



## 2 THE PRIME PROJECT: Partnership for Readiness in Math and English

# University of Massachusetts Lowell and Lowell and Lawrence High Schools

An Improving Teacher Quality Grant

Funded by the Massachusetts Department of Higher Education, 2010-2013

New England College Board Forum February 1, 2012

# Partners and Participants

## UMass Lowell

Office of School Partnerships

3 Graduate School of Education Faculty

2 Math and 2 English Department Faculty

## Lowell High School

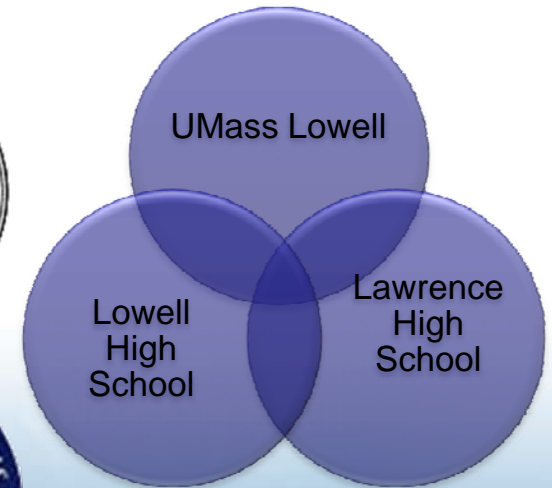
High School Curriculum Leaders

6 English, 6 Math Teachers

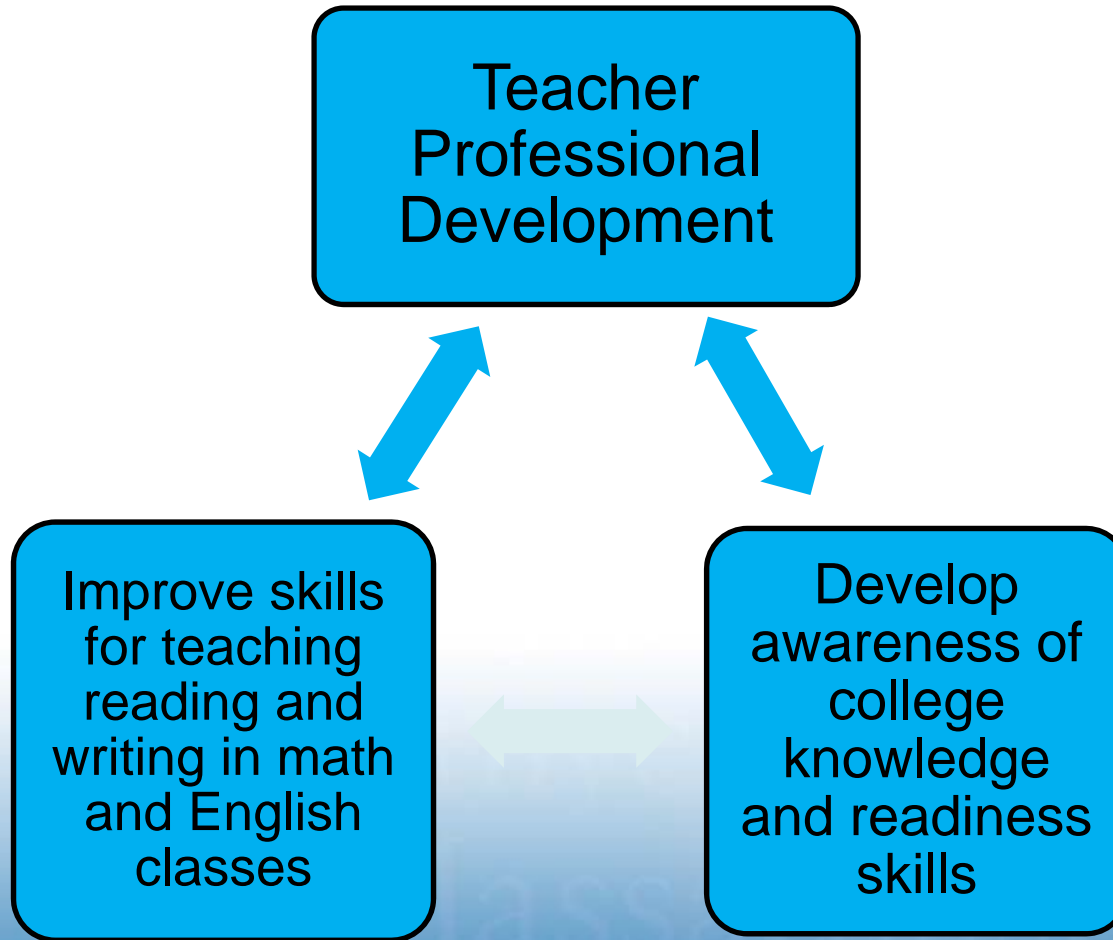
## Lawrence High School

District Curriculum Supervisors

6 English, 6 Math Teachers



# PRIME Project Goals



# PRIME Project Components

Expert providers  
for professional  
development

Collaborative  
teams

Teacher unit  
development

Teacher  
leadership

# Professional Development Agenda

Teaching educators how to:

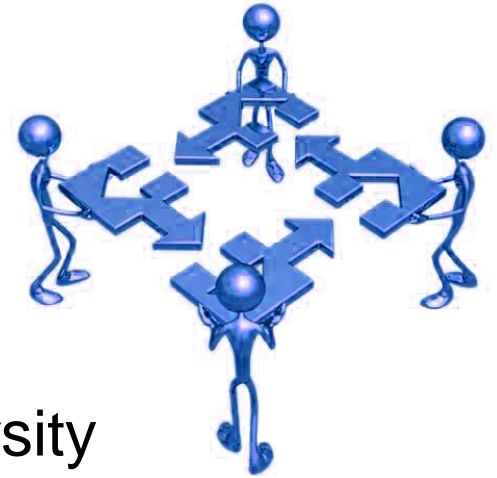
Focus on  
literacy  
development  
strategies

Design  
assessments  
with a rubric

Identify  
essential  
college  
knowledge

# Collaborative Team Work

- Identify student attitudes, behaviors, knowledge needed for college success
- Integrate these skills into high school courses
- Classroom visits at high schools and university
- Share, analyze, revise assignments to align expectations for high school and college work
- Review grading rubrics used at both levels



# PRIME Share Wiki

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## Geogebra

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**Software**

**Title:** Geogebra  
**Platform/System Requirements:** Web app that also can be downloaded to use on most major systems (<http://www.geogebra.org/cms/en/installing>)  
**Description:** Geogebra is similar to Geometer's Sketchpad. There are some difference with both Geogebra and Sketchpad having strengths.  
**Link:** <http://www.geogebra.org/>  
**Contacts:** Kim Levasseur, although I am by no means an expert - anyone want to replace me on this list , or at least add to it?  
**Cost:** Free, open source

Screen shot demonstrating the Pythagorean Theorem.

**PRIMEShare**

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## Genocide Performance Task - Erin Manna, Lawre

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This is a performance task for my English III classes. They are combined juniors and seniors.

Erin

We have spent the past week exploring the concept of genocide and you have seen first-hand accounts of the horrors it brings. Your task is now to create a project to explore the genocide of a culture of your choosing. You may choose from the following: Native American, Jewish, Armenia, Rwanda, Bosnia, and Cambodia. Then, you will select three performance tasks from the options given below. The final project will be due no later than 03 January 2012. However, it is preferred that you turn everything in by 22 December 2011.

Create a scrapbook from the point of view of either a survivor of the genocide or a perpetrator of the genocide. Include entries about what is happening and how it feels to be a part of this. Make sure you respond to the "why". You should have at least 15 pages.	Create an artistic work to symbolize what it was like to live during this period. Your work can be from the point of view of either a victim or a perpetrator. The work can be done on anything 11x17 inches or larger. Pretend this is going in a museum and must be appropriately displayed. You should also submit a 1-page reflection on your artwork.	Create a book of poetry based on what you have found in your research. Your poetry can be a reflection of your feelings, from the victims' perspective, from the perpetrators' perspective, or any combination. Again, remember that books have covers. You may include illustrations but are not required to do so.
Create a blog from the point of view of either a survivor of the genocide or a perpetrator of the genocide. Include entries about what is happening and how it feels to be a part of this. Remember, you can include pictures in a blog as they are necessary. You should have at least ten detailed entries.	Create a presentation in which you respond to the following questions. Who was in power? How did they get their power? Who was labeled as "other"? Why? How? How were the "others" treated unfairly? How did the violence escalate? What choices were available to the "others"? What could have prevented these crimes from taking place? How should the perpetrators be judged and the victims remembered?	Write a children's book explaining why tolerance of others' differences is necessary. Your book should be at least 15 pages with 3-5 sentences and an illustration on every page. Your illustrations must be done by you. Remember, all books have covers.
Create a photo essay about the genocide you have chosen. This photo essay should tell the story of the genocide by using images. Describe what is	Find three political cartoons or pieces of propaganda about your selected genocide. These should be cartoons that have appeared in newspapers, magazines, or	Find a video that has been created about your genocide. Look for things like documentaries and first hand accounts from people that lived

# Evaluation Methods

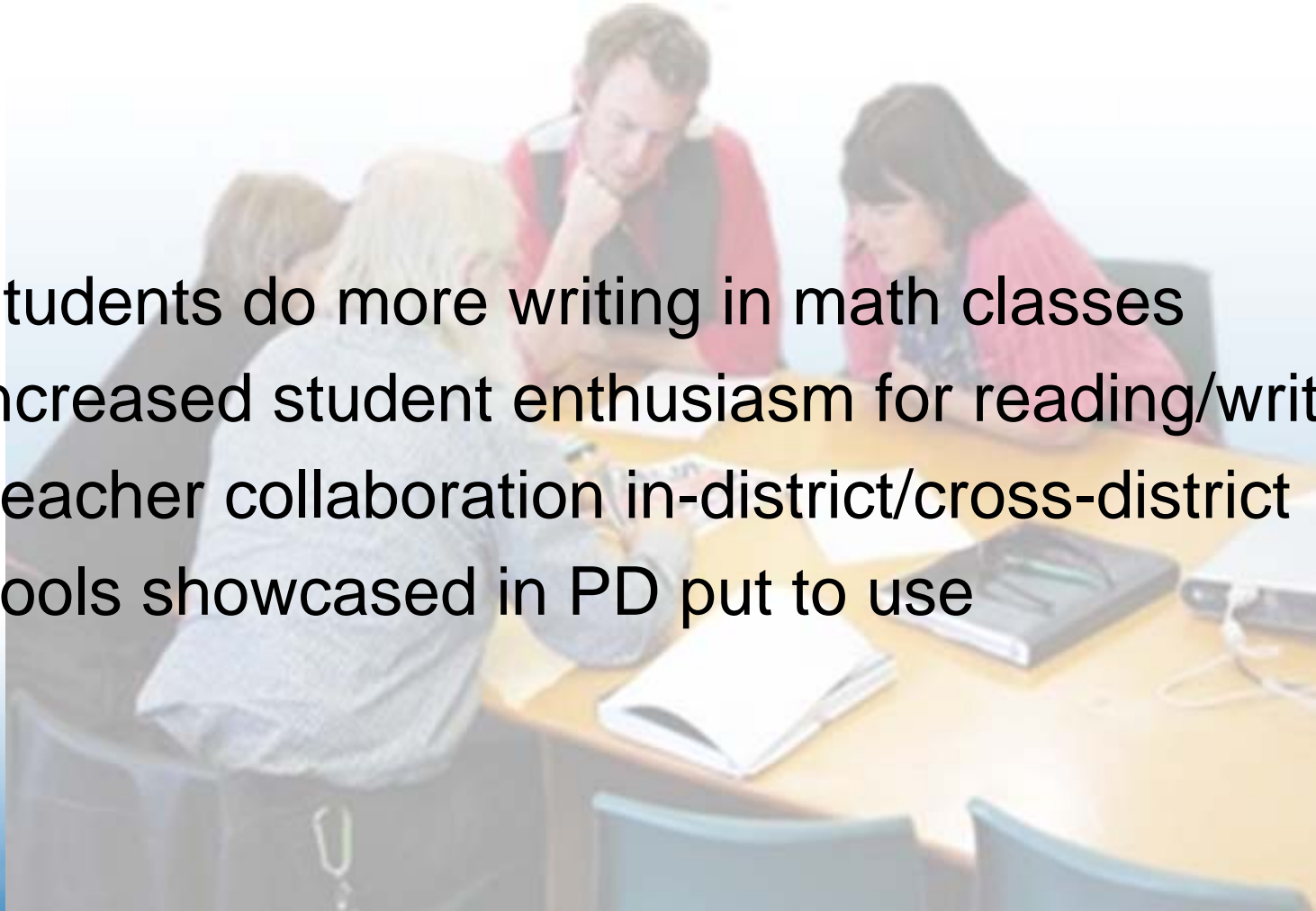
- Pre and post teacher and student surveys
- Teacher/faculty review of high school and college student work
- Teacher/faculty review of high school and college course syllabi





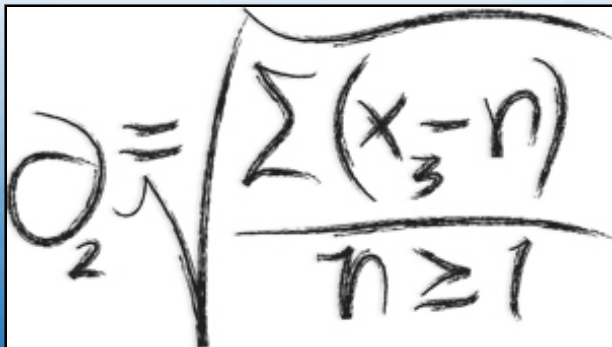
# Teacher Participant Feedback

- Students do more writing in math classes
- Increased student enthusiasm for reading/writing
- Teacher collaboration in-district/cross-district
- Tools showcased in PD put to use

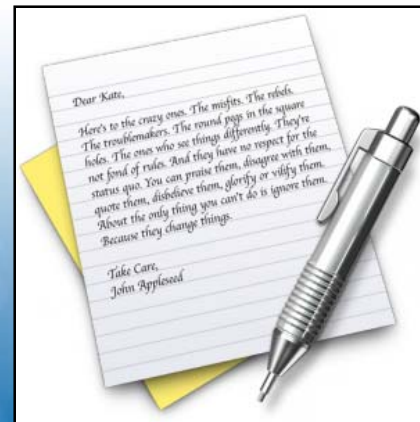


# Project Outcomes

- Integration of literacy tasks in math assignments
- Increased non-fiction reading/writing in English classes
- Heightened understanding of expectations for student work at both levels
- Discussion of college and career knowledge and skills in some classes

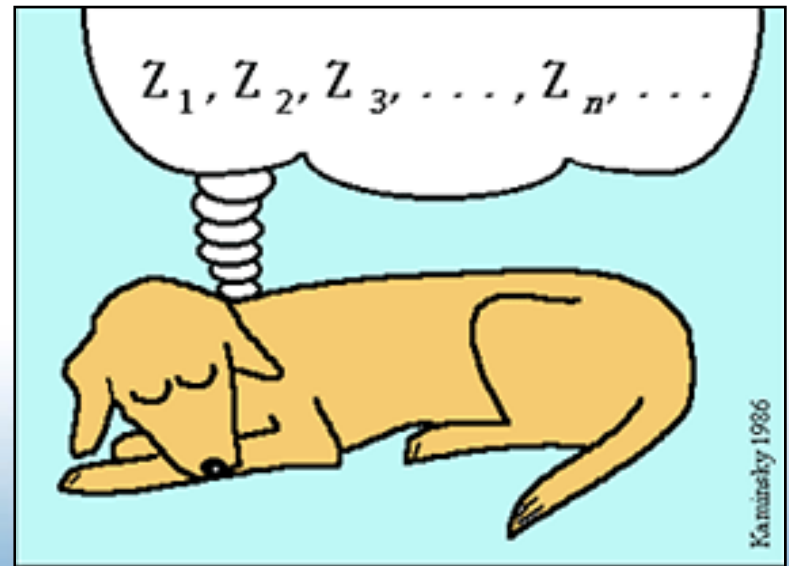


A handwritten mathematical formula for standard deviation. The formula is 
$$\sigma_2 = \sqrt{\frac{\sum (x_3 - n)}{n \geq 1}}$$



# Project Challenges

- MCAS drives instruction/student performance
- Lawrence: 6 small high schools
- High levels of teacher support may encourage student dependency
- Higher education faculty not familiar with MA curriculum nor with MCAS
- Little communication between high school teachers and higher ed faculty



# Next Steps for PRIME

- Determine where and when college readiness skills should be addressed in high school
- Schedule more classroom visits (both ways)
- Focus attention on literacy goals common to math and English programs
- Use alternative types of assessments
- Encourage cross district classroom visits
- Embed teacher leadership for sustainability

# DIY PRIME

- Relationship with institution of higher education
- Sister school(s) or district
- District administrators support
- Enthusiastic participants
- Math/English buy in



*Thank you for attending*

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