

## CaMSP Partnership Profile – Del Norte County Unified School District Mathematics Partnership – *Wild Rivers Math Academy*

### Partners

Del Norte County USD, McKinleyville ESD, Humboldt COE, Humboldt State University (HSU), Educational Support Systems, Inc., Apple Computer.

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### Target Population

The Wild Rivers Math Academy will be an evidence-based intensive professional development program designed to increase the content knowledge and pedagogical repertoire of 32 mathematics teachers grades 3 through Algebra I, impacting an estimated 800 students.

### Project Goals/Outcomes

1. Establish and maintain a content-based, collaborative professional development model between Humboldt State University and the school districts of Del Norte and Humboldt counties.
2. Significantly improve teachers' content knowledge, content-specific instructional strategies, and the ability of teachers to effectively utilize assessment-based instructional strategies.
3. Provide exemplary professional development to improve mathematics teaching so students meet or exceed state curriculum standards.

### Activities

The Wild Rivers Math Academy (WRMA) will use a research-based link between teacher content knowledge and student achievement. The main goal for WRMA is to improve teachers' knowledge in the area of mathematics. To achieve these goals teachers working in conjunction with HSU professors will: engage in mathematical investigations motivated by curriculum, increase student thinking, and review textbook materials.

Thirty-two teachers from the counties of Humboldt and Del Norte will receive over 60 hours of research-based professional development in the area of mathematics from professors at HSU. There will also be 24 hours of follow-up activities that will extend and support the content provided at the intensive. In the follow up, teachers will participate in one of the two groups: the Lesson Study Group or the Professor Led Mentoring program.

Teachers will attend a 40-hour one-week Summer workshop led by professors at HSU. Teachers' will also attend four quarterly sessions on Saturdays by HSU professors and take an annual pre- and post- test, to show professional growth. Teachers participating in the study will be required to have a minimum of 24 hours of follow-up activities in either

Lesson Study or Curriculum Development Group. During these workshops there will be sessions devoted to the whole group and break-out groups for grades 3-4, 5-6, and 7-8.

### **Evaluation Plan**

WRMA will have 32 teachers selected to participate in their program as the treatment group. Ten teachers with similar students, teaching preparation, and demographics will be assigned to the control group. Students' California Standards Test (CST) scores and teachers pre/post test scores will also be compared against the control group.

WRMA will include two types of evaluation summative and formative. The formative will consist of data collection and analysis needed to guide the project. This includes:

- Identification of criteria for evaluation of the design of the professional development and lesson plan components;
- The effectiveness of professional development included in the follow-up mentoring;
- Research based pedagogy in classroom teaching strategies;
- Student participation and academic change as a result of the project, comparing students of WRMA teachers and students of the control group; and
- Development of criteria for teacher portfolios demonstrating the integration of targeted mathematics knowledge and pedagogy into teaching and learning.

The summative evaluation will analyze the changes in student CST outcomes and criterion referenced assessments, the ability of teachers to apply WRMA to their own teaching, and analysis of the resulting mathematics lessons for content accuracy.

The evaluation plan will use surveys, curriculum review and analysis, training review and analysis, student and teacher assessments, classroom observations, and structured interviews to provide the data needed to answer the evaluation questions. Results will be used to inform mid-course changes in the project.