

Mathematics Teacher Transformation Institutes Lehman College CUNY

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Mathematics, Education and Leadership

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Issue 5

ESC 789-Poster Session

The MTTI participants engaged in an Inquiry and Action Research course during the Spring 2010 semester. They presented their inquiries, action research and conclusions in a poster session on May 26, 2010.



Sharon Ball (HS of Teaching & the Professions/Walton Campus): How can I use formative assessments to understand student performance and modify instruction to improve student learning in integrated algebra?

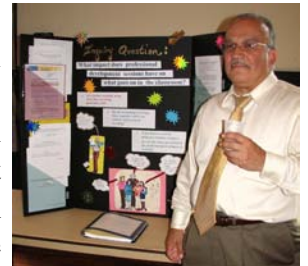
Celia Cruz (New Day Academy): To what extent do students' analyses of their errors and other students' errors help them gain proficiency in solving problems involving right triangles?



Margaret Maloney (PS 279-Captain Manuel Rivera, Jr): To what extent will activities on error analysis help my students to find their own mistakes when solving equations?



Pablo Perez (PS/IS 218-Rafael Hernandez Dual Language Magnet School): What impact do professional development workshops/meetings have on what goes on in the classroom?



Monique Kemp (Global Enterprise HS/Columbus Campus): How do we teach mainstreamed students with IEP's that would show equitable

mathematical teaching?

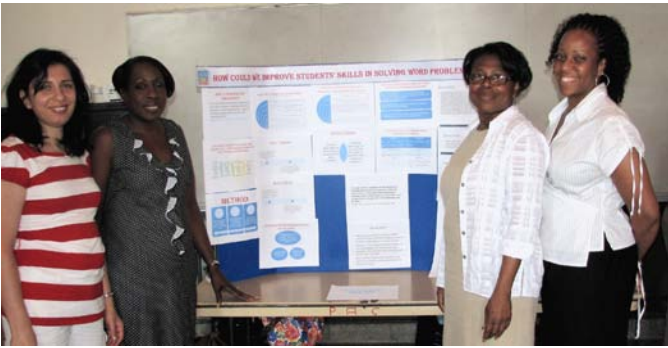
Ayano Kindiachi (IS181-Pablo Casals/Truman Campus): Why did two classes with the same teacher perform differently on this specific performance indicator related to division of mixed numbers?



Vera Sinnreich (Hostos-Lincoln Academy of Science): Does small group 'Pull Out' intervention improve student performance?

Courtney Ferrell (Bronx Theatre HS/JFK Campus): How can the teacher assist students to create an appropriate equation to solve a word problem?





Jennifer Joseph (Belmont Prep HS/Roosevelt Campus), **Rosabel Martin** (JHS 144-Michelangelo), **Cymone Quarrie** (IS 232) & **Alma Xhafa** (W. Bx. Acad. For the Future /Roosevelt): What are the factors that affect students' understanding of solving word problems?

Eloise Thompson (DeWitt Clinton HS) & **Betzaida Luna** (DeWitt Clinton HS): Will students' grades improve when asked to analyze their own and peer errors?



Howard Stern (DeWitt Clinton HS): What strategies improve student functional retention of vocabulary in geometry?

Catherine Belin (Fannie Lou Hamer Freedom HS): How can a geometric understanding of area help students multiply binomials?



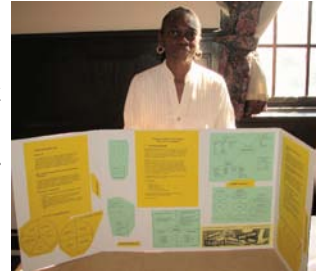
Tiombe Richardson (Bronx HS for Writing & Communication Arts/Evander Childs Campus): Does calculator use

enhance or hinder a student's understanding of mathematical concepts?



Michael Shragowitz (Celia Cruz Bronx HS of Music/Walton Campus): How can I help students internalize trigonometry problem solving skills?

Jacqueline Wright (JHS 118-William W. Niles): What strategies are most effective for teaching mathematics vocabulary for retention?



Joseph Danquah (DeWitt Clinton HS): Do teaching functions via set theory alone foster better understanding of one to one bijections (invertible functions)?



Cheryl Ann Doyle-Edwards-Barran (JHS 098-Herman Ridder): To what extent do students recognize the appropriateness of using proportional reasoning in solving a problem?

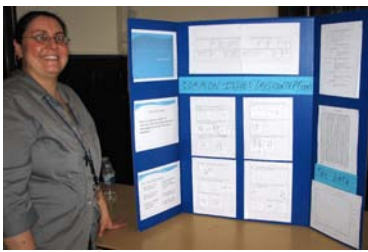


Maryana Efimova (Collegiate Institute of Math & Science/Columbus Campus): How do I address and re-teach misconceptions in learning the order of operations resulting from a mechanical application of PEMDAS?



Paulette Hector (JHS 142-John Philip Sousa): How do I get my students to improve their mathematical ability by identifying and correcting their own and other students' mistakes?

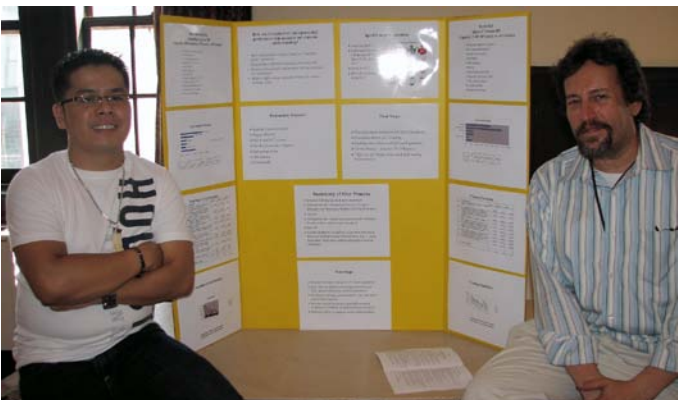




Rosanne Soto-Carlson (JHS 125 - Henry Hudson): How can I get my students to effectively use inverse operations and the balanced scale method to solve equations?



Khalifa Elalouani (Grace Dodge Career and Technical HS), **Rosalie Rabeje** (Grace Dodge Career and Technical HS) & **Analiza Luna** (Grace Dodge Career and Technical HS): What are the common mistakes students make when they deal with problems in Algebra that involve the division process?



Ben Borenstein (Jonathan Levin HS/Taft Campus) & **Kevin Bui** (Harry Truman HS): How can we use open-ended problems exclusively to help measure our students understanding?



Joseph Fraioli (Passages Academy Crossroads): How can students improve their basic math skills (operations) without interrupting the curriculum?

Advisory Board Meeting

MTTI's third Advisory Board meeting took place on May 13, 2010. Attendees included members of the Lehman faculty, the Institute for Literacy Studies and representatives from the NYC public schools.

After a light dinner and MTTI program updates, Dean Eldridge and Associate Dean Qian briefed the Advisory Board on the MATH UP and Noyce programs at Lehman. Recommendations for possible collaborations between those programs and MTTI followed their presentations. We concluded with a discussion of how the action research completed by MTTI participants and the NYCDOE inquiry initiative support teachers in their development as leaders.



Stanley Taback, Prof. Dept. of Middle & HS Education; **Robert Feinerman**, Chairman, Dept. of Mathematics & Computer Science



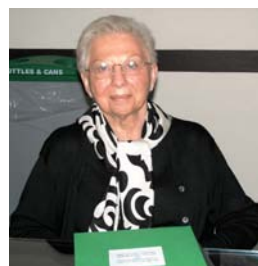
Deborah Eldridge, Dean, Division of Education; **Robert Feinerman**, Chairman, Dept. of Mathematics & Computer Science



Suzanne Libfeld, Director, NYC Math Project; **Sonia Menendez**, Community Superintendent for District 10



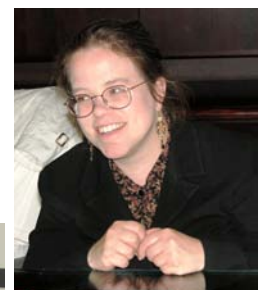
Marcie Wolfe, Director Institute for Literacy Studies, **Carl Curiale**, Director, MTTI Program



Sandra Lerner, Deputy to the President for HS & Educational Initiatives



Serigne Gningue, Prof. Dept. of Middle & HS Education



Christina Sormani, Prof. Dept. of Mathematics & Computer Science