

MTAC R1026 System-Wide Program Math Professional Development Services

Contract Dates: 10/01/2011 - 02/29/2016

For more Information please

Call Jessica Kaplan
at (212)374-0396

Component	Vendor Name	Component Description	Contract Number
Mathematics Consultants/Coaches	METAMORPHOSIS TEACHING LEARNING COMMUNITIES	Metamorphosis consultants will work regularly with teachers in targeted K-12 classrooms. The focus will be on planning, co-teaching, and debriefing a mathematics lesson. The goal of this work will be to help classroom teachers: (1) effectively plan and implement mathematics lessons; and (2) analyze student written work for important mathematical ideas' (3) recognize the mathematics in their lessons so that they are able to maximize student learning; and (4) use student thinking and development to plan next steps in teaching. MTLC consultants will work regularly with school based coaches. Metamorphosis's methodology is to design curriculum and deliver PD that is primarily the content-focused coaching strategies developed by Staub & West in Content-Focused Coaching: Transforming Mathematics Lessons. We also interweave modified Japanese Lesson Study from the work of Stiegler, Yoshida, Fernandez and others; Professional Learning Communities from the work of Dufour and others; the development of "collaboration sites" building upon the work reported by West and Curcio, 2004, and the innovative work of creating and developing coaching communities by Antonia Cameron and Lucy West in various districts across the country and Canada.	QR0727B
Mathematics Consultants/Coaches	FORDHAM UNIVERSITY	Fordham coaches will use a meta-cognitive approach enabling teachers to hone their ability to think deliberately about how they are learning. Coaches will introduce the research, knowledge base, skills of instructional design and assessment practices. These activities are based upon the practice/ reflection strategies posted in Reflective Practice for Educators: Professional Development to Improve Student Learning by Karen F. Osterman and Robert B. Kottkamp (Corwin Press, 1993). Coaching services will be on site using a variety of research-based strategies to include classroom visitations, modeling, demonstration lessons, team-teaching with individual teachers, in addition to group support activities such as study groups, courses and workshops.	QR0727D
Mathematics Consultants/Coaches	LEGACY PATHWAYS	Legacy Pathways provides job-embedded site-based and on-line coaching to support mathematics teachers (general and special education) as they work to become full partners in planning for and implementing Integrated Co-Teaching models. LP's program leaders customize supports and services based on the unique needs of schools, teachers, instructional coaches, and other key stakeholders. LP provides focus on differentiating instruction in mathematics using instructional strategies that work to build literacy, comprehension and critical thinking in Mathematics.	QR0727E
Mathematics Consultants/Coaches	NYC Mathematics Project/RFC-Lehman College	NYCMP/Lehman College coaches work to develop individuals' expertise, leadership, and performance. NYCMP coaches coach teachers, model lessons, co-teach, and provide support and feedback to colleagues in order to improve mathematics education. NYCMP help teachers plan lessons and projects, learn about and share resources, evaluate student work and assessment data to determine future instructional goals. In their work in classrooms, NYCMP coaches provide teachers with differentiated support to successfully implement practices/ instructional methods that serve a variety of student populations and employ a range of assessment techniques to meet students' diverse learning needs.	QR727AB
Mathematics Consultants/Coaches	K-5 MATH TEACHING RESOURCES LLC D/B/A NICOLA GODWIN	K-5 Math PD focuses on building staff members pedagogical and math content knowledge through co-planning, co-teaching, demonstration, coaching, mentoring, lesson study, and inter-school visitations, and collaborating with teaching staff to design, implement and refine common core aligned units of study and math performance tasks in line with the Citywide Instructional Objectives.	QR727AC
Mathematics Professional Development	Research Foundation at CUNY on behalf of the City College of New York	The Research Foundation of CUNY on behalf of City College: Meetings will be held with interested school or district administrators to explain the in-service program and mold it in relation to the school and/or region's needs, and to select groups of participants. We propose to work with teachers, administrators and coaches both at the college and on-site. Our list offerings is developmental and will be differentiated depending on the needs of the participants and regions.	QR026AB
Mathematics Professional Development	METAMORPHOSIS TEACHING LEARNING COMMUNITIES	MTLC PD services are designed according to the most current research in mathematics instruction/leadership to improve student outcomes and raise the level of student achievement so that all students are performing at or above grade level. Our workshop offers: <ul style="list-style-type: none"> • providing sustained, job-embedded, ongoing PD • incorporating explorations of underlying theory of standards-based mathematics instruction • demonstrating/ modeling exemplary research-based practice • video cases from inner-city classrooms • creating professional learning communities • providing opportunities for and development of the capacity for reflection and rigorous, disciplined, collegial feedback to improve instruction. 	QR0727B

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Mathematics Professional Development	FORDHAM UNIVERSITY	Fordham's Math PD Initiative will use a broad range of rigorous, research-based strategies to improve teacher ability to provide content-rich instruction that is aligned with NYS Learning Standards and the NYC Chancellor's Children First initiative. The specific methodologies used to deliver these strategies will be determined at an initial assessment meeting between Fordham's mathematics consultants, school administrators and other instructional leaders as appropriate.	QR0727D
Mathematics Professional Development	LEGACY PATHWAYS	Legacy Pathways partners with schools/districts to support the design, development, and implementation of Professional Learning Communities that include both general and special education teachers working to become full partners in the classroom environment. Program Leaders work to create job-embedded learning that supports mathematics teachers in the context of their work as they learn and apply instructional strategies, utilize student data inclusive of student work and plan instruction to meet the needs of diverse learners.	QR0727E
Mathematics Professional Development	Frank Cunningham, Inc.	FCI's PD will be provided in via workshops, seminars, and study groups. Topics include: differentiated instruction, critical thinking and problem-solving methods, student data analysis, and curriculum planning. Workshops include pre-and post-workshop assessments, student and teacher goal setting, and analyzing data for both summative and formative purposes, which will be used in the classroom to develop instructional strategies. The goal of these services is to provide teachers with tools such as data analysis.	QR0727K
Mathematics Professional Development	NYC Mathematics Project/RFC-Lehman College	NYCMP/Lehman College provides PD that focuses on: <ul style="list-style-type: none"> • supporting NYS and NCTM standards and the implementation of standards-based mathematics programs • increasing the capacity of participants to improve student performance • increasing teacher efficacy through lesson discussions • analyzing student work and data from assessments. 	QR727AB
Mathematics Professional Development	K-5 MATH TEACHING RESOURCES LLC D/B/A NICOLA GODWIN	K-5 Math PD focuses on building staff members pedagogical and math content knowledge through co-planning, co-teaching, demonstration, coaching, mentoring, lesson study, and inter-school visitations, and collaborating with teaching staff to design, implement and refine common core aligned units of study and math performance tasks in line with the Citywide Instructional Objectives.	QR727AC
Mathematics Professional Development	Mercy College	Mercy College offers professional development which links both mathematics content and mathematics pedagogy and helps to prepare teachers, coaches, and supervisors of mathematics in New York State's middle and secondary schools. The emphasis of training is to apply a variety of research-based teaching strategies preparing them to meet the learning needs of students in the New York City schools and to help their students meet current New York State learning standards for mathematics as they correlate to the New York State Core Curriculum, the N.C.T.M. Standards, and the Common Core State Standards.	QR727AD