

MICHIGAN MATHEMATICS LEADERSHIP ACADEMY



Michigan
Mathematics and
Science Centers Network

STATEWIDE PROJECT

The Michigan Mathematics Leadership Academy (MMLA) was organized in 2000-01 as a joint effort of the Michigan Mathematics and Science Center Network, the Michigan Council of Teachers of Mathematics (MCTM), and the Michigan Department of Education (MDE). The purpose of MMLA is to provide professional development in mathematics in a trainer-of-trainer format to teams from each of the 33 Centers across the state.

MMLA arose in response to changes being made in the Michigan Mathematics Curriculum Framework and increasing focus on statewide testing with the MEAP. That initial need has increased with the advent of No Child Left Behind in 2002 and the subsequent Grade Level Content Expectations and High School Content Expectations which impacted the mathematics curriculum and MEAP.

Since 2001-02, MMLA has offered two or more training sessions each year for Center teams. Each training session is hosted by a Center and offered at four Centers strategically distributed across the state to minimize costs for participants and Centers.

A sample of MMLA accomplishments include:

- ◆ Creation of 4-8-person teams at each of the 33 Mathematics and Science Centers made up of K-12 educators to provide training to improve the teaching and learning of mathematics among their colleagues; this represents a cadre of more than 200 trained teachers and supervisors available to help Michigan schools
- ◆ These teams are important regional/local expert resources helping schools improve their mathematics programs
- ◆ Fifty or more hours of training to the Center-based teams was provided each year since 2001, a total of more than 300 hours
- ◆ Thousands of teachers (many for multiple sessions) across the state have been served by the MMLA teams since the program began; in 2006-07 alone, about 1450 Michigan teachers and other educators participated in 116 different sessions facilitated by team members, representing hours of training—a total of 672,800 contact hours for all participants
- ◆ MMLA has been a partner in the development of a variety of curriculum, instructional, and assessment tools for schools, principals, and teachers to support their mathematics programming
- ◆ MMLA has addressed the following topics and issues:
 - ◆ Problem-solving K-12
 - ◆ MEAP item analysis interpretation K-8
 - ◆ Using MI-CLiMB
 - ◆ Algebra through a functions approach
 - ◆ Formative assessment
 - ◆ Mathematics content K-12 based on needs
 - ◆ Interpretation and clarification of K-8 GLCE
 - ◆ Assessment item writing for K-8 GLCE
 - ◆ Interpretation/clarification of the 9-12 HSCE
 - ◆ Training in M-GLaNCE instructional module
- ◆ MMLA has been an important and effective partner in disseminating information and providing training in a variety of curriculum and assessment tools for the Michigan Department of Education

Funding for MMLA was initially provided by the Mathematics and Science Center Network and MCTM. In 2002, the president of MCTM approached the Dow Foundation on behalf of MMLA, and MCTM was awarded a grant of \$ 125,000, a major resource for the program's continuation.