

URBAN MATHEMATICS LEADERSHIP NETWORK
JUNE 7-10, 2007
AUSTIN, TEXAS

FLEXIBLE AGENDA

A major portion of the agenda will focus on the issues related to struggling algebra students. As a district team, think together beforehand and be prepared to discuss:

- How does your district address the needs of ninth graders who enter high school significantly behind in mathematics? What practices and interventions seem to be promising? What are the greatest challenges addressing the needs of this group of students? Are you using a double-period algebra class or other form of intensification in some or all of your high schools? If so, what are the characteristics of these classes, e.g., curriculum, extra support for students and teachers, etc.
- How do your schools address the special needs of algebra students who have learning disabilities or otherwise require special education services? What practices seem to be promising? What are the greatest challenges addressing the needs of this group of students? In what ways do you work together with your special education department?
- How do your schools address the special needs of algebra students who are English Language Learners? What practices seem to be promising? What are the greatest challenges addressing the needs of this group of students? In what ways do you work together with the department that is charged with directing services for ELL students?
- How do you work with your literacy colleagues to help address the needs of struggling math students? Are there promising collaborations worthy of sharing with others?

We will continue the assessment discussions begun in the February meeting.

- The Aspen Institute and Achieve commissioned two papers that address characteristics of effective district assessment systems, with particular attention to high school; at least one of these is ready and will be used at the Aspen superintendents meeting the week prior to UMLN. It is attached. Please read this paper before you come.

We will discuss whether UMLN should take on an advocacy role with professional organizations, policy groups, and others. As a district team, think together beforehand and be prepared to discuss:

- What are the upsides and downsides to UMLN adopting an advocacy posture? Would you like UMLN to advocate on behalf of the mathematics curriculum needs in our and other urban districts? On what issues? With what groups? What positions should the group take on specific issues?

Reminder: The Dana Center, Achieve, and Aspen have submitted a proposal to the Gates Foundation to support UMLN—the networking portion and tool development (coaching, youth development, and formative and summative assessments tools). As a district team, think together beforehand about your interest in working with a team to develop, review, or pilot any of these tools. We will discuss the proposal plans in relation to districts' current needs—working to ensure that the project plans align with districts' needs.

Thursday, June 7

- 4:00–6:00 Check in, pick up materials—**Driskill Hotel, Crystal Room**
6:00–9:00 Reception—**Citadel Room**
7:00 Welcome by Dana Center, Achieve, and Aspen Institute
- Conference Goals
 - Review of Agenda
 - Introductions

Friday, June 8

- 7:30–8:30 • Breakfast Buffet—**Jim Hogg Parlor**
8:30–10:00 • Struggling Algebra Students I: Student Engagement/Social Supports/Academic Youth Development—**Citadel Room** Uri Treisman
Susan Hull
- 10:00–10:15 Break—**Citadel Foyer**
- 10:15–10:30 • Practices Worthy of Attention: General Observations Pam Paek
- 10:30–11:10 • Practices Worthy of Attention I: Portland Cheryl Rectanus
- Nurturing Mathematics Teacher Leadership
- 11:10–12:00 • Practices Worthy of Attention II: Denver Cathy Martin
- Addressing Accessibility in Mathematics
- 12:00–1:00 Lunch—**Jim Hogg Parlor**
- 1:00–2:15 • Struggling Algebra Students II: Lessons from Special Education Research and Practice Amy Scheuermann
- 2:15–2:30 Break—**Citadel Foyer**
- 2:30–3:30 • Struggling Algebra Students III: District Sharing—Interventions for Struggling Algebra Students
- Includes discussion by Margaret Calvert of a program at Grant High School in Portland
- 3:30–4:30 • Continuation of February assessment discussion Rachel Curtis
- Algebra I Assessments in UMLN districts
 - Aspen Institute Papers
- Update on UMLN Proposal to Gates Foundation
- 4:30–5:00 • Reflections and Observations Charlotte Frank
Macmillan/McGraw-Hill
- 6:30 Dinner at **Zoot**—Sponsored by Macmillan/McGraw-Hill

Saturday, June 9

- 7:30–8:30 • Breakfast Buffet–**Jim Hogg Parlor**
- 8:30–10:00 • Struggling Algebra Students IV: Intensification and Getting Ready for Algebra—America’s Choice Middle-Grades Pre-Algebra Program–**Citadel Room** Phil Daro
- 10:00–10:15 Break–**Citadel Foyer**
- 10:15–11:45 • Struggling Algebra Students V: Lessons from Literacy Research and Practice—SERP Program in Boston Catherine Snow
Marnie Nair
- 11:45–12:45 Lunch–**Jim Hogg Parlor**
- 12:45–2:15 • Struggling Algebra Students VI: Focus on English Language Learners Maria Santos
- 2:15–2:30 Break–**Citadel Foyer**
- 2:30–3:30 • Processing the two days of discussion on struggling algebra students
• Surveying interest in a possible UMLN project involving double-period algebra program development
- 3:30 Time on your own to explore Austin; dinner on your own

Sunday, June 10

- 7:30–8:30 • Breakfast Buffet–**Jim Hogg Parlor**
- 8:30–10:00 • Governance of Gates-Funded Project—How do you want to be involved? –**Citadel Room**
- 10:00–11:15 • Possible Advocacy Role for UMLN
 - Do we want it? If so, what are our goals?
 - Targeted audience—professional organizations? Policy groups? Other?
 - Beginning to define an advocacy agenda (assuming interest in pursuing this role for the network)
- 11:15–11:30 Summing Up/Next steps
- 11:30 Lunch and Goodbyes