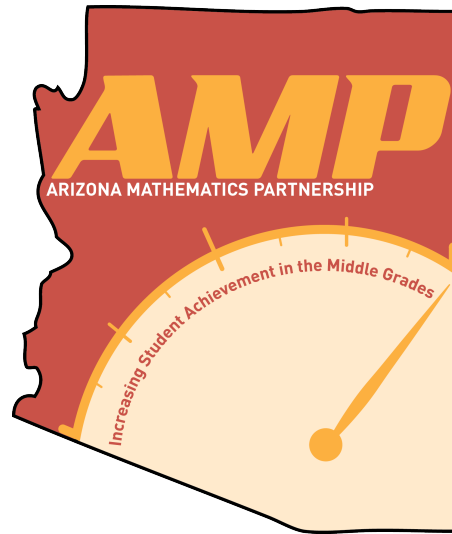
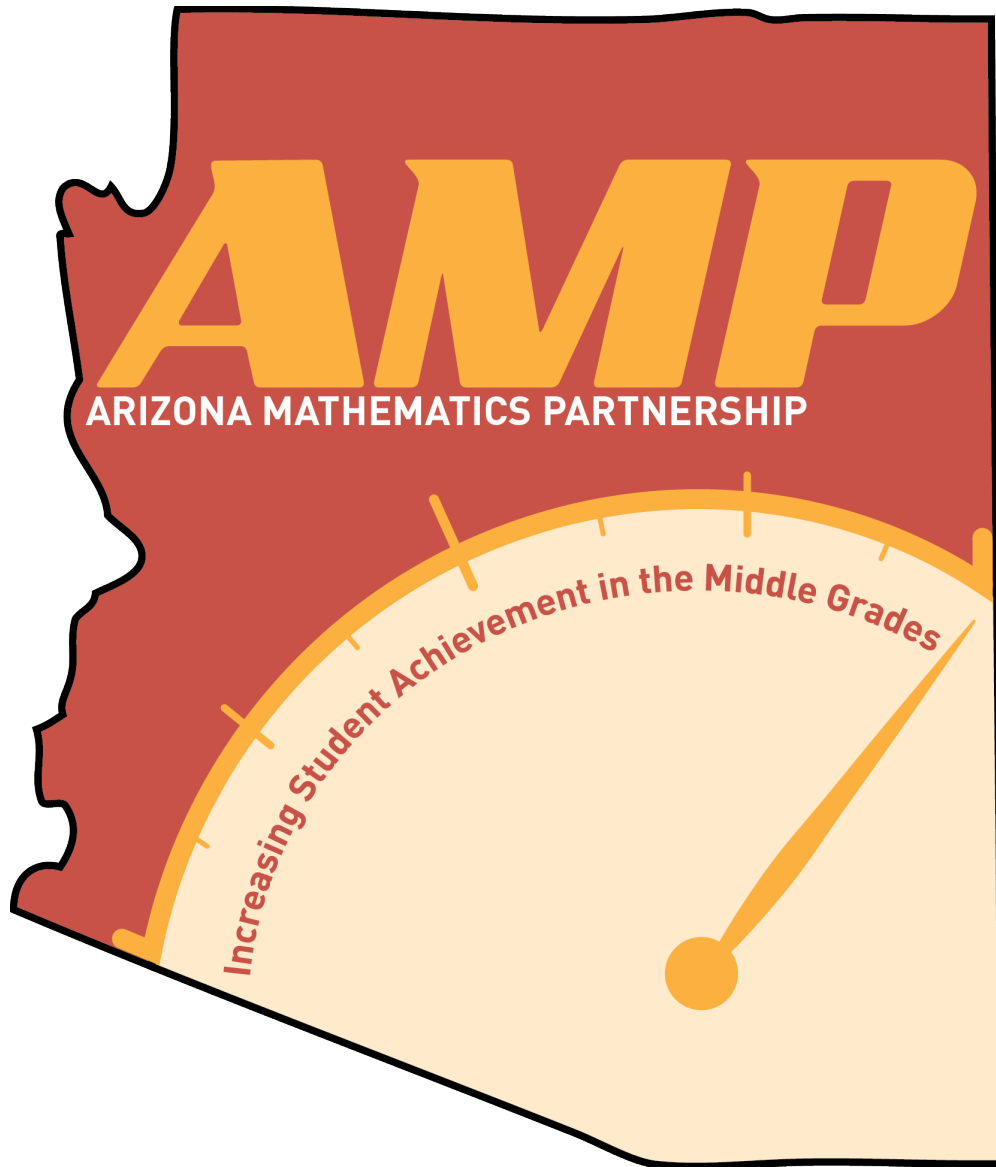


# AMP School Board Presentation

Fountain Hills Unified School District

May 2012





## AMP Facts

- \$8.7M over 5 years (\$3.2M over 2 years)
- Largest competitive grant awarded to MCCCCD
- Largest NSF-MSP grant awarded to a community college (Total MSP Awards = \$871M)
- Led by Scottsdale CC, Chandler-Gilbert CC, and Glendale CC
- PI's
  - Dr. April Strom – SCC
  - Dr. Doug Sawyer – SCC
  - Dr. James Vicich – SCC
  - Tom Brennan – Fountain Hills USD
  - Nora Ramirez
- Senior Personnel
  - Dr. Ted Coe – SCC
  - Dr. Scott Adamson – CGCC
  - Dr. Trey Cox – CGCC

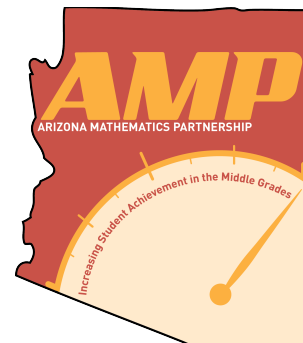
# SUMMER INSTITUTES AND SATURDAY WORKSHOPS

## Summer Institute

Teachers will attend a one-week Summer Institute during their first and second years of the project.

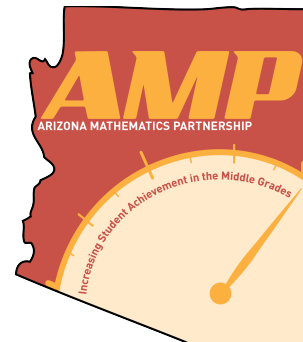
The Institutes will be:

- Content-focused and research-based
- Connected to the Common Core State Standards
- Focused on problem solving, number sense, proportional reasoning, additive and multiplicative reasoning



## **Saturday Workshops**

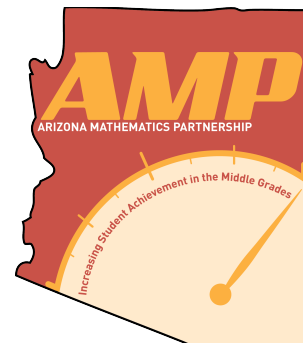
Teachers will attend 4 all-day Saturday workshops during the school year as part of their first and second years of the project. The workshops will connect and extend the content-based knowledge developed in the Summer Institutes.



## Goal of the Institutes and Workshops

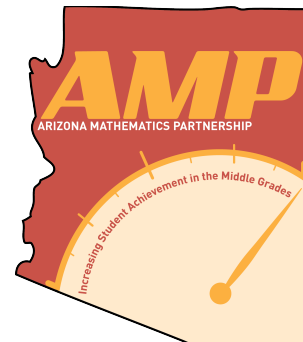
The goals of the Institutes and Workshops, as promoted by the 2010 Common Core State Standards and NAEP (2007), are to work with middle school teachers in developing students' mathematical proficiency in:

- *Conceptual Understanding* — to support the comprehension of mathematical concepts, operations, and relations
- *Computational Fluency* — to build the skills necessary for carrying out procedures flexibly, accurately, efficiently, and appropriately
- *Strategic Competence* — to support the ability to formulate, represent, and solve mathematical problems
- *Adaptive Reasoning* — to build capacity for sense-making, logical thought, reflection, explanation, and justification
- *Productive Disposition* — to foster habitual inclination to see mathematics as sensible, useful, and worthwhile



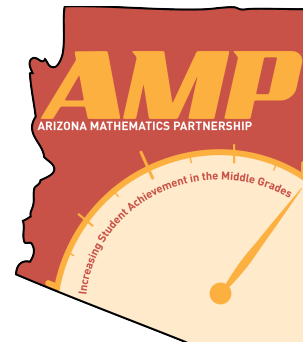
# CCOL: COLLABORATIVE COMMUNITIES OF LEARNERS

Each group of teachers from a common school will form a CCOL: a Collaborative Community of Learners. The CCOL will be facilitated by a project-trained professional during its first two years, and will then continue to meet with one of its own teachers becoming the leader by the third year.



# PARTICIPANT STIPENDS

- Up to \$5000 stipend (up to \$2500 per year) for complete participation in Summer Institutes, Saturday Workshops (4 per year), and CCOLs (30 hours per year)
- Two-year membership to NCTM and AATM, including Mathematics Teaching in the Middle School Journal
- Option to earn graduate credit from Arizona State University through the Department of Mathematical Sciences - 3 credit hours per year



# OTHER PROJECT ACTIVITIES

## Instructional Rounds

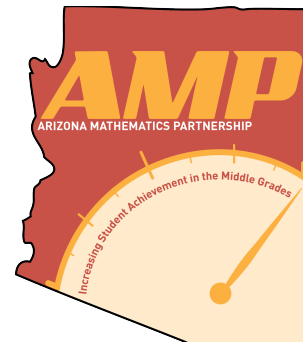
Each spring, your CCOL will invite your local administrators (Principals, math coaches, etc.) to observe your CCOL's work and contribute to your CCOL. This is a non-evaluative experience between teachers and their administrators.

## Become a Teacher Leader

Each CCOL will have one of its teachers become a leader of the CCOL, getting additional support from the project in their third year of participation.

## Research Participation

As this project is funded by the National Science Foundation, we will conduct different research activities to capture the impact of the project on the teachers and their students.





Thank you!

Questions?

