The MATH-UP Program is entering its final year here at Lehman College and we are going out with a BANG! This is the largest cohort of clinical residency candidates that we have had since we began in 2010. We have interns placed in our five partner schools as well as two of Lehman’s Professional Development Schools (P.S. 291 and P.S. 304). We welcome Cohorts 4, 4a and 5! These cohorts combine for a total of 31 students who will journey through a MSEd program as well as a clinical residency. This could not have happened without the support of the Dean of the School of Education Dr. Harriet “Niki” Fayne, Dr. Abigail McNamne, Chair of the Early Childhood and Childhood Education Department, and Childhood Education Professors: Jeanne Peloso, Nancy Dubetz and Aliex Ross.

We are hosting a “Meet and Greet” in May to provide our residency candidates and their mentors the opportunity to meet and bond prior to them going into the classroom in September. Our students, faculty and mentors will be attending our MATH-UP Summer Institute this summer to learn more about co-teaching models, Keeping Learning on Track techniques, literacy skills and math strategies as well as the Danielson Framework.

We continue to offer Pathwise professional development to all mentor teachers over the upcoming school year as well as professional development in literacy and mathematics for our clinical residents and teachers.

Our Cohort is looking forward to participating in their first “school experience” at our Early College Mathematics Institute this summer. It is during this time that they have an opportunity to observe Professor Anne Marie Marshall and Ms. Khalilah Arrington teaching mathematics to 2nd – 5th grade students from our MATH-UP D.O.E partner schools. This institute is designed to offer our Lehman students the opportunity to work one-on-one and in small groups with our ECMI students before they begin their residency in September.

To all participants in MATH-UP; interns, teachers, faculty and principals, we wish you a productive school year!

Arlene Weinstein, Project Director

Visit our website:
http://www.lehman.edu/education/math-up-program/

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EDE 744 - Preparation for Success

“Some people want it to happen, some wish it would happen, other make it happen,” by Michael Jordan. The aforementioned quote illuminates the goal of EDE 744, a practicum that gives Lehman College’s Mathematics Achievement with Teachers of High-Needs Urban Population (MATH-UP) interns, an opportunity to make change happen in the lives of their after-school practicum students, current students, and future students.

As a co-instructor of this class for three semesters, I can honestly say that each year the structure of the course, the material, and the afterschool program coordination continues to improve. This course gives the MATH-UP interns an opportunity to work with students in small groups, implementing all the skills and strategies they have learned throughout the program, and in particular what they learned in EDE 744 regarding mathematics instruction, differentiation, and working with English Language Learners (ELLs).

We have had the privilege of conducting the hands-on component of the course at Public School 1 on Courtlandt Avenue in the Bronx. Our student interns work approximately 6 weeks in the afterschool program for about an hour once a week. During this brief time, our interns developed rapport with a small group of students, created and implemented mathematics lessons, and supported the students in their academic growth.

As a special education teacher for approximately nine years, I have been utterly impressed watching the MATH-UP interns. Walking into each of the practicum classrooms, I see the interns talking, working, laughing, and instructing students. The children look engaged using manipulatives, writing responses to problems, and speaking to the interns. If this is the work that our interns are doing now, I am ensured that when they have their own classes their students are definitely going to achieve. I am so grateful to be part of this practicum experience because it has given me the opportunity to see new teachers “make it happen!”

Nmeregiri Nwogu,
Co-instructor (EDE 744) & Mentor Teacher at P.S. 55

Donna Samms-Reid, Cohort 3 intern working with students of P.S. 1 during her EDE 744 Practicum course.

Malcolm Young, Cohort 3 intern working with students of P.S. 1 during his EDE 744 Practicum course.

Laverne Bazan-Thomas, Cohort 3 intern working with students of P.S. 1 during her EDE 744 Practicum.
Students in MATH-UP are required to attend a professional conference in each of the three courses they take with us. Conferences are great places for networking, learning new ideas, and connecting to what we have learned in our courses and internships. This semester, students in EDE 715 had the choice of attending either the New York Collective of Radical Educators (NYCoRE) Annual Conference or the New York City Mathematics Project (NYCMP) Annual Conference. Both Conferences afforded our MATH-UP interns unique opportunities to learn and connect with others in the field. Below you will get to hear about each conference from two interns in Cohort 4.

Professor Anne Marie Marshall, MATH-UP/ECCE

**New York Collective Radical Education (NYCoRE) Conference**

As MATH-UP students, we are learning how to be the most engaging, effective, and empowering teachers we can be. Toward that end, many of us from Cohort 4 joined our predecessors from Cohort 3 and our fearless leaders, Khalilah Arrington and Anne Marie Marshall, at the 2014 New York Collective of Radical Educators Conference.

After explaining the challenges posed by teaching in unequal, test-driven environments, our aforementioned professors frequently remind us that we can be good teachers even under such circumstances. Every week, they show us how; the NYCoRE conference continued our education. Through workshops and conversations with other attendees, we explored the role of a teacher both inside and outside of the classroom.

Workshop leaders fostered discussions about how education reforms affect teaching and learning conditions, emphasizing that hostile spaces for teachers are hostile spaces for students. We brainstormed different strategies to involve parents, students, and the wider community in shaping our schools. From Dr. Dobrick, for example, I learned about integrating marginalized student voices into the curriculum at an elementary school level, whether with music or math. Teacher Jia Lee described the nascent opt-out movement in NYC against standardized testing. Perhaps the most energizing lesson came from keynote speakers Shoneice Reynolds and Asean Johnson, the mother-and-son team who fought school closings in Chicago and continue to advocate for quality education.

Ultimately, the conference taught us something invaluable to our futures as educators: how to create the kinds of schools that all teachers and students can thrive in, together.

Keshet Sivan (’15)

**New York City Mathematics Project (NYCMP) Annual Conference**

On March 22, 2014, The New York City Mathematics Project held their 23rd annual conference at Lehman College. MATH-Up’s Cohort 4 learned inventive ways to teach mathematics as well as gaining much insight on new materials and manipulatives that based from the Common Core curriculum. Opportunities were available for teachers to win manipulatives for mathematics such as textbooks, workbooks, and calculators. Workshops covering a wide-range of topics, as well as a wide spectrum of grade levels, were available in two sessions in which attendees had the freedom of choosing. Whether you were a student, a teacher, or a teacher’s assistant, there was something suitable for everyone’s interests. With an extensive selection of workshops, I selected two in which I saw as most interesting.

**Key Words No More: The Real Keys to Problem Solving** introduces the R-D-W (read, draw, write) method of problem solving. It includes different strategies for students in grades 3-5 to gain a deeper understanding of problem solving. The emphasis of this strategy is on the process of getting to a solution. This strategy helps students develop the skills to use math to solve any problem, in school or in real life.

The most interesting workshop, and a personal favorite, was the Music Makes Multiplication Fun and Easy workshop run by Joshua Joffee. His curiosity and exploration of the possibilities with music proved beneficial by integrating curriculum topics with music. His simple songs are compiled with repetition, catchy melodies, rhymes, and funny stories that are relatable in students’ lives. By integrating music with mathematics, students are actively engaging in their learning and student achievement, as well as having fun! Joffee’s songs are used in grades as early as Kindergarten, so that students develop strong multiplication skills by the time they reach higher grade levels, where multiplication skills are necessary. This unique and wonderful strategy makes skip counting less complex for all students and provides an excellent tool to use when they are struggling.

I had a wonderful time bonding with my classmates as well as learning new strategies in teaching mathematics I can take with me to my future classroom. Thank you MATH-Up for this wonderful learning experience!

Jacqueline “Jack” Senzamici (’15)
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