2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

COVER PAGE

Indicate content focus (Science, LIGO, ELA/Literacy, or Mathematics): Mathematics **Grade Level(s) Targeted:** 5^{th} – 8^{th} **Number of Targeted Participants: 20** **Number of Targeted LA GEAR UP Schools: 6 Districts**	**School Districts To Be Served:** Indicate high-need districts with an asterisk * *East Baton Rouge, *East Feliciana, *Iberville, *Baker, *Pointe Coupee, *St. Helena *LA Recovery Schools

Name(s) of Submitting Institution(s) of Higher Education (Include Branch/Campus/Other Components):
Southern University and A&M College, Baton Rouge, LA

Address of Institution of Higher Education (Dept/Unit, Street Address/P.O. Box Number, City, State, Zip Code):
Department of Mathematics, P. O. Box 9757, Baton Rouge, LA 70813

Title of Proposed Project: Modeling Integrated Mathematical Experiences (MIME)

Funds being requested for each funding cycle:

July 1, 2012 – September 30, 2012	October 1, 2012 – June 15, 2013
$79,461.17	$62,754.60

Matching funds from partners:

IHE:	High-need LEA(s):	Other:
$25,132.76		

The signatories certify that the institution and the proposed project are in compliance with all applicable Federal and State laws and regulations.

Name/Title/Institution (if different from the primary institution listed)	Dept./Telephone No. Email Address	Signature
Principal Investigator Katrina Cunningham, Ph.D. Chair, Department of Mathematics	Mathematics/(225)-771-4036/ Katrina_cunningham@subr.edu	Katrina H Cunningham
Co-Principal Investigator Joseph Meyinsse, Ph.D.	Department of Science/Mathematics Education/(225) 771-3474/ Joseph_meyinsse@subr.edu	
Campus Head or Authorized Institutional Representative Dr. Michael Stubblefield	Office of Research, OGSP/(225) 771-3890/ Michael_stubblefield@subr.edu	
Dean, College of Education Dr. Verjanis Peoples	Education/(225) 771-2290/vapeoples@aol.com	
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Authorized Fiscal Agent		

13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

PROJECT ABSTRACT

Name of Institution (Include Branch/Campus):
Southern University and A&M College, Baton Rouge, LA

College/Department: **Mathematics**

Principal Investigator: Katrina Cunningham

Phone: (225) 771-4036 Fax: (225) 771-4762
E-mail: Katrina_cunningham@subr.edu

Title of Project: **Modeling Integrated Mathematical Experiences (MIME)**

Abstract (maximum of 500 words): Address each item below in the order given:

(1) A brief paragraph describing the overall vision of the project
(2) The project's specific content focus and measurable objectives
(3) The high-need LEA(s) and targeted schools/districts involved
(4) The participants for which the project is designed (i.e., classroom teachers, special ed teachers, paraprofessionals, and/or administrators)
(5) The number of days & contact hours during the summers & AY
(6) The number of participants & content coaches
(7) The targeted grade levels
(8) The primary activities and proposed outcomes

Project MIME (Modeling Integrated Mathematical Experiences) proposes to enhance content knowledge, teaching proficiency, and assessment methods. Emphasis will be placed on developing Number Relationship and Geometry as they relate to Algebra based on Math Solution curriculum. This project is designed to develop impact teams from target schools in greatest need in the surrounding districts of Southern University and A&M College. The targeted districts are East Baton Rouge, East Feliciana, Iberville, City of Baker Schools, Pointe Coupee, and St. Helena Parishes. The PD will consist of 90 contact hours, 60 in the summer and 30 during the academic year (AY). A 10-day Summer Institute from July 5th -14th, 2012, at Southern University and A&M College in Baton Rouge, 8:00 a.m. to 4:30 p.m. There will be six days of academic year workshops, three in the fall and three in the spring semesters. The project will select twenty teachers from grades 6th-8th. The goals are: (1) to prepare teachers to implement higher levels of instructions as outlined in the Common Core State Standards and expand their own understanding of mathematics beyond the grades they teach, and (2) to train teachers to become coaches and interventionists. Principals and school supervisors will be involved throughout the project to promote capabilities for long-term sustainability of reform. Project staff will consist of Southern University and A&M College Departments of Mathematics, and Mathematics Education faculty. In addition, the Project staff will include one middle school mathematics teacher who has participated in a prior Louisiana Systemic Initiative Program teaching reform mathematics and a consultant that will service in the capacity of a site coordinator.

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS PROJECT PROGRESSION TIMELINE OF ACTIVITIES TABLE (Please delete the sample provided below)

Time line	Contact Hours	Action/Activities	Measureable Objective for each activity	Staff Responsible
May, 2012	N/A	Secure school improvement plan/school progress plan to design the PD activities using district math standards	LaSIP Goal 2, Objective 1, 2	Project Staff, School Administrators
June, 2012	N/A	First meeting online ePD for staff and Coaches preparing them to implement sustained and evidence-based instructional strategies.		Project Staff, School Adm. and Math Solutions facilitators.
July 5-6, 2012	16 hours	First day meeting with participants, project overview, pre/test, attitudes survey, content surveys, participants data, administrative tasks which aligns with the school's improvement plan and state standards. Introduce participants to instructional strategies and provide tools that help students make sense of mathematics and solve problems.	LaSIP Goal 2, Objective 1, 2	Project staff, PI and Co PI.
July 9-13, 2012	44 Hours 5-8 hours days	Examine problem-solving activities that: focus on number relations, geometry, and algebra. Experience ways of class organize (whole class, small group and individual learning) Identify and analyze strategies to develop number sense in number relations. Understand use of manipulative materials to support learning.		Math Solution, Consultants and project staff.
July 14, 2012	4 hours	post/test, attitudes survey, content surveys, participants data, administrative tasks		Project MIME participants, Project Staff
1 Fall, 2012 1 Spring, 2013		Online ePD for staff and Coaches to address their most pressing instructional issues.		Project staff, Math Solutions staff and Consultants.
2012-2013 Academic school year	At least 18 hours	The participants will: 1. Assess their school or district needs and resources. 2. Develop a collaborative, customized improvement plan. 3. Report data- driven analysis for accountability and sustainable results.	LaSIP Goal 1, Objective 1, 2, 3 LaSIP Goal 3, Objective 1, 2	
LATM Conference	12 hours	Participate in Leadership Development and present at conference individually, or with collaborating partners .	LaSIP Goal 3, Objective 1, 2	Participants present at conference.

(Form 4- 2012-13 LaSIP PD, Revised 8/2011

Narrative

A. Rationale and Need for the Project

The processes necessary to effect the desired transformation in the mathematics education of our children have been codified in the Common Core State Standard (CCSS). Teaching elementary and middle school mathematics is one of the most important and challenging professions in our society.

Southern University's Mathematics Department has a long history of community service but especially to the component concerned with education-- students, teachers, and school systems-- and strongly desires to continue this service by helping to promote the changes described above in East Baton Rouge and surrounding parishes to support state accountability.

This project, therefore, proposes a program to help districts meet two key goals: changing the way teachers think about mathematics and changing the way they teach mathematics to their students through mathematical knowledge, pedagogical proficiency, and the use of technology. These districts have many educational needs; this project will address some of these needs by providing them with a unique opportunity to support their math program. Math Solutions has a 28 year history of providing resources and PD to schools across the country and international, we are transitioning from the Louisiana Comprehensive Curriculum to the Common Core State Standards. Math Solutions takes a comprehensive approach to helping each district make that transition. While deepening their own content knowledge, teachers learn how to develop students' abilities to think and reason. Additionally, while building students' number relation, computation, and problem-solving skills using grade appropriate algebra and it relation to geometry teachers organize instruction for whole-class, small-group, and individual learning. The districts that were chosen to participate are lower performing districts and high needs LEA's. Standardized reference test scores were considered, indicating weaknesses in areas of mathematics. Further evaluations reveal that all districts have a need to improve mathematics teaching and learning by immersing teachers in research-based teaching and learning. The table 1 below provides pertinent information about

each school district relative to the rationale and need for Project MIME.

Table 1 - School District Demographics

*LEAP21 Scores and DPS Rankings reported as of Spring 2011
+As of 2010-2011, State Profiles were: 52.6% Minority Students and 88.8% of Classes Taught by Highly Qualified Teachers

District	Accessibility (Miles)	DPS Rank/ 62*	LEAP 8 Math AB/U*	LA GEAR UP	High-Need LEA	% of Minority Students+	% Classes Taught by Highly Qualified Teachers+
City of Baker	8	67/D	69%			95.9	84.6
East Baton Rouge		47/D	37%	**X**	**X**	89.1	84.2
East Feliciana	38	54/D	38%	**X**	**X**	72.8	77.4
Iberville	18	47/D	35%		**X**	69.7	90.7
Point Coupee	35	48/D	48%		**X**	62.6	92.0
St. Helena	52	62/F	70%		**X**	95.3	96.4

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B. Project Design

Teachers will be selected from their school districts by grade level and subject. Information was gathered from the Louisiana Department of Education and other sources to assess district needs. These districts are required to expand their ability to utilize instructional materials and other resources for the design, development, and delivery of state-approved mathematics and science curriculum to their students and other teachers in their district.

Current research indicates that it is best for knowledge to be constructed actively by the learner (Darling-Hammond, et al., 2008). This learning style offers a new role for the mathematics teacher as a facilitator of learning versus an imparter of knowledge. Learning styles that call for student engagement is the primary goal of an on-going process of helping teachers to help students in Project MIME. Through the use of research and effective

practices that Project MIME has acquired from, a few list include the following literature: *Asking Good Questions, Lessons for Algebraic Thinking* $6^{th} - 8^{th}$, *Standards for Mathematical Practice, and Math Solutions Formative Assessment Lessons (MSFAL).* Project MIME will strongly encourage teachers to adopt best practices that are more student-centered, active, authentic, democratic, collaborative, rigorous, and challenging and will establish a support infrastructure for the full implementation of these best practices. This institute will focus on principles that have emerged out of progressive education pedagogy.

The professional development program supports teachers' implementation of the CCSS in grade 6^{th} – 8th mathematics classrooms to build their capacity as effective instructors using Math Solutions Formative Assessment Lessons. Teachers will learn how to incorporate MSFAL into their established curriculum and integrate the Standards for Mathematical Practice into their daily instruction.

The project's principal goals are to provide a primary level course which is activity-centered, student-centered, and technology based. The objectives include identifying CCSS linked to activity models, and incorporating technology-based instructional practices in 6^{th} -8^{th} mathematics, because instruction and assessment are integrated activities not separate events. The project staff will administer an *Evaluation/Assessment of Project* instrument which will be given to participants as part of the application packet before the beginning of the project year. Before and after results of the instrument will be used to, determine the "effectiveness" of project goals. The staff will also closely monitor participant's responses in journals as well as observe student performance on site. The instrument will address knowledge and comfort with mathematics topics; problem- solving strategies and/or skills; teaching methods; manipulatives; and methods of assessment/evaluation.

i. Measurable Objectives

LaSIP Goal 1: Increase student achievement on State high- stakes testing

Objectives to support LaSIP Goal 1:

1. To increase student interest in and improve student attitudes about mathematics, as demonstrated by an increase on related responses on the Student Attitudes about Math Instruction Survey, as an ultimate contributing factor to success on the LEAP21 and iLEAP assessments
2. To increase by 10% the correct student responses on state and district-approved technological assessments (i.e, EduSoft, Pass, ETC)

LaSIP Goal 2: Plan effective PD based on the high-need LEA(s)/schools' data- driven needs and developed using research-base 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.

Objectives to support LaSIP Goal 2:

1. To increase teacher content knowledge of Common Core State Standards, employing the Math Solution, as demonstrated by at least 10% overall increase in pre test scores, and an overall increase in post test scores on the curriculum Formative Assessment test
2. To increase teacher confidence to deliver effective LEAP 21 and iLEAP related Number Related, Algebra and Geometry related to Algebra instruction as demonstrated by 75% of participants reporting increased confidence on pre/post assessment of the Learning Attitudes Survey and self reflection.

LASIP Goals 3: Increase leadership capacity and pedagogical skills for target schools through school/district buy-in school-based implementation, and mentoring during the AY.

Objectives to support LaSIP Goal 3:

1. To increase teacher exposure to best practices and innovative pedagogies, 60% of participants will participate in a local, state, regional and/or national conference, and will be required to attend three (3) to five (5) selected sessions that align with the goals of Project MIME.
2. To increase leadership capacity of participants, each participant will mentor mathematics content area colleagues within his/her school, as demonstrated by 10 total contact hours (5 per semester) that will be documented on a Mentoring Log (see Appendix for Mentoring Log)

ii Specific Subject-Matter Content

Project MIME will establish a social learning environment for participants, where they will learn about CCSS and MSFAL and how to effectively implement them. The approach will help teachers develop an understanding of implementing instructional strategies that promote thinking, reasoning, and making sense of mathematics. A parallel purpose of this project is to provide teachers with a framework for implementing the use of a child-centered, activity-centered mathematics curriculum.

Unique course methodology will involve a six-step iterative teaching and learning process. The first step takes participants through the content found in the pertinent curriculum that help them identify big ideas in mathematics related to the selected content. The second step reiterates the content of step one utilizing grade-appropriate technology and manipulatives. Technology activities will encourage exploration and discovery. The third step extends the knowledge base of participants by viewing of videotapes to recognize elements of effective Mathematics Practice from the Standard. Step four requires participants to plan and present mathematical content using methodologies consistent with earlier steps. This step involves modeling in cooperative learning. (These presentations are made at an academic year workshop or on-site faculty.) The fifth step involves on-site collaboration with participants, principals, and supervisors from the targeted schools to facilitate and monitor implementation of the summer component. The final stage involves a second video of each participant and workshops and implementation of the Virtual Classroom designed to institutionalize the changes identified and validated during the earlier steps of the project through self reflection.

iii Delivery Method

The overarching outcome of this project is a professional development program that will support teachers' implementation of the CCSS in grades 6^{th} - 8^{th} mathematics classrooms using the MSFAL. Upon notification of funding, the process for recruiting and selecting participants for the summer institute will begin. Letters and flyers with information about the summer institute (dates, logistics, goals, objectives, and other pertinent information) will be disseminated to the school districts, principals. Additionally, information about the summer institute will be posted at the Project MIME, SUBR College of Education, and the Department of Science/Mathematics Education Doctoral Program website. Interested participants will submit an application to participate in the summer institute. Project staff will review all applications. A letter of acceptance or declination will be sent to interested participants based on the applicants' qualifications and commitment to project activities. In order to participate, applicants must fulfill the qualifications set forth by the Louisiana Department of Education to be deemed a teacher in Louisiana. Participants will contribute to the achievement of the project's objectives by attending at least 85% attendance of total project hours and submitting a portfolio and self reflection document of evidence.

Upon acceptance to the summer institute, each school and participant will sign an agreement letter stating that they will fully attend all summer institute and academic year workshops; complete all required deliverables such as assignments, projects, and the capstone portfolio; share project curriculum and materials with other teachers in their school or district; and document efforts to implement project curriculum with samples of students' work that can be shared with project staff and other constituencies.

The PD will consist of 90 contact hours, 60 in the summer and 30 during the academic year (AY). The 10-day Summer Institute will be on July 5-14, 2012, at Southern University and A&M College in Baton Rouge, 8:00 a.m. to 4:30 p.m. There will be six days of academic year workshops, three in the fall and three in the spring semesters. The Site Coordinator will make a minimum of two (2) visits per teacher during the academic year, and a weekly email and/or telephone call between August and May. The LaSIP Observation Tool (LOT) will be used to record all observations during the site visits. Data

will be collected, analyzed, and reported by project staff, including the SUBR LIGO Internal Evaluator.

Project MISE will provide a total of $25 per hour (Plan A) Stipend. Participants' will be required to fulfill sixteen (16) hours by:

(1) Attending local, state, regional and/or national conferences, and participating in three (3) to five (5) Project-selected sessions, and provide a summary about each session

(2) Mentor mathematics colleagues up to 5 hours, and submit quarterly mentoring log.

The process for ensuring meaningful feedback and support will be ongoing. At the beginning of the summer institute, all participants will be provided with the contact information of all project staff members. The means of communication will include e-mail, regular mail, telephone conference calls, and site visits. The coordinator will monitor feedback from institute activities, reflective journals, classroom visits, face-to-face communication, surveys, and e-mail.

In order to disseminate project findings to the participants, school administrators, parents and the community at large, the project staff will maintain a website at the Science/Mathematics Education Doctoral Program's website, with a link at the SUBR LIGO website. Participants will also be encouraged to create and link their homepages to this webpage to serve as part of social interaction among all participants. Participants will also be required to mentor a mathematics colleague for a minimum of 5 hours.

iv Collaborative Partnerships and Participant Recruitment

Recruitment will be done as much as possible through the superintendents, principals and supervisors of the targeted parishes, the Area 2 Service Center, and past participants of Southern University and A&M College LaSIP projects. The Project Director and Co-Director will also make recruitment presentations at selected schools of targeted parishes. In addition, the project director has identified five schools in East Baton Rouge parishes as low-performing schools in mathematics to build school capacity beyond the life of the project.

Recruitment brochures will be sent to parish, private and state supervisors of the parishes of City of Baker Schools, East Feliciana, Iberville, Pointe Coupée, St. Helena, and East Baton Rouge. An attempt will be made to recruit a minimum of two to four teachers from a school in order to encourage continuity and support of reform in teaching. Priority for selection of participants will be based upon:

* applicant's academic year class schedule. Participants must teach at least one section of targeted grade level mathematics;
* applicant has not applied for sabbatical during the 2012-13 school year;

Using the Lesson Study Model, upon selecting the participants, each will be given a blank CD/DVD to be used to record one of their typical mathematics classes before the end of the 2011-12 school year. This video will be viewed by the participants, three separate times during the summer session. Participants will learn to recognize the following elements:

1. The lesson components indicating whether the teacher and students are using the Talk Moves strategies when assessing teacher questions and students responses.
2. The number of internal and/or external interruptions.
3. Integrate the Standards of Mathematical Practice into their daily instruction.
4. Inequities in relation to gender, ethnicity, and interventions.

A short report of all findings will be submitted by each participant to the project staff.

C. Quality of Key Personnel

Katrina Canningham is an Assistant Professor of Mathematics and Chair of the Department of Mathematics at Southern University and A&M College. Dr. Cunningham will serve as the Project Director and instructor/facilitator of the Summer Institute and academic year workshops. Her duties will include supervising and managing the project. She will also be responsible for organizing the summer course work, and recruitment and selection of all participants.

Joseph Meyinsse is a Professor of Mathematics, Chair of the Department of Science/Mathematics Doctoral Program, and former Interim Dean of the Graduate School at Southern University and A&M

College. Dr. Meyinsse will serve as a Co-Project Director and assist the project director as an instructor of the Summer Institute and academic year workshops. He is in the seventh year of leadership of the LIGO-SUBR (Project MISE) and has also served as a Project Director for ten successful LASIP-funded project (Modeling Integrated Mathematics Experiences –MIME). He will also be responsible for assisting the project director in organizing the summer course work, and recruitment and selection of all participants. Since 1992, he has taught pre-service courses and worked with the 1994-95 LaCEPT program in conjunction with the Department of Mathematics LaSIP Project for middle school teachers. He was recently selected to join a team of 20 mathematicians and high school teachers to visit St. Petersburg and Moscow in the Republic of Russia to observe middle and high school mathematics and physics classrooms, supported by the National Science Foundation. He has also served as director and instructor for seven successful LaSIP projects at Southern University and the KHULA Project (1999-2001) for enhancing content knowledge of secondary math and science teachers in South Africa.

Math Solutions Education Specialists and Consultants will collaborate with Project staff during the summer institute to ensure implementation of Math Solutions' methods of approach for educators that are essential for improving the teaching of mathematics. The four methods are: (1) assessment for learning; (2) increasing teachers understanding of the math they teach; (3) understanding how children best learn math; and (4) developing effective strategies for teaching children mathematics.

Mr. Roosevelt Peters will serve as the math content consultant. Additionally, a graduate assistant will assist with technology integration and technician for the summer institute and AY workshops. A Consultant with at least twenty years of teaching experience specializing in middle school mathematics will perform the duties of a Site Coordinator. She will be responsible for coordinating the day to day activities of the project at SUBR. She will also teach sessions of the Summer Institute and follow-up workshops and will also be responsible for site visits in the participating schools.

D. Project Evaluation

Evaluation and assessment are key components of Project MIME. The success of Project MISE will be based on increases in student learning gains, increases in teacher content knowledge, enhanced instructional strategies, and changes in teacher and student attitudes about mathematics. The project will be evaluated relative to progress towards the project's goals and objectives. Formative evaluation will be ongoing and a summative evaluation will be conducted at the end of the project.

The Diagnostic Mathematics Assessment Tests will be used to assess the overall changes in mathematics content knowledge of teachers and their students. This assessment is composed of 20 items—10 multiple-choice and 10 open-response is available in paper-and-pencil format so that researchers, professional development providers, and course instructors can administer them as pre- and post-tests before and after workshops to determine growth in teachers' content. .

The Math Solutions Course Survey Form will be used to assess teacher attitudes about mathematics. This Survey has established reliability and validity using the Likert scale. Student attitudes about mathematics will be measured using the Math Solutions Course Survey. This instrument focuses on students' opinions and beliefs about Mathematics instruction in school and the importance of Mathematics in their lives. The Diagnostic Mathematics Assessment will be administered to students as a pre/post test at the beginning of the school year and at the end of the school year. This test has established validity and reliability

Direct observation of classroom practices will also be conducted in the fall and spring to target growth in three areas: instructional strategies, student engagement, and cognitive activity. The site coordinator with the assistance of the PD coordinator and university faculty

will visit/observe each teacher at least two (2) times during the AY. The LaSIP Observation Tool (LOT) will be used to record all observations during the site visits. The LOT data, analyzed by LaSIP, will be used to drive instruction during future academic year workshops.

E. Budget Request, Budget Narrative, and Cost Sharing

LOUISIANA SYSTEMIC INITIATIVES PROGRAM					
PROPOSED PROJECT BUDGET REQUEST - FORM BR					
PROJECT NAME: Project MIME					
PROJECT CONTENT AND STRAND FOCUS: Mathematics					
PROJECT DIRECTOR, UNIVERSITY: Katrina Cunningham, Southern University and A&M College					
A	**B**	**C**	**D**	**E**	**F**
Reference	**Budget Item**	**Brief Description of Budget Item**	**Funds Requested 7/1/12-9/30/12 Max of $80k for this period**	**Funds Requested 10/1/12-6/15/13**	**Total Funds Requested**
A. University Employed Staff					
1	Director/Faculty Member	Katrina Cunningham, PI	3,296.00	1,000.00	4,296.00
2	Co-Director/Faculty Member	Joseph Meyinsse, Co-PI	0.00	5,000.00	5,000.00
3	Faculty Member		0.00	0.00	0.00
4	Faculty Member		0.00	0.00	0.00
5	Graduate Student		3,000.00	9,000.00	12,000.00
6	Secretary/Student Worker		500.00	1,500.00	2,000.00
7	Site Coordinator				0.00
8	Other (Specify)		0.00	0.00	0.00
9		**Total Salaries and Wages**	**$ 6,796.00**	**$16,500.00**	23,296.00
10	Fringe Benefits: Rate__29.23% & 33.03%_____		1,128.57	2,249.25	3,377.82
11		**Total Salaries, Wages, and Fringe**	**$ 7,924.57**	**$18,749.25**	**$26,673.82**
B. Staff Not University Employed					
12	Consultant	Math Solution	24,700.00	3,600.00	28,300.00
13	Consultant		2,500.00	7,500.00	10,000.00
14	Consultant	Roosevelt Peters	1,000.00	500.00	1,500.00
15		**Total Staff Not University Employed**	**28,200.00**	**11,600.00**	**39,800.00**
16		**Total Staff Costs**	**$ 36,124.57**	**$ 30,349.25**	**$66,473.82**
C. Participant Support					
17	Stipends	20*90*25	30,000.00	15,000.00	45,000.00
18	Employer Contributions on Stipends: Enter rate (TRSL 25.15%)		7,545.00	3,772.50	11,317.50
19	Substitute Pay		0.00	0.00	0.00

20	School Resource Materials		0.00	3,000.00	3,000.00
21	Project Supplies		1,000.00	500.00	1,500.00
22	Other		0.00	0.00	0.00
23	Other				
24		**Total Participant Support**	**$ 38,545.00**	**$22,272.50**	$60,817.50
D. Travel					
25	Staff Travel		1,000.00	3,000.00	4,000.00
26	Participant Travel		1,000.00	5,000.00	6,000.00
27		**Total Travel Costs**	**2,000.00**	**8,000.00**	**10,000.00**
E. Indirect Costs					
28		**Direct Costs Minus Participant Support**	**$ 37,124.57**	**$33,349.25**	**$70,473.82**
29	Indirect Costs	Line 27 x 8%	2,969.97	2,667.94	5,637.91
30		**TOTAL FUNDS REQUESTED**	**$ 79,639.54**	**$63,289.69**	**$142,929.23**
F. Core Costs					
31	Core Costs	$ 127,291.32			
32	Number of Participants	20			
33	**Core Cost per Participant**	**$ 6,364.5**			

Dr. Katrina Cunningham is an Assistant Professor and Chair of the Department of Mathematics. Dr. Cunningham will serve as the Project Director of Project MIME and an instructor/facilitator of the Summer Institute and academic year workshops. Her duties will include daily supervision and management of the project.

$4,296 (funds requested) * 29.23% (fringes) = $1,255.72

Dr. Joseph Meyinsse is a Professor of Mathematics and Chair of the Department of Science/Mathematics Education. Dr. Meyinsse will serve as a Co-Project director and assist the Project Director with instruction/facilitating the Summer Institute and academic year workshops. He will also be responsible for organizing the summer course work and recruitment and selection of participants.

$5,000 (funds requested) * 29.23% (fringes) = $1,461.50

Secretary/Student Worker will assist project staff with secretarial duties during the summer and AY workshops.

Funds requested = $1,500.00.

The **Graduate Assistant** will serve in the capacity of a technology assistant and will assist with technology integration for the summer institute and academic year workshops.

$12,000 for 11 months ($1,090 per month)

The **fringe benefit rate** is 29.23% for faculty.

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One of the **consultants, Mr. Roosevelt Peters** will serve as the mathematics content specialists and will teach and provide assistance during the summer and academic year workshops. The other will perform the duties of the Site Coordinator and oversee weekly correspondence and mentoring of the participants, and assist with coordinating instruction during the summer and AY workshops and classroom visits.

Mr. Roosevelt Peters, Math Content Specialist, $1,500.00
Consultant (To be announced), $10, 000.00

Math Solutions Consultants will collaborate with Project staff during the summer institute to ensure implementation of Math Solutions' methods of approach for educators that are essential for improving the teaching of mathematics. They will also provide teaching materials and manupulatives for the project.

Funds requested for the project = $28,300.00.
****
Participant stipends will be paid based on Option B (initial partial payment with remaining payments after 85% participation and deliverables)

Participant stipends were based on the following:

Summer 2012:	60 hours	
Academic Year 2012-2013:	30 hours	90 hours * 20 participants * $25 per hour = $45,000.00
Total Hours:	90 hours	

Participants Contribution (TRSL 25%) = $11,317.50

School Resource Materials: $150 per participant * 20 participants = $3,000

Project Supplies will consist of consumable materials necessary for the successful operation of the project, in keeping with those authorized in the RFP**:** $1,500.00

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Travel reimbursement will be in accordance with Louisiana PPM 49.

Staff Travel includes funding for staff travel for site visits, conferences, workshops, etc. = $4,000.

Participant Travel includes funding for participants, who meet travel criteria, to travel to and from the PD workshops, and travel to LATM (inclusive of lodging and meals when applicable) $6,000.
****
The 8% **Indirect Cost Rate** is applied to all direct costs of the project except participant support costs, inclusive of participant travel.
$69,813.22 * 8% = $5,585.06
****
Total Funds Requested: $142,215.78

Cost Share: **$25,132.76**= $30,717.82 (44% of SUBR Indirect cost on salaries and wages plus fringe benefits) – $5,585.06.06 (8% allowable indirect cost on salaries and wages plus fringe).

F. REFERENCES

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EAST IBERVILLE SCHOOL

Dr. Michael Eskridge
Principal

3285 Highway 75
St. Gabriel, LA 70774
(225) 642 0032 Phone
(225) 642-9607 Fax

Date. February 16, 2012

Dr. Joseph Meyinsse
Chair and Professor of Mathematics
Southern University and A&M College
P.O. Box 9757
Baton Rouge, LA 70813

Dear Dr. Meyinsse:

East Iberville Elementary & High School commends the efforts of Project: Modeling Inquiry Science Education (MISE) aimed at strengthening inquiry-based science and mathematics teaching and learning using exhibits and "snacks" that focus on Laser Interferometer Gravitational Wave Observatory (LIGO) science concepts. As Principal of East Iberville Elementary & High School, I can personally confirm that the proposed program offers substantial access to resources for our teachers and students that are not typically available. Using innovative ideas to enhance teaching and learning science and mathematics will help to ensure successful program implementation, increased teacher confidence, and improved student achievement within our school system.

We are devoted to providing the following support to Project MISE on behalf of our teachers and students:

- Support a lead teacher by allowing her/him time from class to work with other teachers
- Support a field trip to the Southern University Inquiry Laboratory.
- Support one field trip per teacher to LIGO SEC at Livingston, LA
  (to be reimbursed up to $500.00 to school or district by the LaSIP/ La GEAR-UP office).
- Provide materials and supplies for building "snacks."
- Allow teams to develop and implement a PD for all math/science teachers at our school during an early dismissal day.
- Allow one day for participating teachers, paid by project, to attend the Louisiana math or science conference.

We are extremely appreciative for the opportunity that Southern University and A&M College is contributing to our school. By supporting this effort, we are looking forward to collaborating closely with SUBR as we work together to enhance science and mathematics instruction and student learning.

Educationally and sincerely yours,

Michael Eskridge, Ed D.

CITY OF BAKER SCHOOL SYSTEM

3033-B Ray Weiland Drive, Baker, Louisiana 70714
P.O. Box 680, Baker, Louisiana 70704-0680
Phone (225) 774-5795, Fax (225) 774-5797
www.bakerschools.org
Ulysses Joseph, Superintendent

February 16, 2012

Dr. Joseph Meyinsse
Chair and Professor of Mathematics
Southern University and A&M College
Post Office Box 9757
Baton Rouge, Louisiana 70813

Dear Dr. Meyinsse:

The City of Baker School System applauds the efforts of Project Modeling Integrated Mathematical Experiences (MIME) to introduce the professional development program that supports teachers' implementation of the Common Core Standards using Formative Assessment Lessons. As Superintendent of the school system, I invite the opportunity for Project MIME to implement Math Solutions to build capacity for effective instruction. This research-based project is designed to develop impact teams from target schools.

We are committed to providing the following support to Project MIME on behalf of our teachers and students:

- Support a lead teacher by allowing her/him time from class to work with other teachers (Support for the lead teacher is very important. This is a pivotal position in networking with teachers from the Project and the District.)
- Materials and supplies for building Formative Assessment Lessons (The District will supply teachers with the supplies necessary for building Formative Assessment Lessons.)
- Allow teams to develop and implement professional development for all math teachers at their schools during an early dismissal day (Our Professional Development Department will work closely with math and science teachers in developing professional development during early dismissal days.)
- Allow one day for participating teachers, paid by the Project, to attend the Louisiana Math Conference.)

I am very thankful for the opportunity Southern University A&M College is providing to my school district. I enthusiastically support this project and look forward to collaborating closely with SUBR as we work together to enhance science and mathematics teaching and learning for our teachers and students.

Should you need additional information, please contact me at 225-778-2362.

Sincerely,

Ulysses Joseph
Superintendent

Pointe Coupee Parish School Board
Post Office Drawer 579 • New Roads, Louisiana 70760-0579
(225) 638-8674 • Fax (225) 638-3904

February 13, 2012

Dr. Joseph Meyinsse
Chair and Professor of Mathematics
Southern University and A&M College
P.O. Box 9757
Baton Rouge, LA 70813

Dear Dr. Meyinsse:

The Pointe Coupee Parish School System applauds the efforts of Project Modeling Integrated Mathematical Experiences (MIME) to introduce the professional development program that supports teachers' implementation of the Common Core State Standards using Formative Assessment Lessons. As Superintendent of the public school system, I invite the opportunity for Project MIME to implement Math Solutions to build capacity for effective instruction. This research-based project is designed to develop impact teams from target schools.

We are committed to providing the following support to Project MIME on behalf of our teachers and students:

- Support a lead teacher by allowing her/him time from class to work with other teachers
- Materials and supplies for building Formative Assessment Lessons
- Allow teams to develop and implement a PD for all math teachers at their school during an early dismissal day.
- Allow one day for participating teachers, paid by project, to attend the Louisiana math conference.

I am grateful for the opportunity that Southern University and A&M College is providing to my school district. I enthusiastically support this project and look forward to collaborating closely with SUBR as we work together to enhance science and mathematics teaching and learning for our teachers and students. If you need additional information, please contact me at 225.618.4801.

Sincerely,

Linda D. D'Amico

Linda D. D'Amico
Superintendent

"AN EQUAL OPPORTUNITY EMPLOYER"

EAST FELICIANA PARISH SCHOOL BOARD

DOUGLAS BEAUCHAMP, JR.
Superintendent

MICHAEL RAY BRADFORD
President

225-683-8277 • 225-683-5420
225-683-5378

12732 SILLIMAN STREET
P.O. BOX 397
CLINTON, LOUISIANA 70722

MITCHELL HARRELL
Vice President

FAX
225-683-3320

February 16, 2012

Dr. Joseph Meyinsse
Chair and Professor of Mathematics
Southern University and A&M College
P.O. Box 9757
Baton Rouge, LA 70813

Dear Dr. Meyinsse:

The East Feliciana Parish School System applauds the efforts of Project Modeling Integrated Mathematical Experiences (MIME) to introduce the professional development program that supports teachers' implementation of the Common Core State Standards using Formative Assessment Lessons. As Superintendent of the school system, I invite the opportunity for Project MIME to implement Math Solutions to build capacity for effective instruction. This research-based project is designed to develop impact teams from target schools.

We are committed to providing the following support to Project MIME on behalf of our teachers and students:

- Support a lead teacher by allowing her/him time from class to work with other teachers
- Materials and supplies for building Formative Assessment Lessons
- Allow teams to develop and implement Professional Development for all math teachers at their school during a staff development day.
- Allow one day for participating teachers, paid by project, to attend the Louisiana math conference.

I am greatly thankful for the opportunity that Southern University and A&M College is providing to my school district. I enthusiastically support this project and look forward to collaborating closely with SUBR as we work together to enhance science and mathematics teaching and learning for our teachers and students. If you need additional information, please contact me at 225-683-3040.

Sincerely,

Douglas Beauchamp, Jr.
Superintendent of Schools

LOUISIANA SYSTEMIC INITIATIVES PROGRAM

2011-2012 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 ____ 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.

LaSIP Goal 1: ***Increase student achievement on State LEAP21, GEE21, iLEAP, and the national EPAS® (if available) and ACT® assessments, and other achievement indicators by spring 2012, through increased teacher content knowledge.***

Who: Students in grades 6th through 8th who are taught by a Project MIME teacher

What: A demonstrated increase in mathematics content knowledge

How: Administer pre- and post-tests, preparation of teachers during Summer Institute and AY follow-up workshops (LEAP21 and iLEAP topics relative to mathematics concepts: number relations, algebra, and geometry as related to algebra)

When: Start of AY & end of AY

Proficiency Level: 10% gain in correct responses to iLEAP and LEAP21 items related mathematics (number relations, algebra, and geometry as related to algebra), compared to start of year assessments

Goal 1, Objective 1: To increase student interest in and improve student attitudes about mathematics, as demonstrated by an increase on related responses on the Student Attitudes about Math Instruction Survey, as an ultimate contributing factor to success on the LEAP21 and iLEAP assessments

Who: Students in grades 6th through 8th who are taught by a Project MIME teacher

What: An expressed improvement in attitude about math and/or increased interest in math

How: Administer pre-and post-surveys, using the Attitudes, Preferences and Understanding Survey

When: Start of AY & end of AY

Proficiency Level: Improved attitude and/or increased interest in math, as demonstrated by an increased positive responses on the Attitudes, Preferences and Understanding survey, between pre-and post-results

Goal 1, Objective 2: To increase by 10% the correct student responses on state and district-approved technological assessments (i.e, EduSoft, Pass, ETC)

LOUISIANA SYSTEMIC INITIATIVES PROGRAM

2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS

Measureable Objectives Worksheet (2)

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 ____ 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.

LaSIP Goal 2: ***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.***

Who: Project MIME Participants

What: Increased knowledge of mathematics concepts (number relations, algebra, and geometry as related to algebra)

How: Administer the Diagnostic Mathematics Assessment Test as pre-, mid-, and post-tests

When: Summer Institute and AY

Proficiency Level: 10% overall increase in pre/mid-test scores, and an overall increase in mid/post-test scores on the Diagnostic Mathematics Assessment Test

Goal 2, Objective 1: To increase teacher content knowledge of Common Core State Standards, employing the Math Solutions, as demonstrated by at least 10% overall increase in pre test scores, and an overall increase in post test scores on the curriculum Formative Assessment test.

Who: Project MIME participants

What: Increased confidence in teachers' ability to deliver effective LEAP21 and iLEAP mathematics instruction, related to : number relations, algebra, and geometry as related to algebra

How: Administer Math Solutions' Course Survey Form, as a pre- and post assessment tool

When: Start of Summer Institute and end of AY

Proficiency Level: 75% of participants reporting increased confidence on pre and post result of the Math Solutions Course Survey Form

Goal 2, Objective 2: To increase teacher confidence to deliver effective LEAP 21 and iLEAP related Number Related, Algebra and Geometry related to Algebra instruction as demonstrated by 75% of participants reporting increased confidence on pre/post assessment of the Math Solutions' Course Survey Form, and self reflection.

2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS

Measureable Objectives Worksheet (3)

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

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

Who: Project MIME participants and participating schools

What: Participants' increased exposure to "best practices" and innovations in science and math instruction

How: Provide participants with opportunities to attend local, state, regional and/or national workshops and conferences, and collecting written documentation from individual participants

When: Throughout AY

Proficiency Level: 60% of participants will attend a local, state, regional and/or national conference, including 3-5 sections that align with the goals of Project MIME

Goal 3, Objective 1: To increase teacher exposure to best practices and innovative pedagogies, 60% of participants will participate in a local, state, regional and/or national conference, and will be required to attend three (3) to five (5) selected sessions that align with the goals of Project MIME.

Who: Project MIME participants

What: Increased leadership capacity

How: Participants' mentorship of math content area colleagues within his/her school

When: Summers and AY

Proficiency Level: 100% of participants will provide at least ten (10) contact hours, mentoring math and/or science content area colleagues (5 hours per semester)

Goal 3, Objective 2: To increase leadership capacity of participants, each participant will mentor math content area colleagues within his/her school, as demonstrated by 10 total contact hours (5 per semester) that will be documented on a Mentoring Log (see Appendix for Mentoring Log).

RÉSUMÉ

Katrina K. Cunningham
Department of Mathematics
Southern University and A&M College
Baton Rouge, LA 70813
Phone: (225) 771-5180 Fax: (225) 771-4762
Email: katrina_cunningham@subr.edu

Education

2003 Ph.D.	Mathematics, Saint Louis University, Saint Louis, MO Doctoral Dissertation: "A Plancherel Formula for Homogeneous Spaces"
1992 M.A.	Mathematics, University of Georgia, Athens, GA
1988 B.S.	Mathematics, Louisiana State University, Baton Rouge, LA

Professional Experience

2000 - present	Assistant Professor of Mathematics, Southern University and A&M College, Baton Rouge, LA
1993 - 2000	Graduate Teaching Assistant at Saint Louis University, Saint Louis, MO; duties included teaching a section of lower division Mathematics (College Algebra, Intermediate Algebra, Business Calculus) and assisting a professor in teaching Calculus I or Calculus II
1992 - 1993	Instructor of Mathematics, Southern University and A&M College, Baton Rouge, LA
1988 - 1992	Graduate Assistant at University of Georgia, Athens, GA; duties included directing problem sessions for students enrolled in the Calculus sequence

Publications

May 2003	"A Plancherel Formula for Homogeneous Spaces", (doctoral dissertation published on microfilm), University Microfilms (UMI)
February, 2006	"The Effects of the Mathematics Tutorial Clinic on Student Performance", (abstract), Spring 2006 LA/MS Section Meeting of the Mathematical Association of America, Louisiana Tech University, Ruston, LA
March 23, 2006	"How'd You Get That?! A Discussion of Problem Solving Strategies", (abstract), 2006 Julia M. Martin College of Sciences Symposium, Southern University and A&M College, Baton Rouge, LA
January, 2007	"An Explicit Plancherel Formula for Certain Completely Solvable Homogeneous Spaces", (abstract), Joint Meetings of the Mathematical Association of America and American Mathematical Society, New Orleans, LA
March 16, 2007	"A Plancherel Formula for Two Completely Solvable Homogeneous Spaces", (abstract), 2007 Meeting of the Louisiana Academy of Sciences, Baton Rouge, LA
January, 2011	"In Search of Pythagorean Triples", (abstract), Joint Meetings of the Mathematical Association of America and American Mathematical Society, New Orleans, LA

Other Scholarly/Creative Contributions

Spring 2008	Faculty Leader of Math Circles, Southern University Laboratory School and Southern University and A&M College, Baton Rouge, LA

Textbooks Reviewed

Tan, Soo T., Single Variable Calculus, Brooks/Cole, 2010.
Coburn, James W., College Algebra and Trigonometry, Third Edition, McGraw Hill, to be published.

Presentations Made

January 2008	"Refocusing Precalculus at SUBR", poster presented at Joint Meetings of American Mathematical Society/Mathematics Association of America (AMS/MAA), San Diego, CA
January 2011	"In Search of Pythagorean Triples", presented at Joint Meetings of American Mathematical Society/Mathematics Association of America (AMS/MAA), New Orleans, LA

Conferences Attended

2006, 2007, 2009	J.K. Haynes Teacher Preparation Conference, Southern University, Baton Rouge, LA
January 2007, 2008, 2011	American Mathematical Society/Mathematics Association of America (AMS/MAA) Joint Meetings
June 4-7, 2007	USMA-HBCU Retreat on Refocusing College Algebra, West Point, NY
May 19-20, 2008	Sullivan Summit 2008, Albuquerque, NW
February 2011	Department of Computer Science, Dr. Leroy Roquemore Symposium, Southern University, Baton Rouge, LA
February 18, 2011	Louisiana Assessment Conference, hosted by LiveText, New Orleans, LA
February 25, 2011	Mathapalooza, hosted by Pearson Publishing, University of New Orleans, New Orleans, LA

Workshops/Seminars Attended

Oct. 2006 – Feb. 2007	Southern University Faculty Leadership Development Institute
May 8, 2007	Addison Wesley MyMathLab Workshop, Southern University, Baton Rouge, LA
July 16, 2007	WileyPlus Training Session, Southern University, Baton Rouge, LA
July 2007	Casio 330 ClassPad Online Training Workshop
July 21-25, 2008	How to Run a Teachers' Circle, American Institute of Mathematics, Washington, DC
October 10, 2008	Mathematics Redesign Workshop, hosted by Hawkes Learning Systems and the University of Mississippi, University of Mississippi, Oxford, MS
July 2009	LiveText Training for Summer Faculty, Southern University, Baton Rouge, LA
February 2011	Speaking About Redesign Webinar, presented by Pearson Publishing, Southern University, Baton Rouge, LA
July 18 – 23, 2011	Research Experiences for Undergraduate Faculty Workshop, American Institute of Mathematics, Palo Alto, CA
Sept. 22, 2011	CASIO PRISM Calculator Workshop, Southern University, Baton Rouge, LA

Public Service

Departmental Service

SU MathFest	(2001 – 2010)
SU Annual District Literary Rally	(2001 – 2007, 2009 – present)
Coordinator for Departmental Undergraduate Comprehensive Examination	Summer 2009
Department Chairperson	Interim Fall 2010 – 11, Elected Spring 2011 – present

Memberships Held

Member of Mathematical Association of America
Member of Pi Mu Epsilon
Member of Phi Beta Kappa
Member of Phi Kappa Phi

Community Service

Judge, Region VII District Science Fair, Spring 2006, Louisiana State University, Baton Rouge, LA
Judge, Triple EX Undergraduate Research Symposium, October 29, 2009, Louisiana State University, Baton Rouge, LA

Proposals Funded

2007 "USMA - HBCU Mini Grant Proposal in Support of Refocusing Precalculus", USMA MiniGrant, $5000

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and consultants and collaborators. Begin with the principalinvestigator/program director. Photocopy this page for each person.

NAME	POSITION TITLE
Joseph A. Meyinsse	Professor &Chair

EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Knoxville College	B.S.	1980	Mathematics
Southern University	M.S.	1983	Mathematics
Southern University	M.S.	1987	Computer Science
Louisiana State University	Ph.D.	1995	Mathematics Education

RESEARCH AND PROFESSIONAL EXPERIENCE: Starting with present position, list, in reverse chronological order, previous relevant employment, experience, and honors. Key personnel includes the principal investigator and any other individuals who participate in the development or execution of the project. Key personnel typically will include all individuals with doctoral or other professional degrees, but in some projects will include individuals at the masters or baccalaureate level provided they contribute in a substantive way to the development or execution of the project. Include present membership on any Federal Government public advisory committee. List, in reverse chronological order, the titles, all authors, and complete references to pertinent publications during the past five years and to representative earlier publications pertinent to this application. DO NOT EXCEED TWO PAGES.

Appointments

Chair, Department of Science/Mathematics Education,10/2011- Present
Interim Dean of Graduate Studies and Chair, 09/2009 – 10/2011
Chair, Department of Science/Mathematics Education,1/2008- Present
Chair, Department of Mathematics, 7/2003 - 12/2007
Associate Professor, Department of Science/Mathematics Education, 1/2001 – 6/2003
Associate Professor and Assistant to the Chair, Department of Mathematics, 8/1998 – 12/2000
Assistant Professor, Department of Mathematics 8/1991 – 7/1998
Graduate Assistant, Department of Mathematics, Louisiana State Univ., 9/1989 – 7/1991
Instructor, Department of Mathematics, 1/1985 – 8/1989

Publications

Meyinsse, J., and L. DeConge-Watson. "Fostering Innovative Professional Development and Teacher Outcomes: Lessons from Project MIME." Louisiana and LaSIP Best Practices: Innovative Standards-Based
Approaches to Teaching Mathematics, Science, and Technology 55-60 (2002).
Meyinsse, J. "New Technology's Promise for Mathematics Education." Communications, Third Southern
Hemisphere Symposium on Undergraduate Mathematics Teaching Conference, 72-74. Kruger National Park,
South Africa, July 1-5, 2001

Synergistic Activities (Professional Development)

- LaGEAR UP Inservice Professional Development Project (Project MISE, April 26, 2011-June 30, 2012 Summer, Fall, Spring, and Summer), $180,000.00. Project Title:" Modeling Inquiry Science Education (MISE): A Professional Development for Math/Science Teachers using LIGO Concept." Grades 5-9. Funded by the Louisiana Board of Regents Systemic Initiatives Program Professional Development Project. Grant award number 11-215-SUBR-S.
- LaGEAR UP Inservice Professional Development Project (Project MISE, April 26, 2009-August 15, 2010 Summer, Fall, Spring, and Summer), $209,623.00. Project Title:" Modeling Inquiry Science Education (MISE): A Professional Development for Math/Science Teachers using LIGO Concept." Grades 5-9. Funded by the Louisiana Board of Regents Systemic Initiatives Program Professional Development Project. Grant award number 09-215-SUBR-S.
- LIGO Science Education Center Partnership (SUBR) was awarded $2.37 million dollars for 5 years (October 1 – September 30, 2013) for the second phase. The Outreach Center is an integral part of the NSF-funded Laser Interferometer Gravitational Wave Observatory (LIGO); Southern University-Baton Rouge. PI.
- Southern University Baton Rouge (SUBR), the East Baton Rouge Parish School System (EBRPSS) and Louisiana State University (LSU) Partnership for Noyce Scholars (SEL Partnership), $750,000 (January 1, 2008 – December 31, 2011) funded by The National Science Foundation (Robert Noyce Scholarship Program) grant award number DUE-0733802. Co-PIs, Dr. Ann Henderson, Dr. Luria Stubblefield, Dr. Brenda Nixon, and James Madden.
- LaSIP Inservice Project, (1996-97), $157,310.00 Project Title: "Modeling Integrated Mathematical Experiences (MIME): An Inservice Project." Grades 9-12. (with Dr. Lovenia DeConge-Watson Co-director)
- LaSIP Inservice Project, (1997-98), $155,000.00 Project Title:" Modeling Integrated Mathematical Experiences (MIME): An Inservice Project." Grades 9-12.
- Sankofa Institute for Teaching Effectiveness (S.I.T.E.) Planning grant, (1998-99), $25,000.00 (with Dr. Ann Henderson, PI, Dr. VerJanis Peoples, Co. PI).
- LaSIP Inservice Project, (1999-00), $146,576.00 Project Title:" Modeling Integrated Mathematical

Experiences (MIME): An Inservice Project." Grades K-4.

- Enhancement of Mathematics Instruction, Research and Learning ($96,346), 1999-2000, PI, Louisiana Board of Regents Support Funds.
- Graduate Research Excellence in Mathematics ($28,000.00), 2000-2001, PI, Louisiana Board of Regents Support Funds.
- Entergy Community Partnership Grant ($800.00) for LaSIP Project MIME (1999-2000).
- Graduate Research Excellence in Mathematics ($29,000.00), 2001-2002, PI, Louisiana Board of Regents Support Funds.
- LaSIP Inservice Project, (2000-01), $125,700.00 Project Title:" Modeling Integrated Mathematical Experiences (MIME): An Inservice Project." Grades 3-5.
- Entergy Community Partnership Grant ($1,000.00) for LaSIP Project MIME (2000-2001).
- LaSIP/LINCS Professional Development Leadership Project, (2001), $32,273.00 Project Title:" Modeling Integrated Mathematical Experiences (MIME): A DEEPinCLASS LEADERSHIP and PROFESSIONAL DEVELOPMENT Project." Grades 5-8.
- LaSIP/LINCS Professional Development Leadership Project, (2002 Spring and Summer), $107,000.00 Project Title:" Modeling Integrated Mathematical Experiences (MIME): A Professional Development for Content Leaders and Leadership Teams Project." Grades 4-8.
- LaSIP/LINCS Professional Development Leadership Project, (2002-2003 Summer, Fall, & Spring), $132,000.00. Project Title:" Modeling Integrated Mathematical Experiences (MIME): A Professional Development for Content Leaders and Leadership Teams Project." Grades K-5.

I. International Professional Development Projects

Mathematical Circles Tour of Russian Special Schools. November 22 – December 2, 2006

- Conducted a workshop at Vista University, Pretoria, South Africa. Theme:" Innovative Ways for Teaching Mathematical Sciences," Title: "New Technology's Promise for Mathematics Education," for faculty and graduate students on May 17, 2001.
- Lucent Technologies Fellow, 1999-2001 (KHULA Project Facilitator Summer 1999 and January 2000: Southern University/Rutgers University – Rhodes University, Grahamstown, South Africa). KHULA Project Facilitator Summer 2000 and January 2001: Vista University at Port Elizabeth campus, South Africa.
- Tertiary Education Linkage Project (TELP) Linkage Grant with Vista University (Beginning June 1, 2000 and ending May 31, 2003). Project Coordinator and Lead Faculty for Mathematics.

II. Academic Honors and Awards

2009 Chancellor's Faculty and Staff Recognition Program Winner in the Competitive Grant Award category. Presented at the University and A&M College on May 7, 2009.
2009 Global Excellence Award in Grantsmanship. Presented at the Southern University and A&M College System Second Annual Faculty and Staff Recognition Reception
2008 Award for Innovative Excellence in Teaching, Learning and Technology
Southern University Beta Alpha Chapter of Sigma Gamma Rho Sorority, Inc. "Man of Excellence Award" for Spring 2007 in recognition of being an excellent man in the classroom and community
2007 NAFEO NOBLE Prize Laureate
Southern University Teacher of the Year Award, 2001-2002, In Recognition of Excellence in Teaching
The Mathematical Association of America (MAA) Project NExT Fellow, 1997-98
Teacher of the Year, 1996-97 (College of Sciences, Southern University) .

J. **MEMO OF AGREEMENT AMONG ALL PARTNERS**
2012-2013 LaSIP Professional Development Projects

Southern University and A&M College (Name of Sponsoring Institution or Institutions)	Project MIME (Project Title)
Dr. Katrina Cunningham (Project Director/s)	Dr. Joseph Meyinsse (Project Director/s)

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of each of the partners listed below. The purpose of this partnership is to prepare and support educators to help all students achieve high standards of learning and development. (A summary of each partner's responsibilities and roles in this partnership should be attached to this signature page.)

Type of Partner	Name	Title	Institution/District/School	Signature
Teacher Preparation Program ***(Required)***	Dr. Verjanis Peoples	Dean, College of Education	SUBR	
Dept./School of Arts & Sciences ***(Required)***	Dr. Robert Miller, Jr.	Dean, College of Sciences	SUBR	
High-need Local Education Agency ***(LEA – Required) School District***	John Dilworth	Superintendent	East Baton Rouge Parish	See letter of support

Memorandum of Agreement Among Partners (cont.)

Sponsoring Institution: Southern University and A&M College

Project Director: Dr. Katrina Cunningham and Dr. Joseph Meyinsse

Type of Partner	Name	Title	Institution/District/School	Signature
Additional Partners **School District**	Linda D'Amico	Superintendent	Pointe Coupee Parish School Board	See letter of support
Additional Partners **School District**	Douglas Beauchamp, Jr.	Superintendent	East Feliciana Public School Board	See letter of support
Additional Partners **School District**	Dr. Michael Eskridge	Principal	East Iberville School	See letter of support
Additional Partners **School District**	Ulysses Joseph	Superintendent	City of Baker Schools	See letter of support

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS
CURRENT AND PENDING SUPPORT

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: Katrina Cunningham

Status of Support: Current ___X___Pending Submission Planned in Near Future

Proposal Title (or Semester Teaching Support): Project MIME 2012 - 2013

Source of Support: State

Award Amount (or Monthly Teaching Rate): $ Period Covered: July 1, 2012 – June 15, 2013

Location of Activity: SUBR

Person-Months or % of Effort Committed to the Project: Cal Yr X AY X Summer

Status of Support: ___ Current ____X___Pending Submission Planned in Near Future

Proposal Title (or Semester Teaching Support): Project for U.S. Nuclear Regulatory Commission Minority Serving Institutions Program (MSIP)

Source of Support: Federal Agency - Nuclear Regulatory Commission
Award Amount (or Monthly Teaching Rate): Period Covered: October 1, 2011 – June 30, 2015

Location of Activity: SUBR

Person-Months or % of Effort Committed to the Project: Cal Yr X AY X 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

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

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS
CURRENT AND PENDING SUPPORT

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: Joseph Meyinsse

Status of Support: Current ___X___Pending Submission Planned in Near Future

Proposal Title (or Semester Teaching Support): Project RIPPLE/MISE 2012 - 2013

Source of Support: State

Award Amount (or Monthly Teaching Rate): $ Period Covered: July 1, 2012 – June 15, 2013

Location of Activity: SUBR, LIGO, and La Tech

Person-Months or % of Effort Committed to the Project: Cal Yr _X_ AY _X_ Summer

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Status of Support: X Current Pending Submission Planned in Near Future

Proposal Title(or Semester Teaching Support): Project MISE 2011- 2012

Source of Support: State

Award Amount (or Monthly Teaching Rate): $189,000.00 Period Covered: July 1, 2011 – June 15, 2012

Location of Activity: SUBR and LIGO

Person-Months or % of Effort Committed to the Project: Cal Yr _X_ AY _X_ Summer

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Status of Support: X Current Pending Submission Planned in Near Future

Proposal Title (or Semester Teaching Support): LIGO Science Education Center Partnership (SUBR-LIGO)

Source of Support: National Science Foundation

Award Amount (or Monthly Teaching Rate): $2.37 Million Period Covered September 3, 2009 – October 30, 2014

Location of Activity: SUBR and LIGO

Person-Months or % of Effort Committed to the Project: Cal Yr _X_ AY _X_ Summer

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

LOUISIANA SYSTEMIC INITIATIVES PROGRAM
2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS

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.

Please see the attached letters of support from the following districts/schools:
**Letter of Support forthcoming

1. John Dilworth, Superintendent, East Baton Rouge Parish School Board
2. Douglas Beauchamp, Superintendent, East Feliciana Parish School Board
3. Linda D'Amico, Superintendent, Pointe Coupee Parish School Board
4. Dr. Michael Eskridge, Principal, East Iberville School
5. Ulysses Joseph, Superintendent, City of Baker Schools

EAST BATON ROUGE PARISH SCHOOL SYSTEM

1050 South Foster Drive, Baton Rouge, Louisiana 70806
PO Box 2950, Baton Rouge, Louisiana 70821-2950
Phone (225) 922-5595, Fax (225) 922-5499
Dr. Herman Bristor, Chief Academic Officer

February 17, 2012

Dr. Joseph Meyinsse
Chair and Professor of Mathematics
Southern University and A&M College
P.O. Box 9757
Baton Rouge, LA 70813

Dear Dr. Meyinsse:

The East Baton Rouge Parish School System (EBRPSS) applauds the efforts of Project Modeling Integrated Mathematical Experiences (MIME) to introduce the professional development program that supports teachers' implementation of the Common Core State Standards using Formative Assessment Lessons. As Chief Academic Officer of the school system, I invite the opportunity for Project MIME to implement Math Solutions to build capacity for effective instruction. This research-based project is designed to develop impact teams from target schools.

We are committed to providing the following support to Project MIME on behalf of our teachers and students:

- Support a lead teacher by allowing her/him time from class to work with other teachers
- Materials and supplies for building Formative Assessment Lessons
- Allow teams to develop and implement a PD for all math teachers at their school during an early dismissal day
- Allow one day for participating teachers, paid by project, to attend the Louisiana math conference

I am thankful for the opportunity that Southern University and A&M College (SUBR) is providing to my school district. I enthusiastically support this project and look forward to collaborating closely with SUBR as we work together to enhance science and mathematics teaching and learning for our teachers and students. If you need additional information, please contact me at (225) 922-5595.

Sincerely,

Herman Bristor

Dr. Herman Bristor
Chief Academic Officer

Project MISE - Teacher Mentoring Log

Teacher: _____ School: _____ Month/Year: _____

Teacher Name		Activity Code: *M=mentoring visit (include duration), E=email, P=phone, T=teaching (include duration), O=observation (include duration)*									
Last Name	First Name	Date/Contact	Date/Contact	Date/Contact	Date/Contact	Date/Contact	Date/Contact	Date/Contact	Date/Contact	Date/Contact	Date/Contact
EXAMPLE	*SONYA*	*12/1/09 - E* Invite to first meeting	*12/2/09 - M* Visit in classroom (20 min)	*12/3/09 - P* Call to check in	*12/4/09 - M* Visit to classroom (8 hrs)	*12/5/09 - O* Observed "Iron Student" Competition (50 min)	*12/6/09 - M* Visit to classroom (20 min)	*12/7/09 - E* Emailed notes about classroom visit	*12/8/09 - E* Emailed resources for other projects	*12/9/09 - T* Facilitated project for her class (50 min)	