K., 1996. Corals, paleotemperature and the aragonite-calcite transformation: Reply. *Geology*, v. 24, no. 1, pp.92-93.
- McLaughlin, P.P., Gill, I.P. and Bold, W. van den, 1995. Biostratigraphy, paleoenvironments and stratigraphic evolution of the Neogene of St. Croix, U.S. Virgin Islands. *Micropaleontology*, v. 41, no. 4, p. 293-320.
- Gill, I., Moore, C.H. Jr., and Aharon, P., 1995. Evaporitic mixed-water dolomitization on St. Croix: *Journal of Sedimentary Research.*, v. A65, no. 4, p. 591-604.
- Gill, I., Olson, J.J., and Hubbard, D.K., 1995. Corals, paleotemperature and the aragonite-calcite transformation. *Geology*, v. 23, no. 4, p. 333-336.
- Gill, I., 1994. Groundwater geochemistry of the Kingshill aquifer system, St. Croix. *Environmental Geosciences*, v. 1, no. 1, p. 40-49.
- Hubbard, D.K., Burke, R. and Gill, I.P., 1986. Styles of accretion along a steep shelf-edge reef, St. Croix, U. S. Virgin Islands: *Journal of Sedimentary Petrology*, v. 56, no. 6, p. 848-861.
- Suchanek, T.K., Williams, S.L., Ogden, J.C., Hubbard, D.K. and Gill, I.P., 1985. Utilization of shallow-water seagrass detritus by Caribbean deep-sea macrofauna: *Deep-Sea Research*, Part A Oceanographic Research Papers, v. 32, no. 2, p. 201-214.
- Williams, S.L., Yarish, S.M. and Gill, I.P., 1985. Ammonium distributions, production, and efflux from backreef sediments, St. Croix, U.S. Virgin Islands: *Marine Ecology Progress Series*, v. 24, no. 1-2, p. 57-64.

CURRICULUM VITAE

Name Kenneth Holladay		Current Position Title: Profes Project Position Title: Co-PI	ssor, UNO
EDUCATION (Begin with ba	accalaureate or other initial pro	ofessional education and include	e postdoctoral training.
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Massachusetts Institute of Technology, Cambridge, MA	BS	1972	Mathematics
Massachusetts Institute of Technology, Cambridge, MA	Ph.D.	1975	Applied Mathematics

RESEARCH AND PROFESSIONAL EXPERIENCE: DO NOT EXCEED TWO PAGES. Begin with present position, list in reverse chronological order previous relevant employment, experience, and honors.

1975 - 1977	Bateman Research Instructor, California Institute of Technology
1977 - 1982	Assistant Professor, University of Miami
1982 - 1985	Assistant Professor, University of New Orleans
1985 - 2002	Associate Professor, University of New Orleans
2002 - Present	Professor, University of New Orleans

Teaching Activities: 11 Master and Ph. D committees and Co-supervised 1 Ph. D

CONSULTING WORK: 6 companies starting in 1985, mostly programing and remote sensing

PRESENTATIONS AT PROFESSIONAL MEETINGS: 27 items

GRANT APPLICATIONS: Largest successful grants

2010 Co-Principal Investigator Louisiana Systemic Initiative Program (May 1, 2010 – June 15, 2011) "Leaders of Mathematics Through Inquiry-Based Learning In High School 2010-2011" \$199,456

1989 Principal investigator for an equipment grant proposal to the state of Louisiana's Educational Enhancement Fund

("Title 8g grants"). The grant requested money for approximately 40 personal computers and workstations to be used in a computer classroom, a laboratory, and in the offices of the professorial faculty of the Math department. Awarded \$220,000.

- 1994 Principal Investigator for the Global Change Group of the Louisiana submission to NASA's EPSCoR program. Project title: "Carbon Cycling and Hydrology in a Shallow Coastal Estuary." The group involves 12 scientists from five universities and 4 scientists from the Stennis Space Center in a three year project to study the Barataria Basin of Louisiana using a variety of remote sensing techniques. Awarded \$983,200. The project was extended several times to a total of seven years (to 2001) and \$2,002,264.
- 1997 Co-Investigator, "Image Analysis Enhancement for Advanced

Environmental and Land Use Study at the University of New Orleans,"

NASA Equipment Grant for workstations and server to be used for image processing applications to remote sensing and GIS, M. Johnson PI with

W. Cibula, K. Holladay, J. Howard, A. Massasati, S. Penland, R. Thayer and T. Marstall, U.N.O. Award date 10-28-97. Awarded \$98,162.

PUBLICATIONS – REFEREED: 22 items, the following 4 since 2000.

- 22. "Characteristic Polynomials of One Dimensional Distance Matrices," <u>Linear Algebra and Its Applications</u>, 428 (2008), pp 2614-2638
- 21. Melissa Whitten Bryan, Kenneth W. Holladay, Clyde J. Bergeron, Jr., Juliette W. Ioup, George E. Ioup "Comparison of MIM and Nonlinear Least Squares Inversions," Geophysics Vol. 68, N4, July-Aug. 2003, pp 1126 1131.
- 20. "The Distance Matrix Eigensystem of an Equally Spaced Row of Points," <u>Linear Algebra and Its Applications</u>, 347 (2002); pp 17-58.
- 19. C.J.Bergeron, J.W. Ioup, Yan Wu, G.E. Ioup, K.W. Holladay. "Multilayer MIM inversion of AEM data: Theory and field example," <u>Geophysics</u>, Vol. 66, N1, Jan.-Feb. 2001; pp 125 136.

PUBLICATIONS - NOT REFEREED: 9 items, most recent 1998 POSTERS AT PROFESSIONAL MEETINGS: 7 items, most recent 1998 PUBLICATIONS – ABSTRACTS: 4 items, most recent – 1996

Community Activities:

1.

2003 I joined parents group to lobby the St. Tammany Parish School Board (STPSB) on weighted grades for gifted, honors and AP courses. Weighting was adopted.

2005 The STPSB adopted new math texts and curricula for K through 9. It was a product with numerous serious shortcomings. I joined a parents group that lobbied the STPSB to revise the curriculum and after meetings with us they did.

2009 A committee reporting to the Louisiana Dept. of Education proposed removing gifted and talented programs from Special Ed. I have joined a parents group to promote the protection of gifted and talented programs. We will lobby the Dept. of Education, the STPSB and any other organizations that seem appropriate.

List all State and federal funding support for each IHE faculty member during the funding cycle. Duplicate this form for each IHE faculty member, and use additional sheets as necessary.

NAME OF FACULTY: Yvelyne Germain-McCarthy

Status of Support: XCurrent Pending Submission Planned in Near Future
Proposal Title :Leaders of Mathematics Through Inquiry-Based Learning in Grades 4 - 8
Source of Support: Louisiana Systemic Initiative Program
Award Amount (or Monthly Teaching Rate): \$215, 434 Period Covered: May 1, 2011 – June 15, 2012
Location of Activity: University of New Orleans
Person-Months or % of Effort Committed to the Project: Cal Yr 20% AY 100% Summer
Status of Support: Current Pending Submission Planned in Near Future
Proposal Title(or Semester Teaching Support):
Source of Support:
Award Amount (or Monthly Teaching Rate): \$ Period Covered:
Location of Activity:
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer
Status of Support: Current Pending Submission Planned in Near Future
Proposal Title (or Semester Teaching Support):
Source of Support:
Award Amount (or Monthly Teaching Rate): Period Covered
Location of Activity:
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer

List all State and federal funding support for each IHE faculty member during the funding cycle. Duplicate this form for each IHE faculty member, and use additional sheets as necessary.

NAME OF FACULTY: Craig Jensen
Status of Support: X Current Pending Submission Planned in Near Future
Proposal Title :Leaders of Mathematics Through Inquiry-Based Learning in Grades 4 - 8
Source of Support: Louisiana Systemic Initiative Program
Award Amount (or Monthly Teaching Rate): \$215, 434 Period Covered: May 1, 2011 – June 15, 2012
Location of Activity: University of New Orleans
Person-Months or % of Effort Committed to the Project: Cal Yr 20% AY 100% Summer
Status of Support: Current Pending Submission Planned in Near Future
Proposal Title(or Semester Teaching Support):
Source of Support:
Award Amount (or Monthly Teaching Rate): \$ Period Covered:
Location of Activity:
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer
Status of Support: Current Pending Submission Planned in Near Future
Proposal Title (or Semester Teaching Support):
Source of Support:
Award Amount (or Monthly Teaching Rate): Period Covered
Location of Activity:
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer

List all State and federal funding support for each IHE faculty member during the funding cycle. Duplicate this form for each IHE faculty member, and use additional sheets as necessary.

NAME OF FACULTY: <u>Ivan Gill</u>

Status of Support: XXCurrent Pending Submission Planned in Near Future
Proposal Title (or Semester Teaching Support):Service Learning Course for Education Minors
Source of Support:Kentucky Campus Compact
Award Amount (or Monthly Teaching Rate): \$4704 Period Covered:Jan 09 Jan10
Location of Activity: University of New Orleans
Person-Months or % of Effort Committed to the Project: Cal Yr 5% AY Summer
Status of Support: Current Pending X Submission Planned in Near Future
Proposal Title(or Semester Teaching Support):Co-PI on two LaSIP proposals this year
Source of Support:
Award Amount (or Monthly Teaching Rate): \$ Period Covered:
Location of Activity:
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer
Status of Support: Current Pending Submission Planned in Near Future
Proposal Title (or Semester Teaching Support):
Source of Support:
Award Amount (or Monthly Teaching Rate): Period Covered
Location of Activity:
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer

List all State and federal funding support for each IHE faculty member during the funding cycle. Duplicate this form for each IHE faculty member, and use additional sheets as necessary.

NAME OF F	ACULTY: Dongming Wei
	Status of Support: yes Current Pending Submission Planned in Near Future
	Proposal Title (or Semester Teaching Support):
	Source of Support:
	Award Amount (or Monthly Teaching Rate): Period Covered:
	Location of Activity:
	Person-Months or % of Effort Committed to the Project: 1 month of Cal Yr Summer AY
	Status of Support:
	Proposal Title(or Semester Teaching Support):
	Source of Support:
	Award Amount (or Monthly Teaching Rate): \$ Period Covered:
	Location of Activity:
	Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer

List all State and federal funding support for each IHE faculty member during the funding cycle. Duplicate this form for each IHE faculty member, and use additional sheets as necessary.

NAME OF FACULTY: Staffas Broussard	
Status of Support: yes Current Pending Submission Planned in Near Future	
Proposal Title (or Semester Teaching Support): The Development of Student Cohorts for the Enhancement of Mathematical Literacy in Under Served Populations	
Source of Support: NSF	
Award Amount (or Monthly Teaching Rate): \$24,000 Period Covered: October 1 2011 – September 31, 2013	
Location of Activity: New Orleans	
Person-Months or % of Effort Committed to the Project: 1 month of Cal Yr AY Summer	
Status of Support: Current Pending Submission Planned in Near Future	
Proposal Title(or Semester Teaching Support):	
Source of Support:	
Award Amount (or Monthly Teaching Rate): \$ Period Covered:	
Location of Activity:	
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer	
	_

NAME OF FACULTY: Stephen Gasior	
Status of Support: Current	
Proposal Title (or Semester Teaching Support):	
Source of Support:	
Award Amount (or Monthly Teaching Rate): Period Covered:	
Location of Activity:	
Person-Months or % of Effort Committed to the Project: 1 month of Cal Yr AY Summer	
Status of Support:	
Proposal Title(or Semester Teaching Support):	
Source of Support:	
Award Amount (or Monthly Teaching Rate): \$ Period Covered:	
Location of Activity:	
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer	
Status of Support: Current Pending Submission Planned in Near Future	
Proposal Title (or Semester Teaching Support):	
Source of Support:	
Award Amount (or Monthly Teaching Rate): Period Covered	
Location of Activity:	

Cal Yr

AY

Summer

Person-Months or % of Effort Committed to the Project:

NAME OF FACULTY: Jennifer Johnson
Status of Support: Current
Proposal Title (or Semester Teaching Support):
Source of Support:
Award Amount (or Monthly Teaching Rate): Period Covered:
Location of Activity:
Person-Months or % of Effort Committed to the Project: 1 month of Cal Yr AY Summer
Status of Support:
Proposal Title(or Semester Teaching Support):
Source of Support:
Award Amount (or Monthly Teaching Rate): \$ Period Covered:
Location of Activity:
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer
Status of Support: Current Pending Submission Planned in Near Future
Proposal Title (or Semester Teaching Support):
Source of Support:

Cal Yr

AY

Summer

Award Amount (or Monthly Teaching Rate): Period Covered

Person-Months or % of Effort Committed to the Project:

Location of Activity:

Status of Support: Current
Proposal Title (or Semester Teaching Support):
Source of Support:
Award Amount (or Monthly Teaching Rate): Period Covered:
Location of Activity:
Person-Months or % of Effort Committed to the Project: 1 month of Cal Yr AY Summer
Status of Support:
Proposal Title(or Semester Teaching Support):
Source of Support:
Award Amount (or Monthly Teaching Rate): \$ Period Covered:
Location of Activity:
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer
Status of Support: Current Pending Submission Planned in Near Future
Proposal Title (or Semester Teaching Support):
Source of Support:
Award Amount (or Monthly Teaching Rate): Period Covered
Location of Activity:
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer

NAME OF FACULTY: Norma Felton

List all State and federal funding support for each IHE faculty member during the funding cycle. Duplicate this form for each IHE faculty member, and use additional sheets as necessary.

NAME OF FACULTY: Kenneth Holladay
Status of Support: XCurrent Pending Submission Planned in Near Future
Proposal Title (or Semester Teaching Support):Leaders of Mathematics Through Inquiry-Based Learning in High School 2010-2011
Source of Support: Louisiana Systemic Initiative Program
Award Amount (or Monthly Teaching Rate): \$199,456 Period Covered:May 1, 2010 - June 15, 2011
Location of Activity: University of New Orleans
Person-Months or % of Effort Committed to the Project: Cal Yr 5% AY 20% Summer
Status of Support: Current Pending X Submission Planned in Near Future
Proposal Title(or Semester Teaching Support): Source of Support:Louisiana Systemic Initiative Program
Award Amount (or Monthly Teaching Rate): \$ Period Covered:
Location of Activity:University of New Orleans
Person-Months or % of Effort Committed to the Project: Cal Yr 5%AY 20%Summer
Status of Support: Current Pending Submission Planned in Near Future
Proposal Title (or Semester Teaching Support):
Source of Support:
Award Amount (or Monthly Teaching Rate): Period Covered
Location of Activity:
Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer

Memorandum of Agreement Among Partners (cont.)

Sponsoring Institution: University of New Orleans

Principal Investigator: Yvelyne Germain-McCarthy

Additional Partners	Additional Partners	Additional Partners -	Type of Partner
Tracy Guillory	J'Vann Martin	Trinnell Spears	Name
Principal	Principal	Director of C &	Title
Gentilly Terrace	Pierre A. Capdau	Medard H. Nelson	IHE or District & School
De Donas	THE TOTAL OF THE PARTY OF THE P	J. Spear	Signature

(Form 8-cont. 2012-13 LaSIP PD)

Principal Investigator: Yvelyne Germain-McCarthy Sponsoring Institution: University of New Orleans Additional Partners **Additional Partners Additional Partners** Type of Partner Christing D'Templet Principal West Deff H.S Vera Triplett La X Name Memorandum of Agreement Among Partners (cont.) C.E.O. Title New Beginnings Schools IHE or District & School (Signature on top left.) Signature

(Form 8-cont. 2012-13 LaSIP PD)

(Form 8-cont. 2012-13 LaSIP PD)

2012-2013 LaSIP Request for Proposals:
Professional Development Projects for PK-12 Teachers of ELAUlteracy, Science, LIGO Science, & Mathematics

02/01/2015 11:22 2043462801

(Form 8-2012-13 LaSIP PD)

Sponsoring Institution: University of New Orleans Memorandum of Agreement Among Partners (cont.)

Principal Investigator: Yvelyne Germain-McCarthy

Additional Partners Shephen Wober Principal St-Charles Parish (Signed Principal) Additional Partners Destriction High Additional Partners Dawn Jacobi Chair Destriction High Additional Partners Shannon Diocleve Development - Destriction High Destriction High Destriction High Diocleve Development - Destriction High Destriction High Diocleve Development - Destriction High Des	Type of Partner	Name	Title	IHE or District & School	Signature
Dawn Jacobi Math Dept 8 Shannon Diocher Brilipment- S	Additional Partners	Stephen Wober	Principal	St-Charles Parish	~
Shannon Diochers Staff	Additional Partners	Dawn Jacobi	Math Dept	3-0	Dawn Ju
	Additional Partners	Shannon Diochus	Staff	St-Charles Tarish	Die.

(Form 8-cont. 2012-13 LaSIP PD)

2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS LOUISIANA SYSTEMIC INITIATIVES PROGRAM **Memorandum Of Agreement Among Partners**

<u>Yvelyne Germain-McCarthy</u>	University of New Orleans
(Director / Principal Investigator)	(Name of Sponsoring Institution or Institutions)
<u>Craig Jensen</u> (Co-Director/ Co-Principal Investigator)	Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12 (Project Title)

of the partners listed below. This MOA documents the actual working partners who are responsible for contributing to the writing of the proposal, collecting and reporting data, and for the day to day success of the project. This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of each

14/11	ONO	Projessor		Sciences
Carle !	UNO	Professor	,	Sciences
101	Mathematics Department,	Associate	Craig Jensen	Dept./School of Arts &
	UNO		McCarthy	(Required)
TO PROCE	culum & Instruction,	Professor	Yvelyne Germain-	Teacher Preparation Program
Signature	IHE or District & School	Title	Name of Active Partner	Type of Partner

(Form 8-2012-13 LaSIP PD)

Cooperative Planning Efforts

Describe the process of collaboration between the high-need LEA(s), other targeted schools, and the IHE(s) in determining the needs of the LEA(s) in planning and writing this proposal. The statement should be endorsed and dated by an official from each participating institution. In addition, Letters of Support must be included in the appendices of the proposal.

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(Form 9 - 2012-13 LaSIP PD, Revised 7/2011)

2012-13 LaSIP Request for Proposals:

Professional Development Projects for PK-12 Teachers of ELALiteracy, Science, LIGO Science, & Mathematics
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(Form 9 - 2012-13 LaSIP PD, Revised 7/2011)

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(Form 9 - 2012-13 LaSIP PD, Revised 7/2011)

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2. <u>Marcus Achord, Math Teacher, Destreh</u>	an High	2/17/2012
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3. <u>Amy Delaune, Math Teacher, Destrehar</u>		2/17/2012
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4. <u>Janell Levet, Math Teacher, Destrehan</u> l	High	2/17/2012
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5. <u>Jessica Glass, Math Teacher, Destreha</u>	n High	2/17/2012
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(Form 9 - 2012-13 LaSIP PD, Revised 7/2011)

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LEADERS OF MATHEMATICS THROUGH INQUIRY-BASED LEARNING IN GRADES 4 – 12

PRINCIPAL COMMITMENT FORM

ГO:	Drs. Yvelyne Germain-McCarthy and Craig Jensen	
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Brad & Phone (504) 943-1311

New beginnings not a net
As principal, I would very much like for my teachers to participate in your project addressing the teaching and learning of mathematics. I will encourage Content Leaders and our Leadership Teams to integrate subject matter techniques and materials from the project into the school. In order to do so, I will allow time for our team to collaborate during the school day to develop, teach, observe and revise lessons designed to implement high-quality instruction for our children. I understand that such fruitful collaboration during the school day is of the highest form of professional development and I am committed to helping it succeed in my school. I will also allow my teachers time to convene to investigate the research lesson and one day to attend a lesson study classroom observation for professional development. To further support my team, I will attend one of the summer or fall workshops and assists in the observation of the lesson study.

Thus, I will support my team's work on the grant by:

- 1. Encouraging and supporting teachers of greatest need to attend
- 2. Observing and evaluating the lesson study lessons
- 3. Providing \$150 in classroom materials for each teacher to implement the project's goals
- 4. Providing release for teachers to engage in Lesson Study Meetings.

5. Attending one workshop to work with my jeam.

Principal's signature

LEADERS OF MATHEMATICS THROUGH INQUIRY-BASED LEARNING IN GRADES 4 – 12

PRINCIPAL COMMITMENT FORM

TO:

Drs. Yvelyne Germain-McCarthy and Craig Jensen

FROM: Tracy Guillory SCHOOL GENTLY THUMA DATE 2/11/12

Email tracy quillon Brewbeginningsoll not Phone 504-708-2053

As principal, I would very much like for my teachers to participate in your project addressing the teaching and learning of mathematics. I will encourage Content Leaders and our Leadership Teams to integrate subject matter techniques and materials from the project into the school. In order to do so, I will allow time for our team to collaborate during the school day to develop, teach, observe and revise lessons designed to implement high-quality instruction for our children. I understand that such fruitful collaboration during the school day is of the highest form of professional development and I am committed to helping it succeed in my school. I will also allow my teachers time to convene to investigate the research lesson and one day to attend a lesson study classroom observation for professional development. To further support my team, I will attend one of the summer or fall workshops and assists in the observation of the lesson study.

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- 5. Attending one workshop to work with my team.

Principal's signature Thurly

PRINCIPAL COMMITMENT FORM

TO: Drs. Yvelyno Germain-McCarthy and Craig Jensen

FROM: Stephon Weber SCHOOL Destrehan High School DATE February 17, 2012

Email swebxr@stcharles.k12.la.us Phone (985) 764 - 9946

As principal, I would very much like for my teachers to participate in your project addressing the teaching and learning of mathematics. I will encourage Content Leaders and our Leadership Teams to integrate subject matter techniques and materials from the project into the school. In order to do so, I will allow time for our team to collaborate during the school day to develop, teach, observe and revise leasons designed to implement high-quality instruction for our children. I understand that such fruitful collaboration during the school day is of the highest form of professional development and I am committed to helping it succeed in my school. I will also allow my teachers time to convene to investigate the research lesson and one day to attend a lesson study classroom observation for professional development. To further support my team, I will attend one of the summer or full workshops and assists in the observation of the lesson study.

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- Providing release for teachers to engage in Lesson Study Meetings.
- Attending one workshop to work with my team.

6.

Principal's signature

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PRINCIPAL COMMITMENT FORM

TO: Drs. Yvelyne Germain-McCarthy and Craig Jensen

FROM: Dr. Michael Booker SCHOOL Lake area DATE 2-2-2012 michael.booker@newbeginnings
Email_nola.net Phone 504-267-8811

As principal, I would very much like for my teachers to participate in your project addressing the teaching and learning of mathematics. I will encourage Content Leaders and our Leadership Teams to integrate subject matter techniques and materials from the project into the school. In order to do so, I will allow time for our team to collaborate during the school day to develop, teach, observe and revise lessons designed to implement high-quality instruction for our children. I understand that such fruitful collaboration during the school day is of the highest form of professional development and I am committed to helping it succeed in my school. I will also allow my teachers time to convene to investigate the research lesson and one day to attend a lesson study classroom observation for professional development. To further support my team, I will attend one of the summer or fall workshops and assists in the observation of the lesson study.

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- 5. Attending one workshop to work with my team.

Principal's signature

DEPARTMENT OF SPECIAL PROGRAMS JEFFERSON PARISH PUBLIC SCHOOL SYSTEM



501 MANHATTAN BOULEVARD HARVEY, LOUISIANA 70058 (504) 349-7912 FAX: (504) 349-8614 www.jppss.k12.la.us

JAMES MEZA, JR., ED.D. ACTING SUPERINTENDENT

February 1, 2012

Dr. Craig Jensen Mathematics Department University of New Orleans New Orleans, LA 70148 Ph: (504) 280-7442 FAX: (504) 280-5516

Dear Craig,

It is with great pleasure that the Jefferson Parish Public School System (JPPSS) submits this letter of support for the "Leaders of Mathematics Through Inquiry-Based Learning in grades 4 - 12" UNO LASIP Grant for 2012-2013. In the past, JPPSS had high school teachers in the 2010-2011 grant. All feedback has been positive and our teachers are finding great benefit through content and pedagogy. As the Secondary mathematics Consultant, I am your contact person for the grant. We look forward to a continued relationship with UNO and LASIP.

JPPSS is committed not only to supporting its many excellent high school teachers with further encouragement and professional development but also to identifying teachers who need more work and helping and encouraging them to engage in professional development as well. Ideally, the more experienced teachers would serve as coaches and good examples to the less experienced or lower performing teachers. We are committed to helping these lower performing high school teachers achieve better content knowledge and pedagogy in mathematics teaching.

We know that the "Leaders of Mathematics Through Inquiry-Based Learning in High School" UNO LASIP Grant for 2012-2013 will also be structuring vertical lesson plans on a school-by-school basis to target difficult subject areas for teachers and students at that school. We support this idea.

Cordially,

Michelle Blouin-Williams Secondary Math Consultant

Jefferson Parish Public School System

Phone 504-349-8540 Fax 504-349-7801

Michelle.Blouin-Williams@jppss.k12.la.us

Muchelle Blown Williams



WEST JEFFERSON HIGH SCHOOL 2200 Eighth St., Harvey, LA 70058 (504)368-6055 phone (504)368-0535 fax

DR. CHRISTINE TEMPLET, Principal JEANNINE K. DWYER, Asst. Principal SHARON MEGGS-HAMILTON, Asst. Principal LARRY SAVERY, Asst. Principal

UIL CA COL 31 63 /61 /36

January 22, 2012

Dear Bryan Jones and LaSIP Reviewers,

West Jefferson High School, located on the West Bank of the Mississippi River, serves approximately 1,200 students. The student population is comprised of 86% minorities. Seventy-Eight percent of the students are eligible for Free and Reduced Meals, 10% have disabilities, and 24% have English Language barriers. In the 2009-2010 academic year, only 45% of the students were performing at or above grade level on Graduate Exit Exams. For the past four years, the gap between students' performance at West Jefferson High School and students' performance in Louisiana has grown larger.

In 2010-2011, I was fortunate to be placed as the principal of West Jefferson High School. During that year, student test performance showed no growth on the Graduate Exit Exam; however, students have improved performance on the new state mandated End-of-Course tests (Table 1).

Table 1 Percent of WJHS students achieving above "Needs Improvement" on End-of-Course Tests						
Spring 2011 Fall 2011						
Algebra	66%	67%				
Biology	50%	77%				
English li	80%	96%				
Geometry	63%	73%				

Please accept this letter of support for the "Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12" UNO LASIP Grant of Dr. Germain-McCarthy and Dr. Jensen for 2012-13. As an employee of the University of New Orleans, I was fortunate to work with Dr. McCarthy on a grant for differentiating instruction and would feel privileged to have her and Dr. Jensen assist our teachers increase the level of rigor that our curriculum and instruction currently offers to our students. Dr. McCarthy is well respected by her colleagues and the teachers who complete her certification program. I look forward to a continued relationship with her through this grant.

West Jefferson High School is committed to supporting teachers by encouraging continued professional development. The ideals of coaching, intervention, vertical planning, cross-curricula planning, and leadership are implemented at West Jefferson High School and we welcome participation in a grant that complements our ideals. Our main goal is to increase student achievement on high stakes testing. We believe that partnerships and professional development will help us achieve our goal; therefore, we support and request to participate in this project.

While I cannot mandate that my teachers participate in the PD since it occurs during the summer, I will do my best to recruit my teachers and to have those selected share their LaSIP knowledge with my other teachers.

Respectfully,

7

Charten D. Templet. Ph.D.



Patrick F. Taylor

Science & Technology Regional Academy

A Member of The New Technology Network of Schools
2012 Jefferson Hwy
Jefferson LA 70121
(504) 838-2249
FAX: (504) 838-7029
http://ptsta.jppss.k12.la.us



Coach partner for UNO-LaSIP professional development

Dear Drs. Yveyne Germain-McCarthy and Craig Jensen,

It is my pleasure writing this letter to inform you that accept the position for a high school coach for the UNO-LaSIP professional development.

As a high school teacher of mathematics and science courses for Jefferson Parish Public School System (JPPSS), I currently teach advanced level courses such as AP Calculus, AP Statistics and Physics Honors that enhance problem solving and critical thinking to students. Furthermore, these Advanced Placement (AP) math courses require students to take a rigorous national test in order to gain college credit. Thus, not only I can increase the participants' knowledge in mathematics, but I can also assist participants with the corresponding high stakes testing environment.

In addition, these mathematics courses span the majority, if not all, of the core mathematics standards with both in greater depth and breadth than the usual high school courses, thus challenging the participants as a coach and encourage vertical planning will be the normality during the professional development.

Since I am a science teacher as well, the UNO Math-Science collaborative and involvement of UNMASC for the high school environment can also be more easily implemented and coached through an integrated approach in lesson planning, instructional and assessment strategies that include both science problems with extensive math skills and vice-versa.

I believe that I can be an integral part of UNO-LaSIP as a coach with assisting current math teachers with their mathematics and science teaching. Please feel free to contact me in the above number or my email at: achalastaras@pftsta.jppss.k12.la.us if there are any questions. Best regards,

Athanasios Chalastaras



January 26, 2012

Dear Bryan Jones and LaSIP Reviewers,

As the Chief Executive Officer of the Capital One-New Beginnings Charter School Network, I have the pleasure of ensuring that our mission of providing "a high-quality, world-class education that ensures success at all levels of educational pursuits for every student through excellence in teaching and learning" is executed daily to the nearly 1,800 students in our charge at Medard H. Nelson Charter School, P.A. Capdau Charter School, Gentilly Terrace Charter School and Lake Area New Tech Early College High School.

It is with great pleasure that I submit this letter of support for the "Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12" UNO LASIP Grant of Dr. Germain-McCarthy and Dr. Jensen for 2012-13. In the past, many Orleans Parish schools have had teachers in LaSIP grants run by Dr. McCarthy and Dr. Jensen. All feedback has been positive and our teachers are finding great benefit through content and pedagogy. We look forward to a continued relationship with UNO and LaSIP.

The Capital One-New Beginnings Charter School Network is committed not only to supporting its many excellent teachers with further encouragement and professional development but also to identifying teachers who need more work and helping and encouraging them to engage in professional development as well. We are committed to the ideals of **coaching**, **intervention**, and **leadership**. We want school administrators, more experienced teachers at the school, less experienced teachers at the school, and project staff involved in the lesson study process, coaching, intervention, and vertical planning with an awareness of common problems across grade levels. The main goals will be a **successful school based implementation** of the professional development and **increasing student achievement** on high stakes testing. We are committed to helping everyone achieve better content knowledge and pedagogy in mathematics teaching.

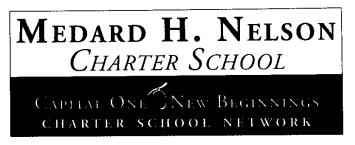
We know that the "Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12" UNO LASIP Grant for 2012-2013 will have a focus on core standards across grade levels, student achievement, increasing content knowledge in number relations and algebra, instructional strategies that incorporate the lesson study process, assessment strategies, and the aforementioned coaching intervention and leadership by UNMASC staff at UNO, school district administrators, and project participants. We support this project.

Vera Triplett, Ph.D.

Cordially

Chief Executive Officer

Capital One-New Beginnings Charter School Network



January 22, 2012

Dear Bryan Jones and LaSIP Reviewers,

My name is Deidra Denis-Bradley; I am the principal of Medard H. Nelson Charter School in New Orleans, Louisiana. We are a part of the New Beginnings Charter Schools Network, which directly runs three other charter schools: Pierre A. Capdau, Gentilly Terrace, and Lake Area New Tech Early College High School.

It is with great pleasure that I submit this letter of support for the "Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12" UNO LASIP Grant of Dr. Germain-McCarthy and Dr. Jensen for 2012-13. In the past, many Orleans Parish schools have had teachers in LaSIP grants run by Dr. McCarthy and Dr. Jensen. All feedback has been positive and our teachers are finding great benefit through content and pedagogy. We look forward to a continued relationship with UNO and LaSIP.

Medard H. Nelson is committed not only to supporting its many excellent teachers with further encouragement and professional development but also to identifying teachers who need more work and helping and encouraging them to engage in professional development as well. We are committed to the ideals of coaching, intervention, and leadership. We want school administrators, more experienced teachers at the school, less experienced teachers at the school, and project staff involved in the lesson study process, coaching, intervention, and vertical planning with an awareness of common problems across grade levels. The main goals will be a successful school based implementation of the professional development and increasing student achievement on high stakes testing. We are committed to helping everyone achieve better content knowledge and pedagogy in mathematics teaching.

We know that the "Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12" UNO LASIP Grant for 2012-2013 will have a focus on core standards across grade levels, student achievement, increasing content knowledge in number relations and algebra, instructional strategies that incorporate the lesson study process, assessment strategies, and the aforementioned coaching intervention and leadership by UNMASC staff at UNO, school district administrators, and project participants. We support this project.

Cordially,

Deidra Dems-Bradley, Principal

Medard H. Nelson Charter School

3121 St. Bernard Avenue New Orleans, LA 70119

Phone: 504-943-1311

Fax: 504-943-9824

www.NewBeginningsNOLA.net



January 22, 2012

Dear Bryan Jones and LaSIP Reviewers,

UNO LaSip program has proven to be an integral part of Pierre A. Capdau's school community. The program has bridged the gap between student achievement and teaching pedagogy. The UNO LaSip program has served a critical role in providing our teachers with professional development sessions that are enriched with a variety of learning opportunities and experiences. Through the support of the agency, Pierre a Capdau Charter School's teachers have received high quality enrichment and educational services. The UNO LaSip program has truly enhanced the curriculum at our school.

It is with great pleasure that I submit this letter of support for the "Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12" UNO LASIP Grant of Dr. Germain-McCarthy and Dr. Jensen for 2012-13. In the past, many Orleans Parish schools have had teachers in LaSIP grants run by Dr. McCarthy and Dr. Jensen. All feedback has been positive and our teachers are finding great benefit through content and pedagogy. We look forward to a continued relationship with UNO and LaSIP.

Pierre A. Capdau is committed not only to supporting its many excellent teachers with further encouragement and professional development but also to identifying teachers who need more work and helping and encouraging them to engage in professional development as well. We are committed to the ideals of coaching, intervention, and leadership. We want school administrators, more experienced teachers at the school, less experienced teachers at the school, and project staff involved in the lesson study process, coaching, intervention, and vertical planning with an awareness of common problems across grade levels. The main goals will be a successful school based implementation of the professional development and increasing student achievement on high stakes testing. We are committed to helping everyone achieve better content knowledge and pedagogy in mathematics teaching.

We know that the "Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12" UNO LASIP Grant for 2012-2013 will have a focus on core standards across grade levels, student achievement, increasing content knowledge in number relations and algebra, instructional strategies that incorporate the lesson study process, assessment strategies, and the aforementioned coaching intervention and leadership by UNMASC staff at UNO, school district administrators, and project participants. We support this project.

ordially.

'Vann I. Martin M Ed

Principal

Pierre A. Capdau Charter School

4621 Canal Street
New Orleans, Louisiana 70119
www.NewBegInnIngsNOLA.net



January 6, 2012

Dear Bryan Jones and LaSIP Reviewers:

I am Dr. Michael E. Booker the Principal of Lake Area New Tech Early College High School. We are the only early college high school in the state of Louisiana. Additionally, we are the high school within the Capital One New Beginnings Charter School Network.

It is with great pleasure that I submit this letter of support for the "Leaders of Mathematics Through Inquiry-Based Learning in grades 4-12" UNO LaSIP Grant of Dr. Germain-McCarthy and Dr. Jensen for 2012-2013. In the past, many Orleans Parish schools have had teachers in LaSIP grants run by Dr. McCarthy and Dr. Jensen. All Feedback has been positive and our teachers are finding great benefit through content and pedagogy. We look forward to a continued relationship with UNO and LaSIP.

Lake Area New Tech Early College High School is committed not only to supporting its many excellent teachers with further encouragement and professional development, but also to identifying teachers who need more work and helping and encouraging them to engage in professional development as well. We are committed to the ideals of **coaching, intervention, and leadership**. We want school administrators, more experienced teachers at the school, less experienced teachers at the school, and project staff involved in the lesson study process, coaching, intervention, and vertical planning with an awareness of common problems across grade levels. The main goals will be a **successful school based implementation** of the professional development and **increasing student achievement** on high stakes testing. We are committed to helping everyone achieve better content knowledge and pedagogy in mathematics teaching.

We know that the "Leaders of Mathematics Through Inquiry-Based Learning in Grades 4-12" UNO LaSIP Grant for 2012-2013 will have a focus on core standards across grade levels, student achievement, increasing content knowledge in number relations and algebra, instructional strategies that incorporate the lesson study process, assessment strategies, and the aforementioned coaching intervention and leadership by UNMASC staff at UNO, school district administrators, and project participants. We fully support this project.

Cordially

K. Michael E. Booker, Principal

uaquana C. Stewart, Asst. Principal

Lake Area New Tech Early College High School

www.NewBeginningsNOLA.net

LEADERS OF MATHEMATICS THROUGH INQUIRY-BASED LEARNING IN GRADES 4 – 12

PRINCIPAL COMMITMENT FORM

TO:	Drs. Yvelyne Germain-McCarthy and Craig Jensen			
FROM:	Vann L. Martinschool P.A. Capdau DATE	1	22	12
	unn.martin@newbeginningsnota.net Phone(5)			

As principal, I would very much like for my teachers to participate in your project addressing the teaching and learning of mathematics. I will encourage Content Leaders and our Leadership Teams to integrate subject matter techniques and materials from the project into the school. In order to do so, I will allow time for our team to collaborate during the school day to develop, teach, observe and revise lessons designed to implement high-quality instruction for our children. I understand that such fruitful collaboration during the school day is of the highest form of professional development and I am committed to helping it succeed in my school. I will also allow my teachers time to convene to investigate the research lesson and one day to attend a lesson study classroom observation for professional development. To further support my team, I will attend one of the summer or fall workshops and assists in the observation of the lesson study.

Thus, I will support my team's work on the grant by:

- 1. Encouraging and supporting teachers of greatest need to attend
- 2. Observing and evaluating the lesson study lessons
- 3. Providing \$150 in classroom materials for each teacher to implement the project's goals
- 4. Providing release for teachers to engage in Lesson Study Meetings.
- 5. Attending one workshop to work with my team.

Principal's signature





3520 General DeGaulle Drive New Orleans, Louisiana 70114

504.304.3837 • 504.309.2865 Fax

Dr. Yvelyne Germain-McCarthy
University of New Orleans
College of Education and Human Development
2000 Lakeshore Drive
New Orleans, La 70148

February 15, 2012

Dear Dr. Germain-McCarthy,

I fully support your LaSIP proposal to fund math professional development for teachers in grades 4 through 12. As math scores in our region indicate, teacher training in research-based methods is sorely needed. To meet the additional challenges that the Common Core Standards for Math will impose, it is imperative that substantive university partnerships are forged and funded to ensure student success in math. It has been my pleasure to work with you and your math team at the University of New Orleans and I have witnessed the success of your LaSIP projects in our classrooms.

The district will actively recruit teachers to participate in your program and monitor implementation in classrooms during the school year.

Sincerely,

Dana Gonzalez

Science Math Specialist

UPWARD BOUND:

From: Lynette Denise Bates

Sent: Tuesday, February 07, 2012 8:08 PM

To: Craig A Jensen

Subject: Re: LaSIP project for next year

Hi Craig,

Please feel free to count on us. Sincerely, Lynette

----Original message----

From: Craig A Jensen <cjensen@uno.edu>
To: Lynette Denise Bates <ldbates1@uno.edu>
Sent: Wed, Feb 8, 2012 01:26:47 GMT+00:00
Subject: FW: LaSIP project for next year

Hi Lynette,

Did you get a chance to look over things? We are looking forward to hearing from you.

Thanks,

Craig

Dr. Craig Jensen

From: Craig A Jensen

Sent: Tuesday, January 31, 2012 3:23 PM

Hi Lynette,

The LaSIP RFP for the next year was released Jan 18 (and has a somewhat tight deadline because the complete proposal is due Feb 20.) Yvelyne and I are submitting just one proposal that covers grades 4-12.

Would you be willing to work with us again this coming year? In particular, could we have teachers from the grant come and give talks to Upward Bound students? What times would be best for you in the summer (would probably have to be in July)? Do you have any other advice or recommendations?

Attached is the Notice of Intent for the grant. Also attached is a memorandum of agreement among partners form. Would you be willing to sign this form?

Also, would you be willing to write a letter of support for the grant? It could mention the value both to the teachers in the LaSIP PD program as well as to the Upward Bound students.

You can email things back to me or Yvelyne (also cc'd to this email.) Also, my FAX is 280-5516 and her FAX is 280-1120 if that is easier.

Thanks again for all of your help over the years,

Craig

EMAIL TO PRINCIPALS AND TEACHERS LEADERS OF MATHEMATICS THROUGH INQUIRY-BASED LEARNING IN GRADES 4 – 12

PROJECT DIRECTOR(S): Drs. Yvelyne Germain-McCarthy, Craig Jensen

TELEPHONE: (504) 280-6533 **FAX:** (504) 280 - 1120

E-MAIL: ygermain@uno.edu, rjensen@uno.edu

Dear Principals and 4 – 12 grade Teachers and Leaders:

Please read the information below to determine if you or your teachers are interested in supporting our proposal to the state to fund the program below. If so, please complete and return the principal, district commitment forms and names of teachers interested.

Project Objectives

This project will continue the focus of UNO's previous LaSIP grant through its application of lesson study (LS) in the schools as a major tools for enhancing mathematical and pedagogical understanding. While the project's primary goal is to increase problem solving content and pedagogical skills, the participants will be engaged in mathematical tasks from a variety of content areas including: numbers and operations, geometry, patterns, functions and algebra. A graduate level 3-credit hour course focused on inquiry-based learning for mathematics teachers of grades 4-12 will be developed to meet the goals. Teachers successfully completing this project will have the expertise to serve as math coaches in the schools.

Recruitment and Selection of Participants

We expect 30 participants from schools in the greater New Orleans and Jefferson Parish metropolitan area. Selection criteria include teachers and leaders who are currently teaching or leading reform efforts in mathematics, have a desire to implement the standards in the classroom, have the ability to adapt teaching strategies and content to meet the needs of the individual students, have a willingness to share their newly acquired skills with others, and, have the support of their principal and district. A team of a minimum of three teachers or leaders from each school is required. Crucial to the selection process is recruiting teachers of "greatest need" as required by LaSIP and defined below.

TEACHERS OF GREATEST NEED:

The P.I. must work with the parish/school partners to assure that school and parish leadership leverage any and all mechanisms to assure recruitment and participation of the teachers with the greatest need, i.e., those who are **NOT** highly qualified in math, teachers with the largest percentages of students not meeting the standard (Unsatisfactory and Approaching Basic) for multiple years, teachers in schools with the greatest numbers in the lowest performance classification category, teachers with high percentages of students with D's and F's. This will provide the greatest potential for reducing the numbers of lowest performing students and schools

The specific objectives of the program are:

- 1. To increase participants' confidence in using and teaching mathematics by enriching their mathematics content base.
- 2. To enhance teachers' skills and appreciation for <u>collaboratively</u> planning detailed lessons with follow-up observations and revisions.
- 3. To introduce new teaching strategies and materials for conveying the spirit of the NCTM and Core Standards via the manner in which the course is taught.

- 4. To provide opportunities for teachers to create classroom materials and activities for implementing appropriate activities from the course.
- 5. To demonstrate how topics can be connected through rich, worthwhile and engaging tasks requiring tools such as manipulatives, calculators and computers.
- 6. To enhance principals' understanding and appreciation for LS so that they will fully support their team.
- 7. To increase teachers' communication of ideas through electronic media.
- 8. To provide opportunities for teachers across the schools to visit each other and help improve the learning of students through the LS open classroom or LS open house.

Procedure

This grant will be for a summer and academic year period that include 17 days.

For 10 workdays during the summer in July and for 7 Academic year days during Fall and Spring, we will work on the following-

Most of the day will be dedicated to investigations that highlight the important mathematical concepts. The remaining time will be reserved for leadership team meetings to begin the lesson study process for modifying the content to create engaging lessons integrating technology to address student data. The Fall workshops will allow some time for teachers to plan, teach, and revise lessons. Stipends for teams to meet after school during the Spring

The lesson study process is as follows:

term to conduct another LS will be available.

- -Each team will convene to determine a goal they all want students to achieve in the content area of the course. The teams can consist of teachers from one grade level or across grade levels because investigations are rich enough for adaptation to grades 4-12.
- -Teams will begin to create a detailed lesson and assign a member as the lead teacher to teach it in his/her classroom.
- -Team members will then observe the lesson, and then convene during school hours to share reflections and suggest revisions to the lesson.
- -Team members will debrief to reflect on the student learning of the lesson and discuss revisions needed.
- Principals will be invited to a summer to share information on LS and their teachers' work.
- Two days will be devoted to LS open houses at two of the schools. Teachers will convene at the schools to observe a lesson, make notes on their observation and then reflect on the process as a group.
- Each school team will present the research lesson at GNOTM, if accepted..

BENEFITS FOR TEACHERS:

- **A.** A minimum stipend of \$150 per 6-hr day as follows:
- **B.** Participants earn \$120 a 6-hour day in the summer; \$150 a 6-hour day for Fall and Spring semesters and then a spring bonus of \$5 for every hour attended in the summer upon successful completion of the entire program in the spring.
- C. Materials to use in the project for up to \$100
- **D.** Tuition waived for up to 3 graduate credits for those successfully completing the program.

E. CLUs for those completing the program F. Peer and Administrative Support G. University Support H. Student Improvement in math achievement (cat) Professional development to serve as math coach TEACHER DELIVERABLES FOR RECEIVING BENEFITS: Teacher's absence may not exceed 3 days. a. Completion of a pre and post test on the content b. Completion of a lesson study cycle c. Complete lessons integrating technology d. e. Active participation in workshop activities. f. Active participation in lesson study meetings with team members Classroom observations at least twice each semester g. h. Report on students' pre and posttests. i. Report on students' EOC or LEAP scores j. Presentation at GNOTM or at a school meeting

PRINCIPAL COMMITMENT FORM

TO: Drs. Yvelyne Germain-McCarthy and Craig Jensen				
FROM:	SCHOOL	DATE_		

As principal, I would very much like for my teachers to participate in your project addressing the teaching and learning of mathematics. I will encourage Content Leaders and our Leadership Teams to integrate subject matter techniques and materials from the project into the school. In order to do so, I will allow time for our team to collaborate during the school day to develop, teach, observe and revise lessons designed to implement high-quality instruction for our children. I understand that such fruitful collaboration during the school day is of the highest form of professional development and I am committed to helping it succeed in my school. I will also allow my teachers time to convene to investigate the research lesson and one day to attend a lesson study classroom observation for professional development. To further support my team, I will attend one of the summer or fall workshops and assists in the observation of the lesson study.

Thus, I will support my team's work on the grant by:

- 1. Encouraging and supporting teachers of greatest need to attend
- 2. Observing and evaluating the lesson study lessons
- 3. Providing \$150 in classroom materials for each teacher to implement the project's goals
- 4. Providing release for teachers to engage in Lesson Study Meetings.
- 5. Attending one workshop to work with my team.

Principal's signature_	

Stipend payment option B.

We will be using Option B for stipend payment selection. Participants will be paid \$20 per hour for the summer institute and the will receive an additional \$5 per hour for each day of the summer institute at the end of the program provided they stay for the entire program. During the academic year, participants will be paid \$25 per hour.

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Appendix A: COMMUNICATIONS WITH SCHOOLS to FIND AREAS OF NEED

From: Michael Booker [michael.booker@newbeginningsnola.net]

Sent: Monday, January 23, 2012 2:12 PM

To: Craig A Jensen

Cc: Vera Triplett; Juaquana.Stewart@newbeginningsnola.net; Yvelyne Germain-McCarthy

Subject: Re: LaSIP Professional Development Program

Hello Mr. Jensen

I am Dr. Michael Booker, principal of Lake Area New Tech Early College High School. We would be honored to be an active participant in this educational endeavor. Please let us know what you need from us "specifically-as the high school component." Rest assured that we will get you the information expeditiously. Thanks for including the high school in this venture.

Respectfully,

Dr. Booker & Ms. Juaquana C. Stewart Principal and Assistant Principal respectively

On Mon, Jan 23, 2012 at 9:27 AM, Craig A Jensen < cjensen@uno.edu > wrote:

Dear Dr. Triplett and Principal Booker and Assisstant Principal Stewart,

Dr. Yvelyne Germain-McCarthy and I are going to be applying for a LaSIP PD grant in grades 4-12 this coming year. The RFP was released last Wed Jan 18 and the complete grant is due Feb 20, so things are somewhat tight as far as having time to write it.

We plan to offer preferred spots for all of the schools in the Capital One New Beginnings Charter School Network. I know we have been working with the Elementary/Middle schools already this year but have not had much contact with Lake Area New Tech Early College High School.

Do you think you could read the attached notice of intent and see if you are interested in working on this with us? If so, we would very much appreciate it. If you are supportive of it, I have enclosed a possible support letter. You can feel free to modify the support letter as you like, taking out things you disagree with or adding things. It is only intended to be a rough guide if you wanted one and of course we would most of all value any original input you have.

You can email me or Dr. Germain-McCarthy. Also, my FAX is 280-5516 and her FAX is 280-1120 if that is easier.

Other things that would be really useful to us are student test data from high stakes testing. This lets us know what areas we should focus on and is also required data for the LaSIP grant submission. I hope that you are interested in working with us and look forward to collaboration in the future. Best,

Craig

From: Darrell Williams [darrell.williams@newbeginningsnola.net]

Sent: Thursday, February 02, 2012 7:11 AM

To: Yvelyne Germain-McCarthy

Cc: Trinnell Spears; Tracy Guillory; Vera Triplett; deidra.bradley@newbeginningsnola.net; Stephanie

Jackson; J'Vann Martin; Patrice Wright

Subject: Newbeginnings Math Professional Development

Dr. McCarthy,

It was great meeting with your team to discuss the work you and your team has planned to assist our schools in improving math instruction. I wanted to reach out to you to share a few ideas I have regarding professional development needs. As you know all of our schools are in full swing LEAP/iLEAP test preparation mode. I feel the your team can also be an asset in these endeavors.

After reviewing the report presented on yesterday, it is obvious our teachers could benefit from professional development that focuses on instructional practices to increase rigor in the classroom specifically, strategies that allow teachers to present content in multiple ways and engages students in higher cognitive thinking. Again the schools are preparing for the LEAP test and as you begin your work to assist us, training teachers to teach highly assessed standards better would be a big help. I have included the ANET priority standards and the LEAP/iLEAP test specifications. Utilizing this information in planning for professional development can ensure teachers are using best practices around the standards we know will be assessed.

Please let me know how I can further assist you in this work. I look forward to working with you and your team.

__

Darrell G. Williams

Math Coach

Medard H. Nelson Elementary School

On Thu, Feb 2, 2012 at 7:31 AM, Yvelyne Germain-McCarthy <<u>ygermain@uno.edu</u>> wrote: Hi Mr. Williams,

Thanks for the input which we will definitely use to shape our work with the teachers.

I already had a copy of the LEAP Specs but what would be helpful is to add three other columns (one for each school) with the percent scores of students who attained basic at each of the strands.

.

Thanks! Yvelyne

From: Darrell Williams [darrell.williams@newbeginningsnola.net]

Sent: Monday, February 06, 2012 12:53 PM

To: Yvelvne Germain-McCarthy

Subject: Re: Newbeginnings Math Professional Development

Dr. McCarthy,

Attached you will find a table showing the average percent correct by strand for each grade level at Nelson. I hope this helps. Please let me know if you need anything else. Attached is a copy of the LEAP information you requested.

From: Craig A Jensen [mailto:cjensen@uno.edu] **Sent:** Wednesday, February 15, 2012 4:20 PM **To:** Stephen Weber; Andre Varnado; Dawn Jacobi

Dear Principal Weber and Ms. Jacobi and Mr. Varnado,

Dr. Yvelyne Germain McCarthy is Director and I am Co-Director for an upcoming Louisiana Systemic Initiatives Program grant proposal for professional development in mathematics education. The Notice of Intent for our proposal is one of the attachments to this message.

We plan to work with 3 middle/elementary schools and 3 high schools. We have thus far coordinated with 3 middle/elementary and 2 high schools, so that there is a spot open for a high school to work with on the grant.

Would you be interested in partnering with us on this proposal? If so, please feel free to make any recommendations that you think help meets the needs of your teachers. We are very excited about the project. In talking to Mr. Varnado today, we found that he was quite enthusiastic about your math program and the highly skilled people in it. He talked about your competency with technology and other issues related to mathematics education.

The actual professional development would be for 10 days (2 weeks) in the summer and 7 days in the academic year. Teachers would be paid \$150/day by the grant.

If you are interested, please get back to Dr. Germain-McCarthy or myself. One issue is that grant RFP was released only Jan 18 and the full proposal is due Feb 17 (this Friday.) With this restricted timeframe, we fully realize we are not giving you time properly to look over the grant.

If you are interested, a simple email saying that you are would be great. If in addition you want to fill out the attached forms (the cooperative planning form, the memo from partners form, and the principal commitment form at the end of the grant announcement document) that would be great. If you do manage to fill out the forms, you can scan them in and email them to us or FAX them to me at 504-280-5516 Attn: Jensen.

I apologize again for the late notice.

Craig

From: Dawn Jacobi [djacobi@stcharles.k12.la.us] **Sent:** Wednesday, February 15, 2012 4:41 PM

To: Craig A Jensen

Cc: Andre Varnado; Stephen Weber

Subject: RE: LaSIP Professional Development Grant

Dr. Jensen,

Wow! This sounds like an exciting opportunity for our teachers and, ultimately, our students. At DHS, we are fortunate to have so many enthusiastic teachers in our math department. I feel that many of them

would truly appreciate this invaluable professional opportunity. I will look through the materials tonight, speak to my principal, and contact you on Thursday. Thank you for including our teachers in your inquiry.

Sincerely,

Dawn Jacobi, NBCT, M.Ed.

DHS Math Department Chair

From: Dawn Jacobi [djacobi@stcharles.k12.la.us]

Sent: Friday, February 17, 2012 1:27 PM

To: Craig A Jensen **Subject:** LaSIP dates

Dr Jensen,

FYI - My people are saying that the weeks of July 9 and 16 are best for them.

Dawn

From: Dawn Jacobi [djacobi@stcharles.k12.la.us]

Sent: Friday, February 17, 2012 1:25 PM

To: Craig A Jensen

Subject: RE: LaSIP Professional Development Grant

Dr Jensen,

My principal gave us the "go ahead" so I'm gathering my teachers to discuss this. I will email the completed Principal Commitment form in a few minutes, but am unsure what to do with the cooperative planning and the memo from partners forms. Is the memo from partners where I include the names of interested teachers?

Dawn

PS One of our best teachers - Monique Guidry - just emailed me that you are her fave prof! Monique would be an outstanding participant.

From: Craig A Jensen

Sent: Friday, February 17, 2012 7:12 AM

To: Dawn Jacobi

Cc: Yvelyne Germain-McCarthy

Subject: RE: LaSIP Professional Development Grant

Dear Dawn.

(1) We plan on going over the CCSS in some detail. Both Yvelyne and I are in the PARCC team for Louisiana to help determine how best to implement them. One nice perspective from the 4-

12 nature of the grant is that we plan on having meeting across grade levels which talks about common problems across grade levels that arise in this area and an awareness of how to address them. We also have 2 science people in the UNO faculty on the grant so we can stress actual real world applications of things to people, and in general the focus will be on presenting mathematics in an applied setting with an emphasis on critical thinking and reasoning.

- (2) We were thinking sometime in the middle of July. Do you have any preference about times for this?
- (3) We can't guarantee anything at this point but my impression is that having room for 3-6 should be fine.

Thanks, Craig

> Dr. Craig Jensen Associate Professor and Undergraduate Coordinator Department of Mathematics, University of New Orleans Math Bldg 247 (504) 280-7442

From: Dawn Jacobi [djacobi@stcharles.k12.la.us] Sent: Thursday, February 16, 2012 5:33 PM

To: Craig A Jensen

Subject: RE: LaSIP Professional Development Grant

Dr. Jensen,

We are very excited about the LaSIP opportunity, but my principal and teachers want a little more information before we can fully commit. Please indulge a few brief inquiries about the LaSIP program:

- 1. My principal is worried that with all of the Act 54 and Common Core State Standards Professional Development that will be required by our district we may overload our teachers. It seems to me that this LaSIP program will help teachers with the assimilation of Core Standards into their instructional practices, but we are seeking a few more particulars. Can you offer us any insights about the connections between the LaSIP initiatives and the adoption of the national standards (CCSS)?
- 2. We did not see any specific (summer) dates on the grant proposal. My teachers need some additional info on the possible July dates during which the sessions will take place. They want to ensure that their calendars are clear so they can fully commit to the program.

3. We would like to know how many teachers may be able to participate. We were thinking of extending the opportunity to 2 teams of teachers who teach at-risk kids in Algebra 1 and Geometry. Are we looking at opportunities for 3 teachers? 6 teachers? Please specify.

Thanks in advance for entertaining these questions. We want to make sure that this LaSIP program is a win-win situation for all parties involved.

Sincerely, Dawn Jacobi

Teacher Input to Content Needs Expressed after Collaboration Meetings -Based on LEAP/iLEAP Data -

Content Strand	Number of Times Requested
Number Sense & Relationships	15
Geometry	3
Algebra	6
Measurements	0
Probability & Statistics & Data Analysis	2

The following teachers were involved in arriving at the above expressed needs:

		Suggested Content Strand					
Collaborator Name		Number	Geome	Probabty	Algebra	Pattern	Measurement
		&		&			
		Relations		Statistics			
Iesha	Pearce			X	X		
Trinnell	Spears	X			X		
Karen	Virga	X			X		
Nicole	Wenck	X	X		X		
Deborah	Williams	X					
Cecilia	Wilson				X		
Christopher	Smith	X					
Elizabeth	Brogan	X					
Carol B.	Harris	X	X				
Stacy	Clayton	X					
June	Johnson	X					
Stacy	Matherne	X					
Jeffrey	Fose						
Kristen	Guin	X					
Rokin	Nguyen						
Lauren	Chernokoff	X			X		
Kip	Washington	X					
Darrell	Williams		X				

Denise	Washington	X			
Gail	Beamon	X	X		

APPENDIX B

LaSIP – Table of Requirements for Stipends and Credit

HOME PHONE #
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Requirements For UNO Credit	Tentative Due Date
Institute Participation and Promptness	On-going
2) Attendance	On-going
3) Pre and Posttest: Min 70% on posttest	Summer
4) Pre and Posttest: SLAEM Min 70% on posttest	Summer
5) Student Pre and Posttest and Results	Sept 15, April 15
6) Grade Level Reflections	On-going
7) Peer Teachings	Summer
8) Problem Solving Tasks (Homework)	Summer and AY
9) Six CCSS lesson uploaded to OpenSIM	AY-on line days
10) Knowledge Packet for Lesson study Topic	Summer
11) Study Meeting Reports	On-going
12) Lesson Study Process	
A) Lesson Study Plan Draft	Summer
B) Lesson Study Plan Observed and Revised, uploaded	March
13) Your school Open House/GNOTM Conference	February/April
Stipend Additional Requi	rement
14) Each One Save Three Students Selected	October
15) Performance Assessment	December
16) Observation Assessment	November
17) Paper and Pencil Assessment	October
18) Assessment Reflection	April 1
19) Pre-Post test data for students	April 10
20) Portfolio Due	April 20

APPENDIX C Syllabus for Stipend and Graduate Credit

UNIVERSITY OF NEW ORLEANS - DEP'T OF CURRICULUM & INSTRUCTION

LaSIP/UNO EDCI 6995: Inquiry-Based Learning in Grades 4-12

Dr.. Yvelyne Germain-McCarthy Wk: (504) 280-6533 ygermain@uno.edu Dr. Craig Jensen (WK) (504) 280-7442 cjensen@uno.edu

LaSIP Course Description: 2012 - 2013

ALL PARTICIPANTS

In this project, we will work on mathematical topics appropriate for you, as well as focus on the teaching of numbers and relations concepts in grades 4-12. This project is designed to facilitate disciplined reflective inquiry into the education process through a supervised functional application of the lesson study approach to teaching and learning. Throughout the course you will be encouraged to reflect on your learning as a tool for thinking about how learning happens.

The philosophy of this project is that people, of all ages and many learning styles, learn best in an environment where they explore topics and come to their own understanding. This environment includes working cooperatively with others from diverse backgrounds in heterogeneous settings and is consistent with the College of Education's mission to prepare professionals who practice in culturally diverse settings using the interaction of theory and practice. To succeed in this project and earn its benefits, you must compete all of the assignments, participate in all the activities, and adhere to all the guidelines.

Texts and Materials

- -NCTM Standards; NCTM Focal Points www.nctm.org; CCSS
- -Text: Annenberg CPB;
- -High School: choice of one NCTM supporting Reasoning and Sense Making

 Middle School: Russell, S. Shiufter & Virginia Bastable. (2011). Connecting Arithmetic to Algebra:

 Strategies_for Building Algebraic Thinking in the Elementary Grades. Portsmouth, Ma.

 Heinemann
- -Calculator

Course Objectives: students will be able to:

- 1. Demonstrate strategies for teaching and enhancing acquisition of numbers and relations, algebraic and geometric thinking concepts and related computational skills using a variety of materials and methods at the appropriate grade levels.
- 2. Develop and apply alternative assessments to analyze a students' understanding of the topic of numbers and number relations, Algebra and Geometry at the appropriate grade levels.
- 3. Make clear distinctions between new requirements of the CCSS and current GLEs
- 4. Develop and teach reform-based lesson plans to students based on activities from the Louisiana Comprehensive Curriculum and CCSS using technological tools.
- 5. Identify and explore sophisticated strategies adaptable for any population of students.
- 6. Participate in a lesson study process to develop, teach, and revise engaging lessons.

DESCRIPTION OF ASSIGNMENTS

PART A: STIPEND REQUIREMENTS FOR ALL PARTICIPANTS

1. Participation and Promptness

Throughout the course, you will be informally evaluated on your contributions to class discussions and group work. Professional behavior, including engagement in all activities, is expected at all times. In addition, you are expected to be prompt in attending every session.

2. Attendance

Attendance in class is mandatory. Copying someone's notes cannot duplicate classroom discussions or ideas shared. Due to the nature of the LaSIP program and its funding sources, full attendance is required. Your participation is vital not only to your leaning, but also to your team. After three absences, you will receive no stipend for any day in the program. However, you may continue to attend provided that you call a classmate for missed information and make up any missed work.

3. Pre and Post-Test

You will complete pre and posttest on the project's content and pedagogical area and earn at least 70% on a posttest.

4. Pre and Posttests/Standardized tests of Your Students

You will administer pre and posttests to your students and submit their grades and averages. ILEAP or LEAP Scores of your students are also expected.

Launch-Explore-Summarize Lessons

5. A sample lesson format called Launch, Explore and Summarize (LES) will be discussed in class. For each session, you will work in grade level groups to modify the content to fit your students' levels. Lessons must show thoughtful connections to teaching and learning which were demonstrated through the project and readings and incorporate technology.

Peer Teachings

6. In grade level groups, you will help create and teach a 30-minute reformed-based lesson on numbers and relations or algebraic and geometric thinking. You are to FACILITATE your group's understanding of the chosen content.

7. **Problem Solving Tasks (HWK = Homework!)**

Problems will be assigned periodically and reviewed in class to extend practice with content or manipulatives discussed in class.

8. Review of 3 Activities that Support the CCSS

During a class session, you will use the Internet to submit three reviews of activities from the CCSS that you would like to incorporate in a lesson. Choose concepts that are typically troublesome for your students.

9. Knowledge Packet

In your grade level team, you will create a knowledge packet for a topic chosen for a lesson study

10. Lesson Study Process and Lesson Plans

You will work with your school team to create, observe, teach and revise a reformed-based lesson. The lesson should model CCSS and documentation of the process will be required (students' work, videotape of lessons, etc.) A sample-reporting format will be discussed in class.

11. Lesson Study Open House

On a school day, we will visit two of the schools to observe a lesson study in the classroom.

12. Lesson Study Open Classroom at your school

On a school day, invite LaSIP staff, your principal and any other colleagues who is available to observe and provide feedback for your lesson

13. Present at GNOTM ---You and your school team will submit a proposal to GNOTM.

PART B: Requirement for Course Credit

Alternative Assessments: Student Assessment Tasks

Each One Save Three

- a. Choose three students from your classes at different levels of understanding that you feel can benefit from your focused intervention. Think about their needs as you design the lessons and assessments for your classes. Your goal will be to assess and document their mathematical and affective needs, address these needs through your lessons and interactions, and then document their progress so that you can see marked improvement in their math scores and attitudes towards mathematics. During your lesson study time back at school, bring work of these students to discuss and guide your planning. What about your other 30 students? Research shows that your detailed, well-crafted plans to address the needs of these few students, will benefit the other students as well. Include these students in Lesson Study reports.
- b. You will assess three children's understanding of mathematical concepts from the content of your lesson study plan in at least two different ways: observations, performance assessment or the open-ended paper and pencil test created during the summer. Each of these assessments will be used to guide your daily lesson planning. The observation and performance assessment must include an engaging hands-on activity-not just paper and pencil. In addition, the assessments should provide information about students' conceptual understanding of selected lesson study topics. You should collect students' work, grade it, and submit it with an analysis as described below.

c. Performance Assessment

d. Create a task related to your lesson study topic for students that include a rubric to score the students' performances. You should collect students' work, grade it, and write an analysis, which includes:

Each of the following:

A description of the task and to what you wanted to assess

A summary of how each of the students performed

A summary of what you learned about the students

A statement of your instructional plans based on the assessment.

Students' work with score for each student's paper based on a rubric.

Convert the rubric score to a percentage grade. You may choose NOT to share this grade with students.

A reflection to share with your team on how the results provide insights to your students' need and lesson study plan.

13. Observation Assessment

Choose an aspect of the lesson study topic, one behavioral characteristic, and one way to observe students. Write a lesson with an observation rubric and complete the directions above. You should collect students' work, grade it, and write an analysis which includes the directions given above for the interview assessment.

15. Paper and Pencil Open-ended Assessment

Use the pre or posttest from the summer classes. You should collect students' work, grade it, and then write an analysis, which includes the directions given above for the interview assessment.

Rubric for Assessment Tasks: For a passing grade, an acceptable rating is required on each component of the rubric.

	Acceptable	Unacceptable
Assessment	Candidate clearly describes the appropriate	Candidate is vague in
	assessment using the directions above.	describing the assessment.
Student Samples	Candidate includes all samples of students'	Candidate did not include all
	work.	student work samples.
Rubric	Rubric is clear and addresses the key points of	One or more elements on the
	the assessments. The rubric scores are consistent	acceptable are missing.
	with work shown for students	
Conclusion	Candidate summarizes what he/she learned from	One or more criteria are not
	the students and states what each student needs	mentioned.
	to learn next. Candidate includes students'	
	grades based on 100%.	
Lesson Study	The reflection reveals how the assessment results	No connection is made to the
Reflection	provide insights to school's lesson study plan.	team's lesson study plan or
		reflection is missing.

Appendix D: UNO Mathematics and Science Collaborative Document

A. THE UNO MATH-SCIENCE COLLABORATIVE: Who We Are

The UNO Math and Science Collaborative (UNMASC) is a venture amongst the College of Education and the College of Sciences where university mathematics, education and science faculty members explore the question "How can we prepare teachers to engage students in meaningful and worthwhile learning? Below is our initial plan with updates in parentheses.

B. GOALS AND MISSION

UNMASC will facilitate (has facilitated) professional development programs for K-12 teachers and students that support the major reform efforts for curriculum development (Core Standards, Focal Points, Reasoning and Sense Making) in the greater New Orleans region. UNMASC's structure and goals are outlined below. The primary goal for this venture is to help teachers and students unmask the important ideas in mathematics K - college through solid conceptual understanding across PK – 12 so that students will pursue math and science with a strong content knowledge and confidence in their ability to do the sciences. Simultaneously, the UNO faculty will pursue professional development activities to enrich their understanding of the standards and implications to their teaching.

C. UNMASC Proposed Activities:

1. The Mathematics and Science Collaborative meets to:

- (i) discuss measures for reform. Initially, discussions centered on the content and pedagogy for preservice education. (Today we also discuss professional development for in-service teacher
- (ii) review existing materials and resources on reform-base math. (A heavy focus is on the CCSS).
- (iv) Plan math workshops for faculty and revise college courses for preservice teachers to align with standards where possible- (Dr. Holladay is pioneering using clickers to get more student participation!)
- (v) Provide day-long professional development workshops for teachers (For the spring semester, we have five workshops planned for Charter school teachers)
- (vi) Provide learning opportunities for K-12 students on the UNO campus. (We had a week-long math camp for K-4 students and plan to have one again this summer)

D. UNMASC's Long Term Goals Include:

- a. Development of a faculty learning center for faculty and mentor teachers to explore reform methodologies (We need an NSF grant to accomplish this)
- b. Development of workshops integrating mathematics and science for faculty and mentor teachers (We do this well in our LaSIP grants).
- c. Continuation of a significantly revised curriculum and courses based on recent research in the teaching

and learning of science and mathematics. (on-going)

- d. Creation of a support system for teachers from action research perspectives. (our LaSIP grants applies lesson student to help make this happen)
- e. Sharing of model lesson plans for mathematics courses taught to undergraduate students (The Web board currently serves to make these lessons available)
- f. Integration of mathematics and science within the math/science methods courses and college courses where appropriate (on-going: Gill and Germain have observed each others classes and Germain has participated in Gill's field trip activities for his students.)
- g. Expansion of the electronic bulletin board to share newsletters, lesson plans, etc. within and outside the New Orleans region. (we have done this—now we want to extend it to OpenSim)
- h. Strong collaboration with math and science content leaders (We have such a collaboration in four of the neighboring charter schools)
- i. Coordination of workshops for mathematics and science with an extension of participants to include those faculty teaching <u>developmental</u> mathematics and Biology. The focus on developmental math will center about the questions: Can the developmental math course content and method be structured along the standards? If so, what effects, if any, will this have on the content of those courses taken by preservice teachers? (UNO will no longer accept student into developmental math. UNMASC will need to develop a plan to work with UNO to support students who need math help before applying.)

Appendix E: Value Added Assessment Results

In Louisiana, UNO is the best in preparing elementary teachers to teach mathematics according to the states Value Added Assessment. This is an accomplishment shared by both the Department of Curriculum and Instruction and the Department of Mathematics. This is justified by the report received from the state regarding UNO value added scores for the undergraduate certification program for mathematics (see the state evaluation and table below).

Value-Added Evaluation of Louisiana Teacher Preparation Programs: 2010-11 For the 2007-2008, 2008-2009, and 2009-2010 Academic Years

Prepared by Dr. George Noell, Dr. Kristin Gansle, & Dr. Jeanne Burns

The following charts provide the value-added score means for all new or redesigned teacher preparation programs that had 25 or more new teachers who met the criteria to be included in the value-added analysis.

Individual value-added scores of new and experienced teachers were first calculated using the Louisiana Department of Education mixed model (i.e., Value-added teacher evaluation assessment). The model estimates typical achievement of individual students based upon predetermined predictors such as prior achievement, disability, and attendance and then links the students' achievement to the teachers who taught the students. Additional information about the model can be found at the following URL: http://www.doe.state.la.us/topics/value-added.html

Value-added scores of new teachers who completed teacher preparation programs were used to calculate the means for the teacher preparation programs.

The means for new teachers were calculated for *all* new teachers in a given content area who were teaching in their first or second year during the academic years 2007-08, 2008-09, and 2009-10. Teachers from Louisiana's teacher preparation programs were only counted as new from a university or private provider if they were five years or less from their program completion date and were teaching within the areas they were prepared to teach. The means were rounded to the nearest tenth of a point.

All means describe the performance of the group listed in the left column; means, Ns, and standard errors of measurement appear in the same row for each group. Means for all experienced teachers and all new teachers are provided for comparison purposes.

The value-added scores are indicators for teacher preparation programs of the degree to which they are successful in preparing new teachers whose students reach their predicted achievement in specific content areas. The mean value-added result does not provide information regarding the absolute level of achievement of those students. Additional data are needed to determine the full meaning of each score.

Teacher preparation programs will be provided breakdown data during fall 2011 to assist them in developing a deeper understanding of the following scores.

Undergraduate Certification Programs: Mathematics

Teacher Preparation Programs	N	Mean	SEM
University of New Orleans Undergraduate TPP	32	2.1	1.2
Louisiana State University Undergraduate TPP	97	0.3	0.7
Southeastern Louisiana University Undergraduate TPP	45	0.0	1.4
Louisiana State University - Shreveport Undergraduate TPP	31	-2.3	1.2
Nicholls State University Undergraduate TPP	27	-2.7	1.3
Northwestern State University of Louisiana Undergraduate TPP	26	-3.4	1.7
McNeese State University Undergraduate TPP	38	-3.8	1.4
Louisiana Tech University Undergraduate TPP	35	-4.1	1.1
University of Louisiana - Lafayette Undergraduate TPP	119	-4.1	0.8

LOUISIANA SYSTEMIC INITIATIVES PROGRAM 2011-2013 PROFESSIONAL DEVELOPMENT PROJECTS

APPENDIX F

Waiver Of Tuition And Fees

Arils L. Terrell, Jr. Chair

Robert W. Lesy Vice Chair

Maty Ellen Ray Secretory

To:

Sully Clausen Commissioner of Higher Education



Charlotte A. Bollinger

Richard L. D'Aquin

Materice C. Durbin Dunna G. Mein

W. Climon Rasberry, Jr. Victor T. Stally Harvid M. Stokes

Marc A. Guichard, Studens

Ingrid T: Lange

Roland M. Toups

Joseph C. Wiley

Scott O. Brame Robert J. Brano

BOARD OF REGENTS

P. O. Bux 3677

Bation Rauge, J.A. 10822-3677

Phone (225) 342-4253, FAX (225) 342-9318

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September 1, 2009

Presidents and Chancellors

From: Sally Clausen

Commissioner of Higher Education

RE: LaSIP Request for Proposals: 2010-2011

This Request for Proposals for LaSIP 2010-2011 Professional Development Projects has been released and is available online at www.lasip.org/rfp. Please note that LaSIP Professional Development grants awarded to campuses pay salaries, wages, and fringe benefits for faculty, along with indirect costs. Based on policies maintained since the initial LaSIP grants in 1992, campuses that accept awards are requested to waive tuition and fees for PK-12 teachers who participate in LaSIP projects.

If you have questions regarding this matter, please contact Dr. Kerry Davidson at (225) 342-4253 or the LaSIP staff at (225) 219-0690.

Thank year.

SC:KD:ch

ec:

Institutional Research Officers 2010-2011 Project Directors

Appendix G: AP 20.04 of UNO Regarding Extra Compensation

CAMPUS CORRESPONDENCE University of New Orleans

TO:

Vice Chancellors, Deans, Directors and Department Heads

FROM:

Gregory M. St. L. O'Brien

Chancellor

DATE:

May 23, 1997

RE:

AP 20.4 (Additional Compensation Charged to Grants and Contracts for Academic Year Employee)

Attached is revised copy of AP 20.4, dated May 24, 1997, which addresses matters related to additional compensation charged to grants and contracts for academic year employees. Please fill as appropriate, and take measures to ensure that all personnel under your supervision are aware of its provisions. This document supersedes AP 20.4 dated October 1, 1995.

Thank you very much for your cooperation.

OFFICE OF THE CHANCELLOR University of New Orleans

Administrative Policy & Procedure AP - 20.4 Effective Date: May 24, 1997

This document supersedes AP 20.4 dated 10/1/95.

SUBJECT: Additional and Summer Compensation Charged to Grants and Contracts for Academic Year

Employees

PURPOSE

To establish guidelines and procedures to be followed in those cases where additional compensation is requested and to incorporate the method to be used to determine the maximum amount of compensation for summer research to be charged to externally funded grants or contracts.

DEFINITIONS

Academic Year Appointment is a nine-month appointment that coincides with the academic-year calendar. This appointment is considered continuous from the beginning of the fall semester to the end of the spring semester, with no breaks. Intervening non-workdays, such as weekends, Labor Day, spring break, Christmas break, are included in the academic year base salary.

Academic Year Base Salary is the compensation established by the university for services rendered during the academic year.

Additional Compensation is remuneration paid by the university for work done in addition to normal duties, which increases the faculty member's percent of effort beyond 100 percent.

Compensation for Summer Research is remuneration paid by the university for the work done between the end of the spring and the beginning of the fall semesters. A total of 60 working days (one-third of the academic year) is the maximum number of days for which faculty members can charge salaries to grants and contracts during the summer period. Compensation received for research or instructional activities during this period in **not** regarded as "additional compensation."

Academic Daily Rate is the amount of daily compensation which is derived by dividing the academic year base salary by the number of workdays in the academic year (i.e., 180 days).

GENERAL POLICY

Compensation for the time spent on both research or instructional activities during the academic year is deemed by the university to be included in the faculty member's regular academic year base salary. Often, this compensation is partially funded by a Federal grant or contract. (The National Science Foundation and the Louisiana Board of Regents will not fund more than two months of summer research. However, the remaining month can be charged to another grant or contract, if available.)

Federal regulations allow charges for work performed by faculty members on sponsored agreements during the summer months "where the determination of the rate of compensation follows the normal policy of the institution governing compensation to faculty members during such period, and where the rate is determined to be not in excess of the base salary divided by the period to which the base salary relates." In unusual cases where the work performed is beyond the faculty member's departmental load, charges representing additional compensation above the base salary may be allowed if provided for in the agreement and approved in writing by the sponsoring agency.

AUTHORITY

This Administrative Policy is issued in accordance with Article VII, Section 4 of the Bylaws and Regulations of the Board of Supervisors of the Louisiana State University System.

This document supersedes Administrative Policy and Procedure 20.4 dates 10/1/95, which is hereby rescinded.

PROCEDURE

Summer Research Compensation

Summer teaching compensation for academic year employees is based on a fixed percentage of the academic year salary. Research appointments may be made in addition to teaching appointments. The summer compensation for faculty members conducting research and for those who teach will be limited to either length or percent of effort so that they will not earn more than the equivalent of 60 working days based on their academic year daily rate.

The following table depicts several scenarios which will be applicable depending on the simmer workload of the individual faculty member:

Summer School Credit Load	0	1	2	3	4	5	6
Summer School % Effort	0.00%	16.67%	33.33%	50.00%	66.67%	83.33%	100.00%
Days Available for	60.00	53.33	46.67	40.00	33.33	26.67	20.00
Research							

In those instances where a faculty member needs to exceed 100 percent of full-time effort during the summer period, the request for remuneration for the increase in percentage will be considered additional

compensation, and as such will require prior approval from the sponsoring agency.

Additional Compensation If a principal investigator determines that a proposed project will require his or her attention during an intervening non-workday period of the academic year (e.g., weekends, spring break, Christmas break), and will warrant remuneration which augments his or her academic year base salary, this payment will constitute additional compensation. It is the principal investigator's responsibility to clearly identify such remuneration as a line item in the budget of the proposal.

This additional compensation should be calculated on the same basis as any other activity conducted during the academic year, e.g., on an academic workday basis. Generic terms, such as "salaries," "overload," "personnel services," "stipend payments," etc., may **not** be used as requests for additional compensation. Requests for additional compensation **must** be clearly labeled "additional compensation" in the budget of the proposal.

Office of Research

The Office of Research and Sponsored Programs assists members of the NO faculty and staff in the submission of proposals for external finding and in the administration of awarded grants and contracts. All grant and contract proposals are approved by the Vice Chancellor for Research or the Vice Chancellor's designee before being transmitted to a potential sponsor.

The Office of Research will insure that any request for additional compensation is justifiable under the terms or scope of the proposed project, accounted for under the terms or scope of the proposed project, clearly identified as additional compensation in the budget of the original proposal, and subsequently approved by the appropriate sponsoring agency.

Office of Grants and Contracts Accounting

The Office of Grants and Contracts Accounting routinely verifies Personnel Action 101 Forms charging restricted accounts for the availability of funds to sport expenditures for salaries. Grants and Contracts Accounting will compare those 101 Forms requesting additional compensation with the agency-approved budget to ascertain whether approval for additional compensation was granted by the sponsoring agency.

If the affected budget does not clearly and specifically provide for such additional compensation, the 101 Form will be delivered to the Office of Academic Affairs for return to the initiating department. The Form 101 for additional compensation should not be resubmitted until written approval for the expenditure as

"additional compensation" is received by the Office of Research.

The provisions of PM-3, Compensation Limitation, Academic and Nonclassified Employees dated February 21, 1990, are not superseded by this revised procedure and are completely applicable.

Gregory M. St. L. O'Brien Chancellor

CAMPUS CORRESPONDENCE

university of New Orleans Office of Business Affairs TO:

Deans, Directors, Department Chairs and Principal Investigators

FROM:

Leo P. LeBlanc

Assistant Vice Chancellor

DATE:

May 24, 1996

SBJECT:

Administrative Policy and Procedure AP 20.4

Based upon review of Personnel Action Forms 101 now being processed, it is apparent that some confusion still exists regarding the meaning of "additional compensation" during the summer months. Specifically, problems arise with the interpretation of what constitutes "summer research" efforts as opposed to efforts requiring "additional compensation."

Attached for your convenience is a copy of AP 20.4 issued by the Chancellor's Office and effective October 1, 1995, which thoroughly identifies and establishes the parameters for differentiating between payments for "summer research" and payments for all other periods outside of the academic semester dates.

Basically, summer research is defined as research efforts conducted within those dates which mirror the exact dates of the summer session (currently, June 4, 1996 through Angst 2, 1996). Any and all appointments which do not mirror the summer session dates are to be identified as "additional compensation."

Please refer to the attached AP 20.4 for further information regarding this issue and other important criteria which must be met for authorization to charge additional compensation to grant and contract accounts.

Office of the Chancellor University of New Orleans

Administrative Policy and Procedure AP 20.4

Effective Date: 10/1/95

SUBJECT: ADDITIONAL COMPENSATION CHARGED TO GRANTS AND CONTRACTS FOR ACADEMIC YEAR EMPLOYEE

PURPOSE

To establish guidelines and procedures to be followed in those cases where additional compensation is requested to be expended from an externally funded grant or contract source. This policy shall remain in effect until superseded by any future administrative action.

DEFINITIONS

Academic Year Appointment is considered to be a nine-month appointment, extending from mid-August through mid-May. This appointment is considered to be continuous from the beginning of fall orientation through the spring commencement with no breaks. Intervening non-workdays, such as weekends, Labor Day, Spring Break, Christmas Break, etc. are **included** in the academic year appointment and compensated for the academic year base salary.

Academic Year Base Salary is the annual compensation that is established by the university and agreed to by virtue of a contract (e.g. Personnel Action Form 101) with an academic employee for the academic year appointment.

Academic Term is that period of time which encompasses the officially designated Summer, Fall and Spring semesters.

Academic Compensation is remuneration paid by the university for work performed outside of the employee's academic year appointment which serves to augment the employee's base salary. For the purposes of this Administrative Policy, compensation received for research or instructional activities during the Summer session is **not** to be regarded as "additional compensation," as most granting agencies allow their grants or contracts to be directly charged two-ninths of an employee's academic

year base salary for "Summer Research."

Examples of time periods during which additional compensation is often requested include the following: intervening non-workdays of an academic year appointment (weekends, holidays, Spring break, Christmas break, etc.), and all semester breaks (end of Spring semester to Summer registration, end of Summer session to Fall registration, end of Fall session to Spring registration).

GENERAL POLICY

Compensation for time spent on research or instructional activities within the term of the academic year is deemed by the university to be included within the faculty member's regular academic year base salary. Often, this compensation is partially funded by a Federal grants or contract or bought out by the university's general funds as release time. However, Federal regulations and university policy do not allow the use of grant or contract funds to augment the academic year base salary of faculty, unless the additional compensation request is clearly and properly identified, is disclosed as such in the grant or contract proposal, and is ultimately approved by the granting agency.

AUTHORITY

This Administrative Policy and Procedure is issued in accord with Article VII, Section 4 of the Bylaws and Regulations of the Board of Supervisors of the Louisiana State University System.

PROCEDURE

Principal Investigators

If a principal investigator determines that a proposed project will require his/her extended attention during and intervening non-workday period of the academic year (weekends. Spring break, Christmas break, semester breaks, et.), and will warrant remuneration which augments his/her academic year base salary, this payment will constitute **additional compensation**. It will be the principal investigator's responsibility to clearly identify such remuneration requirement as an additional compensation charge in his/her budgetary proposal.

In the project proposal, a separate budget line item will be added for additional compensation requirements. This additional compensation requirement should be calculated on the same basis as any other activity conducted during the academic term, i.e. on an academic workday basis (weekends

excluded). Generic terms such as "salaries," "overload," "personnel services," "stipend payments," etc. are **not** to be used to identify additional compensation requests. Additional compensation requests **must** be clearly labeled as "additional compensation" in the budget proposal.

GENERAL POLICY

Compensation for time spent on research on instructional activities within the term of the academic year is deemed by the university to be included within the faculty member's regular academic year base salary. Often, this compensation is partially funded by a Federal grant or contract or bought out by the university's general fund as release time. However, Federal regulations and university policy do not allow the use of grant or contract funds to augment the academic year base salary of faculty, unless the additional compensation request is clearly and properly identified, is disclosed as such in the grant or contract proposal, and is ultimately approved by the granting agency.

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PROCEDRE

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In the project proposal, a separate budget line item will be added for additional compensation requirements. This additional compensation requirement should be calculated on the same basis as any other activity conducted during the academic term, i.e. on an academic workday basis (weekends excluded). Generic terms such as "salaries," "overload," "personnel services," "stipend payments," etc. are not to be used to identify additional compensation requests. Additional compensation requests most be clearly labeled as "additional compensation" in the budget proposal.

Office of Research

The Office of Research and Sponsored Programs assist NO faculty and staff in the submission of proposals for external funding and in post-award administration of grants and contracts. All grant and contract proposals are approved by the Vice Chancellor for Research or his/her designee before being transmitted to a potential sponsor.

The Office of Research will ensure that any proposed salary payment which will increase the academic year base salary of a potential principal investigator is:

- 1. Justifiable under the terms or scope of the proposed project;
- 2. Accounted for and clearly identified as additional compensation in the original budget proposal;
- 3. Subsequently approved by the appropriate sponsoring agency.

Office of Grants and Contracts Accounting

The Office of Grants and Contracts Accounting routinely verifies Personnel Action 101 Forms charging restricted fund accounts for the availability of funds to support salary expenditures. Grants and Contracts Accounting will compare those 101 Forms requesting additional compensation with the agency approved budget to ascertain that approval for additional compensation was granted by the sponsoring agency.

If the affected budget does not clearly and specifically provide for such additional compensation, the 101 Form will be delivered to the Office of Academic Affairs who will return it to the initiating department. The additional compensation Form 101 should not be resubmitted until written approval of the expenditure as "additional compensation" is received by the university from the sponsoring agency.

Gregory M. St. L. O'Brien Chancellor