Bridging Math Practices Continuation Grant Overview
Neag School of Education

We are recruiting two cohorts of teachers to participating in the Bridging Math Practices continuation grant.
Teachers will have the opportunity to examine mathematical argumentation – What counts as an argument? What tasks promote argumentation? How can I establish norms and routines to engage students in argumentation? How do I assess students arguments and what criteria can be used to identify high quality arguments? These questions and more will be the focus of our sessions.

Session information: All sessions will be led by Teacher Leaders who have participated in the grant project - Cathy Mazzotta (Manchester HS, Manchester), Belinda Perez (Buckley HS, Hartford), Teresa Maturino Rodriguez and Michelle McKnight (Washington Elementary School, Manchester). The work will be supported by Megan Staples and Jillian Cavanna from UConn's Neag School of Education.

Cohort 1: Spring 2016 (Secondary teachers grades 7 – 12)
All activities will be held in Manchester CT
January 19, 2016 (Tuesday): Organizational meeting and evaluation activities: 3:30 – 5:00
February – June, 2016: Monthly workshops: 1st Tuesday of each month, 4:00 – 6:00
Summer, 2016: Debrief meeting/post-evaluation activities

Cohort 2: Summer 2016 (Elementary teachers (grades 2 – 6) *and* Secondary teachers)
Location to be determined
May/early June 2016: Organizational meeting and evaluation activities
June 27 – July 1, 2016 – location TBD: weeklong workshops (25 hrs), includes debrief meeting

Both Cohorts will participate together in a meeting in August to help set the stage for the school year. Exact date/time is TBD.

Commitment and Compensation
Teachers are compensated $25/hr.
Cohort 1 commits 26 hrs (five 2-hour modules plus classroom-related work between modules; organizational and follow up meetings). Total compensation $650.

Cohort 2 commits 30 hrs (a week-long summer workshop of 5 days (5 hrs each. 25 hrs total); organizational and follow up meetings). Total $750.

Questions: Please contact Megan Staples (megan.staples@uconn.edu) or Jillian Cavanna (jmcavanna@gmail.com)

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Background and Prior Grant Activity

The Bridging Math Practices Math-Science partnership grant began in Spring 2013 as the University of Connecticut's Neag School of Education and Department of Mathematics came together with three school districts to collaborate around issues of teaching and learning with mathematical argumentation. Supported by a grant from the CT State Department of Education, forty teachers and coaches from grades 2 – 11 participated. Phases I and II of the grant have seen great success. Outcomes include an online repository of resources with over 200 tasks and tools; a set of Argumentation Resource Packets to support teacher learning in Professional Learning Communities; strengthened collaboration across Neag and its teacher preparation partner districts; and statistically significant increases of mathematical content knowledge for teaching among participating teachers. In addition, the project evaluation showed significant increases in teachers' content knowledge, confidence with argumentation and integration of practices related to mathematical argumentation.

More information about the project, along with products from phase 1 & II can be found at http://bridges.education.uconn.edu.