What a Great year for MATH UP MSED Graduates!

What a year for MATH UP MSED Graduates! We have successfully graduated our first cohort of twenty students, eight of which have graduated with dual certification in Childhood Education 1-6 and Bilingual Education. We are proud to say that fourteen of the twenty have been placed in teaching positions in Bronx elementary schools. They are eagerly anticipating the start of their careers in September. We are fulfilling our grant goal of having Lehman MSED graduates teach in Bronx schools.

Congratulations to all!

Cohort 2 began this spring and have already completed 2 semesters in MATH UP. They have been actively involved in class work as well as our summer MATHUP institute. In September they will begin their ten month residency in a classroom in one of our five partner schools. Over the summer they have had the opportunity to visit their assigned classrooms and work with their mentor to prepare for the first day of school.

On September 12th in Carman Hall B15 we will have an open house in which we will begin to recruit for future cohorts.

We look forward to a very productive school year!

Arlene Weinstein, Director

Join us! TQP MATH UP's Information Session

TQP MATH UP Program will be having an information session on Wednesday, September 12, 2012 at 4:00 PM in Carman Hall Room B15. To RSVP please contact Erin Twomey at erin.twomey@lehman.cuny.edu or (718) 960-7702.
Spotlight: Cohort 1 Graduates
Peek into a Bronx elementary school and you might see one of our following Cohort 1 Graduates teaching in one the classrooms:

◊ Ivy Acevedo - P.S. 536, Grade 1
◊ Vanessa Alcantara - P.S. 363, Grade 6
◊ Melissa Allman - P.S. 1, Grade 3
◊ Damon Branch - P.S. 114, Grades 4 & 5
◊ Caridad Fournier-Rosado - P.S. 9, Grade 1
◊ Tara Fridkin - Children’s Aid College Prep Charter School, Grade 1
◊ Yahaira Herrera - P.S. 132, Grade 5
◊ Jennifer Irizarry - Children’s Aid College Prep Charter School, Grade 1
◊ Brendalyn Lopez - P.S. 1, Grade 1
◊ Sonia Paulino - Dr. Richard Izquierdo Health and Science School, Grade 6
◊ Charlene Peralta - P.S. 114, Grade 1
◊ Piarina Rosa - P.S. 1, Grade 1
◊ Kenia Velazquez - P.S. 443, Grade 5
◊ Janet Velez - P.S. 310, Grades K, 1 or 2

College Comes Early for Bronx Elementary School Students

Each year, TQP MATH-UP graduate students help prepare elementary students in participating schools for their next school year in mathematics. This July, we held our annual Early College Summer Institute in the Math-Up Discovery Lab on the Lehman College campus. The two-week program focused on measurement and geometry co-taught by Cohort 2 interns. Students created models of “classrooms of the future” and their dream bedrooms; some were created digitally and others by hand. With the help of Professor Anne Marie Marshall, the students also participated in a scavenger hunt on campus to find various shapes and objects. Overall, every student – graduate and elementary – grew from the experience.

Erin Twomey, Program Manager
Fractions Become Practical!

This August I attended a math course, Fraction Development in the CCSSM, Grades 3-5 taught by Professor Anne Marshall and Nmerigiri Nwogu, teacher at P.S. 55. I did not know what to expect out of this course really besides the one math credit I was taking it for. I am happy to say that it was very informative and practical. Practical is not usually a word that I would use to describe anything that is related to math but somehow Anne Marshall presented math in a way that is feasible and very likely to be used in real life circumstances. The objective of this course was to examine and understand the changes that have been implemented to the delivery of fractions for students from grade 3 to 5 by the Common Core Standards in Math. We started off with a look at the Common Core Standards related to geometry from grades 1 to 3 with a focus on the changes in language. This section of the course gave us a clear picture of the building blocks of learning math. There has to be a strong foundation. In the early grades the Common Core requires students to know basic concepts and later the specific use of “math” language. Something I remember someone saying in the course was that a typical 4th grade student would describe a fraction being “the numerator on top and the denominator on the bottom”. Although this is not wrong this use of language is not practical. In the Common Core Standards there is a great focus on language and precision. Students are expected to use language such as “I’ve partitioned something into equal shares” or “one equal part of the whole”. This new way of teaching is very different from what was taught in the past but it definitely has a lasting effect on the things we learn. Prof. Marshall and Mr. Nwogu engaged us in activities that required us not to think in the standard mathematical sequencing we usually do, for example, not actually writing out the equation but arriving at the solution using manipulatives such as fraction strips. At first I thought “this is hard” but later I realized that in the real world this is how students understand math concepts and are then better prepared to actually understand things like equations; we have to develop “fraction sense” like Prof. Marshall called it. My attitude towards fractions and math in general has changed after this course and I believe I can speak for most who attended that we are looking forward to a second part.

Nathali Rosado (’13)

Mentors, KLT, Learning Intentions...OH MY!

MATH-UP mentors, Lehman interns, program administrators and collaborative agencies converged on Lehman’s campus for a week long, intensive professional development; preparing participants, math coaches, mentors and interns alike, for the quickly approaching academic school year. What an amazing and informative time we had! Some of the key elements touched upon were:

- Co-Teaching and the Mentor/Mentee Relationship (Day 1)
- Keeping Learning on Track (Day 2)  
  - Using the evidence of learning to meet immediate need
- Mathematics and The Common Core Standards (Day 3)
- A Framework for Teaching – The Danielson Framework (Day 4)  
  - Program Procedures and Implementation

Each day was strategically planned with a slew of activities that could easily be incorporated into any classroom. The activities were modeled to facilitate attendee observation and later, reflection upon how to incorporate these strategies into our respective classroom settings. Shirley Hall, of Educational Testing Service, served as the primary facilitator. At the onset, many interns were overwhelmed; however, each presenter was so knowledgeable about the topics of discussion. All of the participants walked away with a wealth of resources to add to their education toolkits. From the point of view of the intern, at times, the experience was rather overwhelming, when considering what would be required of the cohort in the coming year. The level of emphasis placed on participating in a professional community was greatly appreciated; it embraced the necessity for continual support among participants at every level in the MATH-UP program. Moreover, possessing openness to the process of learning how to utilize the tools provided will further support the objectives and goals that will be developed within the classrooms.

Renee Ahmad (’13)
MATH UP Newsletter, Summer 2012

TQP Mathematics Achievement with Teachers in High needs Urban Population
(MATH UP) Program
Lehman College, CUNY
Carman Hall B-26