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STIR Directors Meeting 10/10/09

What would you do differently if you were to start again?

1. Focus on Lesson Study as the core of the project?
2. Do preliminary steps before lesson study
3. Set norms for a professional community to begin with - many of us were surprised at the lack of professional behavior in our teacher population
4. Set up clearer expectations with the district/school administration - but these personnel can change over time, so it's not clear this would help

Ideas for Leadership Development

1. Help teachers earn Foundational Level Math Credential - attend CSET content review institutes
2. Help teachers become National Board Certified
3. Use leftover stipend funds to provide stipends to teachers who do leadership activities such as attending appropriate workshops at other sites
4. Send participants to workshops provided by other CMP sites - e.g. UCLA mini-workshop in January, Irvine, others?
5. Have each participant identify a session at CMC-S/N or other conference, implement in the classroom and present to an individual or group of teachers
6. Have retreat with potential leaders (use augmentation some sites have)
7. Phone calls to teachers who are about to present, to help out
8. Have participants help plan/organize LS institutes
9. For presenting - start small, e.g. teacher meeting at school
10. Teachers create "learning groups" with Problem of Month, have leaders facilitate, plan
11. Video club:
 1. 2 days - talk about mathematical discourse
 2. Implement in class, videotape
 3. Present videos at STIR event

Possible Leadership Roles

1. RSBCMTA (other CMC-affiliates) Board
2. CMC-South Board
3. District/School coach
4. Department chair
5. Presentations at local/regional conferences: RSBCMTA, CMC
6. Presentations for teacher groups from other projects (from same or different site)
7. Mentor another (beginning) teacher at the school site - in teaching or in prepping for CSET

Additional Professional Development Ideas

1. TI-Nspire (do we have carryover funds we can use to purchase calcs?). Perhaps send participants to a workshop.

Additional suggestion

We'd like to have an online tool in which STIR participants could upload lesson plans and comment upon them. Monitoring this site could be a good leadership role. Perhaps have a format for feedback - What might you add? What could be changed to make the lesson more... and so on

Lessons Learned for Retention

1. If more than one district involved, scheduling problems!
2. Coaching/PD/Lesson Study - if more than one district, again potential problems

What percentage of participants have gone through all 3 years?

45-50% x 4 (probably)

25% x 2

80%

Comments by Susie on Year 4 (and 5)

Each site: \$24K. Uses:

1. Continue leadership development
2. Other things

Need to work with 10 new teachers (have not been in STIR.) Use different funding (e.g. fee for service, math project, other).

Examples:

1. UCLA has 1-week new-teacher institute, for which they charge fees. A site could create such an institute; STIR funds could pay for 3-4 of the current STIR participants to help lead parts
2. For new teachers in the district: have current teachers coach/mentor the new teachers
3. Lesson Study: a current participant facilitate a (5-person) LS team
4. Coaching: we provide funding for coaches to work with new (non-STIR) teachers
5. Create a program to work with (for example) teachers of ELs

Additional problem in Year 5 since no funding... districts need to contribute funding in order for this to work. More generally: CMP cannot only be about external funding, districts need to buy into the work and provide funding for it.

Possibly use Arvin HS story (once it's made anonymous) to show success.

There are Title 2A funds that districts receive for a number of purposes, including PD. Administered via CPEC. It turns out that much of those funds are returned to CPEC! Natalie will send us the website so we can use it with districts.

Regarding rates: do not undercharge districts - they are willing to lay out large amounts of money, and do not necessarily appreciate a bargain.