Project Goals


The desired long-term outcome of the project is improved high school student learning in mathematics in relation to the learning expectations in the Common Core State Standards for Mathematics (CCSSM), resulting in students who are prepared for success in postsecondary education and the workforce. In support of this desired outcome, the immediate goals of the project are:

**Goal 1:** Deepen teachers’ content knowledge related to critical high school conceptual categories in the CCSSM, with a specific focus on statistics and probability, geometry, and

**Goal 2:** Support teachers’ capacities to design, enact, and analyze innovative mathematics instruction consistent with the Common Core Standards for Mathematical Practice and Wisconsin Pivotal Understandings Cross-Cutting High School (PUnCH);

**Goal 3:** Acquire coaching and mentoring skills that will allow teachers to become leaders in implementing and advocating for Wisconsin Common Core Mathematics in schools, districts, and the community.

Project Expectations

- Enroll in UWM courses (summer and school year), attend all sessions, and complete assigned projects.
- Teach lessons and utilize assessments based on the CCSSM, and reflect on the lessons with your district team and other project participants.
- Collaborate with team members from your district, and with project participants from other districts, to build your personal capacity to implement the CCSSM with fidelity in your classroom.
- Engage in a leadership/mentoring initiative during the 2015-2016 academic year.
Funding
This project is funded by the Wisconsin ESEA Improving Teacher Quality (WEITQ) Program, which is administered by the University of Wisconsin System with funds from the U.S. Department of Education, Elementary and Secondary Education Act (ESEA) Title II, Part A (http://www.uwsa.edu/acss/esea/). The grant for this project was awarded to the University of Wisconsin-Milwaukee under the direction of Dr. Michael Steele and Dr. Kevin McLeod.

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Common Core High School Mathematics Leadership: Transforming Teachers’ Content Knowledge and Leadership Skills for a New Era
Summer 2015: Geometry

Course Information
Number: MATH 675-101
Title: Topics in Modern Mathematics: Common Core High School Geometry
Credits: 3 undergraduate or 3 graduate credits

Course Sessions
June 15, and 16, 2015
Location: UWM Northwest Quadrant
Room: NWQ 1871
Time: 3:30 pm – 8:30 pm

June 17-19 and June 29-July 2, 2015
Location: W233 N2080 Ridgeview Parkway, Suite 100 Waukesha, WI 53188
Room: Main Classroom (enter through main doors on first floor)
Time: 8:00 am – 1:00 pm

Course webpage
Course materials and other resources will be posted on the project site:
http://uwm.edu/cchsml/ or http://www4.uwm.edu/soe/research/cmser/cchsml.cfm
…and also on Kevin’s departmental site.
https://pantherfile.uwm.edu/kevinm/www/CCHSML/Summer_2015/CCHSML_Summer2015.htm or follow the link at www.uwm.edu/~kevinm

We will endeavor to update this site after each class with slides, handouts, and other relevant information for you.

Electronic Communications
You are expected to provide a working e-mail address to the project and to check it regularly. This e-mail will be added to the CCHSML email list (cchsml-list@uwm.edu), which we will use to communicate announcements, reminders, updates, and to share CCSSM resources and links. If your preferred e-mail changes, please let Mike or Kevin know and we will update your record in the list. (You can send to this list as well.)

Required Readings and Texts

Eureka Math (2014): [provided by our grant]
Eureka Math, A Story of Ratios: Grade 8, Module 2: The Concept of Congruence
Eureka Math, A Story of Ratios: Grade 8, Module 3: Similarity
Eureka Math, A Story of Functions: Geometry, Module 1: Congruence, Proof, and Constructions
**Course Grading Procedures**

Your grade for the summer institute course will be determined as follows:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Participation in Class Sessions</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Homework</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Project Surveys and MKT Assessment Completion</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Graduate Project</td>
<td>0%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Grades will be assigned on the following scale:

- **A** 93–100%
- **B+** 87–89%
- **B** 83–86%
- **B–** 80–82%
- **C+** 77–79%
- **C** 73–76%
- **C–** 70–72%
- **D+** 67–69%
- **D** 63–66%
- **D–** 60–62%
- **F** 0–59%

Undergraduate/Graduate Differentiation: Graduate students are required to complete the graduate project in addition to the requirements for undergraduate students. The difference in the grade percentages assigned to the course requirements are shown above for those students electing to earn graduate credit for this course.

**Average Time Investment**

The amount of time that an average student should expect to spend on this course is as follows:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class Sessions</td>
<td>45 hrs</td>
<td>45 hrs</td>
</tr>
<tr>
<td>Homework</td>
<td>45 hrs</td>
<td>20 hrs</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>45 hrs</td>
<td>25 hrs</td>
</tr>
<tr>
<td>Project Surveys and MKT Assessment Completion</td>
<td>15 hrs</td>
<td>15 hrs</td>
</tr>
<tr>
<td>Graduate Project</td>
<td>0 hrs</td>
<td>45 hrs</td>
</tr>
<tr>
<td>Total</td>
<td>150 hrs</td>
<td>150 hrs</td>
</tr>
</tbody>
</table>
Course Assignments and Requirements

1. **General Policies**
   (a) Each assignment (homework or reflection) should be presented in a neat, organized, and clear manner, utilizing headings as appropriate. Keep a copy (physical or electronic) in case questions or discrepancies arise.
   (b) Assignments are due at the beginning of class. Late assignments will be penalized by 10% for each day late.
   (c) Disengage all cellular phones, beepers, paging devices, and online computer connections to protect the learning environment for all participants. Store devices out-of-sight, no sitting on tables, unless we are explicitly using them in class. Give yourself an electronic vacation for the few hours in which we meet face-to-face. You may check voice and e-mail messages or make calls during our breaks. Such use during a class session, including during whole or small group work or individual work, will result in a percentage loss of participation points for the day.

2. **Attendance**
   Attendance is vital to achieving the goals of this project course. You are expected to attend all class sessions and are expected to arrive on time and stay the entire class session. Excused absences must be documented by providing a written explanation, preferably in advance of the absence, which is given to instructional team (e-mail to Mike & Kevin). Verbal statements are not acceptable, as they will not be documented. Excused absences include a medical issue under a doctor’s care for an immediate family member, a death in the immediate family, religious observance, or a contractual/mandated school district meeting. The written note should include your name, date of absence, and rationale, along with any available written verification. Unexcused absence will result in a grade deduction of 10% per absence. For example, if you miss one day of class, the highest grade you may earn is an A-. If you establish a pattern of tardiness/early departure in class, your final grade will be impacted. For example, four instances of tardiness/early departure will be considered equivalent to one absence. In regards to absences, please make use of the course website and also “Find a Friend” to gather handouts, to learn about any announcements, and to discuss class activities. It is your responsibility to learn about what you missed from a colleague.

3. **Participation in Class Sessions**
   You are expected to participate as an active class member in whole group discussions, small group work and individual work in a professional manner that contributes to the engagement and learning of all class members toward course goals. Class experiences provide the opportunity to participate in dialogue that is crucial to the learning process. Restrain yourself and your colleagues from sidebar conversations as active listening and reflection on what other colleagues share or ask is an important aspect to your own learning in this course. You are expected to complete requested in-class tasks, such as written reflections, charting, mathematical tasks, and analysis of student work. You may be asked to submit some of the in-class written work to the instructors, and should retain all of it for your own records and subsequent reflection.

4. **Homework and Reflection Journal**
   You will be assigned homework during each class session. The purpose of homework is to extend and deepen your engagement with course content. The homework will include, but is
not limited to, math tasks, assigned readings, lesson preparation, and written reflections and summaries of each day’s class. The homework will be referred to in subsequent class sessions and you will often be expected to exchange your homework with colleagues in the class, including an exchange of written reflections and responses to math tasks. Then, as colleagues, you will be expected to read, examine, respond to, and comment on each other’s homework. All homework should be collected in a journal, which you will hand in to the instructors for grading at the end of the class. Journal entries will be graded according to rubrics, which will be handed out in class; as a formative assessment, you are to discuss two of your math task solutions with Kevin during the first week of class, for agreement with the rubrics.

5. **Project Surveys & MKT Assessment Completion**
   As part of your commitment to the CCHSML project you will complete surveys and assessments and submit project-related artifacts (e.g., documents, student work samples) that will be used to address project evaluation requirements and that will be used to inform course design and implementation. You will complete the initial project surveys and Mathematical Knowledge for Teaching (MKT) assessments this summer during class sessions.

6. **Graduate Project: Geometry lesson plan and poster**
   (a) Choose a lesson from Eureka Math (Grade 8 Modules 2 or 3, or Grade 10, Modules 1 or 2), different from any we have covered in class, that addresses modeling (CCSSM MP4) with geometry.
   (b) Adapt this lesson for a class you will be teaching in the fall. (If you will not be teaching Geometry in the fall, try to find a lesson that at least makes some connection with material you will be teaching.) Please include a lesson plan (two possible templates will be available) and a brief narrative describing the class.
   (c) Produce a poster consistent with your lesson plan and your expectations for your intended target class.
   (d) Graduate Work Presentations: Prepare a 10-minute presentation of your work to be shared with some of the instructors and any interested colleagues at 1pm on Thursday, 2 July. Be prepared to discuss the ways in which the lesson plan and poster meet CCSSM standards for Geometry. (An alternative date may be scheduled, if convenient for all concerned.)
1. **Students with disabilities.** If you will need accommodations in order to meet any of the requirements of this course, please schedule an appointment with the instructor by the second day of class. Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at: http://www4.uwm.edu/sac/SACltr.pdf

2. **Religious observances.** Policies regarding accommodations for absences due to religious observance are found at: http://www4.uwm.edu/secu/acad%2Badmin_policies/S1.5.htm

3. **Students called to active military duty.** Accommodations for absences due to call-up of reserves to active military duty are found at:
http://www4.uwm.edu/current_students/military_call_up.cfm

4. **Incompletes.** A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. http://www4.uwm.edu/secu/acad%2Badmin_policies/S31.pdf

5. **Discriminatory conduct (such as sexual harassment).** Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. Definitions of discrimination and the reporting requirements are found at: http://www4.uwm.edu/secu/acad%2Badmin_policies/S47.pdf

6. **Academic misconduct.** Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. Policies can be found at: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

7. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. http://www4.uwm.edu/secu/acad%2Badmin_policies/S49.7.htm

8. **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School: http://www4.uwm.edu/secu/acad%2Badmin_policies/S22.htm

9. **Final examination policy.** Policies regarding final examinations can be found at the following: http://www4.uwm.edu/secu/acad%2Badmin_policies/S28.htm

10. **Classification Status:** You must have the same UWM classification, undergraduate or graduate, for all courses in which you enroll within the same semester, regardless. If you are enrolled in the graduate school, you must take the course for graduate credit. You may not change classification after you have enrolled for this course.

11. **Off-Campus versus On-Campus Status:** The grant for this project ONLY waives resident, off-campus tuition. Individuals concurrently enrolled in courses taught on-campus will need to pay segregated fees for all of their credits, including the grant course as the grant does not pay segregated fees.

12. **Snow Days or Other Class Cancellations:** Class will be cancelled if UWM or most partner districts have cancelled classes or activities.
**Drop/Withdrawals:** If you choose to drop this course you must follow UWM procedures. You will be responsible for paying all drop, withdrawal, and other fees incurred. You are also responsible for any or all tuition costs associated with your partial attendance, as grants do not remiss tuition for courses that you do not complete.