

BERRIEN COUNTY MATHEMATICS AND SCIENCE CENTER

UPDATE TO FIVE YEAR STRATEGIC PLAN INCORPORATING QUALITY INDICATORS

Year 2 for the five-year plan of 2007-2008 to 2012-2013

Performance Effectiveness Indicator for Leadership

Centers assess needs, leverage resources, and promote collaboration in improving mathematics and science education.

Identified Needs Based on a Current Comprehensive Needs Assessment

- Local districts report need for math/science consultants and a team of consultants in all core areas.
- Local administrators report an escalating number of new math/science initiatives and frustration of knowing which to support and how to support them.
- Teachers are unfamiliar with the Michigan Framework, MMC and content expectations.
- National research reveals an escalating need for math/science skills for all in a fast-paced changing society.

Center Five Year Goals for Leadership:

- L1.0 Our math/science team will be knowledgeable about important initiatives in math/science education, and will be active participants in developing and supporting these initiatives.
- L2.0 Our math and science consultants will identify local districts needing services and assist them.
- L3.0 Area educators will be aware of math and science support services available through the Center.
- L4.0 LEA's will align their curriculum with the Michigan Curriculum Framework, MMC and content expectations.
- L5.0 A cadre of local leaders will assist with curriculum reform efforts.
- L6.0 The Center will assist in the development of annual statewide initiatives.

FOCUS OF PROGRAMMING YEAR 2 – LEADERSHIP

<p>L1.0 Our math/science team will be knowledgeable about important initiatives in math/science education, and will be active participants in developing and supporting these initiatives.</p>		
<p>List of planned programs for Year 2:</p> <p>L1.a Participate in important math/science/health/technology professional groups, i.e., ASCD, NCSM, NCTM, MCTM, MACUL, NIDR, NASSP, NSTA, MSTA, NCSSSMST, MMLA, MLSA, T³</p> <p>L1.b Maintains a professional library of math/science/technology education publications</p> <p>L1.c Engage in the development of programs that will advance math/science/technology education</p> <p>L1.d Serve in Leadership roles within organizations: President MCTM, Past President of NCSSSMST, Board of Directors for Michigan M/S Network, MMLA Task Force, MSLA</p> <p>L1.e Center staff will engage in training and professional development to keep current in math and science initiatives and trends</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>1. Are the Center staff active members of professional organizations?</p>	<p>References for Data Gathering:</p> <p>1. *Requisitions for membership *Review of resource materials *Staff calendars</p>
<p>L2.0 Our math and science consultants will identify local districts needing services and assist them.</p>		
<p>List of planned programs for Year 2:</p>	<p>Assessment Questions for Center Performance</p>	<p>References for Data Gathering:</p>

BCMCS UPDATED FIVE YEAR STRATEGIC PLAN 2007-2013

<p>L2.a Meet with local district network teachers to identify needs</p> <p>L2.b Review math/science content areas in local annual School Improvement Plans</p> <p>L2.c Plan with key administrators and curriculum leaders in districts that need assistance especially in high needs districts</p> <p>L2.d The Center will assist high-priority and under achieving schools</p>	<p>Effectiveness:</p> <p>2. Are needs being identified with local educators and through documentation?</p>	<p>2. *Compilation of list of assistance *Review of Professional Development Consortium and School Improvement Reports</p>
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<p>L3.0 Area educators will be aware of math and science support services available through the Center.</p>		
<p>List of planned programs for Year 2:</p> <p>L3.a Publish brochures and catalogs regularly</p> <p>L3.b Meet with lead teachers and curriculum officials of local districts to promote our services and provide guidance</p> <p>L3.c Develop and maintain content Web pages</p> <p>L3.d Publish a Center Web site: www.bcmsc.org</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>3. Is information provided regularly?</p>	<p>References for Data Gathering:</p> <p>3. *Compilation of newsletters, brochures and flyers *Meeting minutes *Survey Network Teachers regarding Center services (Network Teachers are representatives from individual buildings in the service area)</p>

<p>L4.0 LEA's will align their curriculum with the Michigan Curriculum Framework and content expectations.</p>		
<p>List of planned programs for Year 2:</p> <p>L4.a Meet regularly with math and science</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>4. Are locals in the process of aligning</p>	<p>References for Data Gathering:</p> <p>4. *Meeting announcement and</p>

<p>network groups, curriculum teams, Academic Coordinating Officials and principals and provide technical assistance</p> <p>L4.b Collaborate with the Berrien RESA consultant team, which includes Language Arts, Social Studies, Fine Arts, Technology, Health and School to Work consultants, to assist LEAs</p>	<p>curriculum with the Michigan Framework and content expectations?</p>	<p>Agendas/Minutes *Consultant reports on the progress of LEAs</p>
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<p>L5.0 A cadre of local leaders will assist with curriculum reform efforts.</p>		
<p>List of planned programs for Year 2:</p> <p>L5.a Provide information and experiences to network representatives</p> <p>L5.b Invite educators to participate in state and national initiatives</p> <p>L5.c Create and involve leadership teams to participate in Building a Presence for Science and MMLA</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>5. Is there participation of local leaders?</p>	<p>References for Data Gathering:</p> <p>5. *List of teachers attending targeted functions *Meeting agendas/minutes</p>

Performance Effectiveness Indicator for Professional Development

Educators who participate in Center PD reflect best instructional practices in their own settings.

Identified Needs Based on a Current Comprehensive Needs Assessment

- Educators are being besieged with needs to change and add to their curriculums, with new research directions in pedagogy and new advances in technology. Educators need help in sorting out these initiatives and knowing where to turn for training.
- Professional development opportunities provide a vehicle for teachers and administrators to maintain high expectations of themselves, colleagues and their students and to personally maintain a spark of curiosity and thirst for lifelong learning.
- Research indicates change occurs easier when more than one person from a school is involved.
- Our local administrators rank quality professional development that is nearby and affordable as a number one need. They stress the importance of follow-up and collegial support.
- Area students' competency in mathematics and science is lower than acceptable. Improved teaching strategies, curricular alignment and attention to best practices.
- Local district school improvement plans indicate a need for professional development in mathematics and science.

Center Five Year Goals for Professional Development:

PD1.0 Area educators will be aware of math, science and technology professional development opportunities.

PD2.0 The Berrien County Mathematics and Science Center will be the primary catalyst of math and science professional development for area educators.

PD3.0 Professional development opportunities will focus on topics of state and national concerns in math, science and health education including high school reform.

PD4.0 The Berrien County Mathematics and Science Center will follow up with the work with Transforming Education and Achievement in Middle School Mathematics in high priority schools (Title II Mathematics and Science Partnership Grant with Benton Harbor Area Schools, Buchanan Public Schools and Andrews University).

FOCUS OF PROGRAMMING YEAR 2 – PROFESSIONAL DEVELOPMENT

<p>PD1.0 Area educators will be aware of math, science and technology professional development opportunities.</p>		
<p>List of planned programs for Year 2:</p> <p>PD1.a Disseminate newsletters, flyers, and provide Web resources</p> <p>PD1.b Promote teacher programs through contacts, visits in local districts, and electronic media</p> <p>PD1.c. Continue Web site with the Berrien RESA promoting outreach programming</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>1. Are educators aware of professional development activities?</p>	<p>References for Data Gathering:</p> <p>1. *Review promotion materials *Monitor PD enrollments *Interview principals/teachers</p>
<p>PD2.0 The Berrien County Mathematics and Science Center will be the primary catalyst of math and science professional development for area educators.</p>		
<p>List of planned programs for Year 2:</p> <p>PD2.a Provide professional development that incorporates collaboration, current research and teacher follow-up and support</p> <p>PD2.b Convene regular sharing sessions with math and science network groups</p> <p>PD2.c Center consultants will deliver professional development activities in collaboration with the Berrien RESA consultant team</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>2. Are educators aware of professional development activities?</p>	<p>References for Data Gathering:</p> <p>2. *Classroom Observations with identified teachers *Monitor PD enrollments *Interview principals/teachers *List PD activities and check alignment with standards and best practice</p>

<p>PD2.d Model effective teaching practices in professional development activities</p> <p>PD2.e. Assist districts in developing professional development plans</p> <p>PD2.f. Provide professional development for exemplary programs</p>		
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<p>PD3.0 Professional learning opportunities will focus on topics of state and national concerns in math, science and health education including high school reform.</p>		
<p>List of planned programs for Year 2:</p> <p>PD3.a Provide professional development opportunities which explore balanced assessment</p> <p>PD3.b Provide professional development opportunities which focus on integration of curriculum</p> <p>PD3.c Provide professional development opportunities that promote students inquiry and research</p> <p>PD3.d Provide professional development to build skills and deep understanding in math and science content</p> <p>PD3.e Provide professional learning experiences that promote teacher reflection on their teaching practices</p> <p>PD3.f Provide training for the purpose of</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <ol style="list-style-type: none"> 3. Is our professional development program embrace current standards and best practice? 4. Does our professional development encourage the integration of technology in to the classroom 5. Is our professional development program embrace current standards and best practice? 6. Does our professional development encourage the integration of technology in to the classroom? 	<p>References for Data Gathering:</p> <ol style="list-style-type: none"> 3. *Interview principals/teachers *List PD activities and check alignment with standards and best practice 5. Data is gathered as part according to the grant evaluation plan and conducted by Lakehouse Evaluation, Inc. 6. *Classroom Observations with identified teachers *Interview principals/teachers *List PD activities that include training in technology

integrating technology into the classroom		
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PD4.0 The Berrien County Mathematics and Science Center will follow up the work with Transforming Education and Achievement in Middle School Mathematics in high priority schools (Title II Mathematics and Science Partnership Grant with Benton Harbor Area Schools, Buchanan Public Schools and Andrews University).		
List of planned programs for Year 2: PD4.a Follow up with TEAM ² grant activities	<ol style="list-style-type: none"> 1. Did Center staff interact with TEAM2 participants? 2. Are the middle schools continuing grant activities? 	<ol style="list-style-type: none"> 1. SAMPI records and consultant observations 2. Consultant observations

Performance Effectiveness Indicator for Student Services

Students impacted (directly and indirectly) by Center programs demonstrate progress toward mathematics, science and technology literacy.

Students will elect to participate in mathematics and science opportunities in greater numbers.

Identified Needs Based on a Current Comprehensive Needs Assessment

- Attracting the numbers to make accelerated courses feasible and staffing and equipping these courses is difficult for the many small districts in Berrien County.
- Local administrators have requested a shared service approach to meeting the needs of highly capable secondary students in mathematics, science, and technology.
- Students at all levels need learning opportunities that inspire, enrich and enable them to construct meaningful math/science/technology understandings.
- Local districts cannot afford many enhancement activities.
- Students are not aware of the many math/science/technology career paths.

Center Five Year Goals for Student Services:

SS1.0 Students will be provided opportunities to encourage their interest in math/science/technology.

SS2.0 Students will apply math/science/technology skills in real life situations and conduct scientific research.

SS3.0 Students will gain awareness of careers and real world applications to learning.

SS4.0 High potential high school students will experience an innovative program in mathematics science and technology.

FOCUS OF PROGRAMMING YEAR 2 – STUDENT SERVICES

<p>SS1.0 Students will be provided opportunities to encourage their interest in math/science/technology.</p>		
<p>List of planned programs for Year 2:</p> <p>SS1.a Coordinate opportunities that excite an interest in students as they experience math and science in action: Andrews Natural Museum visits, Sam Rhine Genetics, Career Days, ISEF, Physics Day, Smoky Mountains visit, Science Olympiad, Berrien County Arts and Science EXPO, and math and science contests</p> <p>SS1.b Support Forensic Science and other innovative courses</p> <p>SS1.c Coordinate Videoconferencing field trips</p> <p>SS1.d Participate in LEGO First Robotics League competitions</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>1. Are students involved in a variety of Center sponsored activities?</p>	<p>References for Data Gathering:</p> <p>1. *Review attendance documentation *Review teacher feedback from planetarium visits *Review the Resource Guide on the Web</p>

<p>SS2.0 Students will apply math/science/technology skills in real life situations and conduct scientific research.</p>		
<p>List of planned programs for Year 2:</p> <p>SS2.a Coordinate and promote a variety of competitive and noncompetitive interscholastic events: Arts and Science Exposition, Science Olympiad (K-6 & 7-12), Intel Science & Engineering Fair, Math Competitions, Andrews Elementary and</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>2. Are support materials utilized effectively?</p>	<p>References for Data Gathering:</p> <p>2. *Review logs of materials check out *Review teacher feedback on use of</p>

<p>Middle School Science Fair, Intel Westinghouse Competition, Michigan High School Mathematics and Science Symposium, NCSSSMST Student Research Symposium</p> <p>SS2.b Develop community-based research opportunities</p>		<p>materials</p> <p>*Review awards won by students</p>
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<p>SS3.0 Students will gain awareness of careers and real world applications to learning.</p>		
<p>List of planned programs for Year 2:</p> <p>SS3.a Work closely with the Education for Employment initiative to promote the value of high-performance standards in mathematics and science for all students</p> <p>SS3.b Develop and support implementation of career pathway mathematics and science courses (including health career connections with Lakeland Medical and the engineering Academy at Andrews University)</p> <p>SS3.c Promote activities that enhance understandings of culture diversity, gender equity, and career paths in the sciences and mathematics: Career Days for 8th Graders Mentorship Programs Jr./Sr. Mentorship Elective Portfolio Assessment Young Entrepreneurs Day</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>3. Is there an effective link with Education for Employment?</p> <p>4. Are students participating in activities promoting math/science careers?</p>	<p>References for Data Gathering:</p> <p>3. *Review meeting agendas/minutes *List schools implementing curriculum initiatives</p> <p>4. *Attendance documentation for student activities *Review feedback from students and teachers</p>

<p>SS4.0 High potential high school students will experience an innovative program in mathematics science and technology.</p>		
<p>List of planned programs for Year 2:</p> <p>SS4.a Students will be selected from area</p>	<p>Assessment Questions for Center Performance Effectiveness:</p>	<p>References for Data Gathering:</p>

<p>LEAs to participate in a half-day shared time accelerated program</p> <p>SS4.b Accelerated Program students will be provided instruction in mathematics, science and technology in grades 9-12 in a university environment</p> <p>SS4.c Students will access university facilities, laboratories and technology</p> <p>SS4.d Accelerated Program students will be provided enrichment activities that will enhance learning</p> <p>SS4.e Accelerated Program students will receive recognition for their accomplishments</p> <p>SS4.f Provide accelerated students with electives or direct course credit that includes university courses</p> <p>SS4.h Provide accelerated students opportunities to participate in state, regional and national contests and competitions</p> <p>SS4.i All students will participate in original research and participate in a science fair, publish their research, or present their research</p>	<p>5. Is enrollment stable or increasing?</p> <p>6. Are students successful after completing the accelerated program?</p>	<p>5. *Review the number of applications *Review enrollment data</p> <p>6. *Review the NCSSSMST survey of graduates *Review Center graduate data *Review Lakehouse Evaluation</p>
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Performance Effectiveness Indicator for Curriculum Support

Districts will develop and implement aligned curricula in mathematics and science classrooms.

Identified Needs Based on a Current Comprehensive Needs Assessment

- Teachers often cannot attend the workshops, meetings, and state conferences that provide methods for aligning curriculum and implementing school improvement.
- Teachers need to have resource people available with expertise to assist in aligning their curriculum.
- A need exists for teachers in the same field of study to share ideas with each other and learn new demonstrations and projects and discuss appropriate materials such as books, videos, software, and emerging technologies.

Center Five Year Goals for Curriculum Support:

CS1.0. Support LEAs in the development of a balanced assessment program.

CS2.0 Districts will align their math and science curriculum with the Michigan Curriculum Framework, MMC and course expectations.

CS3.0 All schools will have the opportunity to enhance student learning through curricula aligned with the Michigan Curriculum Framework and content expectations.

CS4.0. Districts will use various technologies as and integral means to deliver curriculum.

FOCUS OF PROGRAMMING YEAR 2 – CURRICULUM SUPPORT

CS1.0. Support LEAs in the development of a balanced assessment program.

<p>List of planned programs for Year 2:</p> <p>CS1.a LEA staff will be trained in the use of Data Director (Data Warehouse)</p> <p>CS1.b LEAs will make curriculum decisions</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>1. Are districts utilizing Data Director?</p>	<p>References for Data Gathering:</p> <p>1. *Meeting Agendas *Data Warehouse *Survey consultants</p>
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<p>based on data</p> <p>CS1.c Conduct teacher trainings related to assessment as part of HS-MASS</p> <p>CS1.d Conduct training and encourage involvement in M-GLAnCE</p> <p>CS1.e Conduct curriculum topic study in mathematics</p>		
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<p>CS2.0 Districts will align their math and science curriculum with the Michigan Curriculum Framework and content expectations with a new emphasis in high school.</p>		
<p>List of planned programs for Year 2:</p> <p>CS2.a Attend state level math and science meetings</p> <p>CS2.b Math and science educators from LEAs will be trained in the clarification documents and other companion documents</p> <p>CS2.c Confer with LEAs to plan and schedule workshops</p> <p>CS2.d Provide technical assistance to LEA school improvement teams</p> <p>CS2.e Provide services to the ACO and support the Berrien curriculum cycle</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>4. Are districts participating and aligning curriculum?</p>	<p>References for Data Gathering:</p> <p>2. *Consultant assessments of progress *Identify schools participating in alignment activities *Log consultant visits and contacts *Interview building principals and curriculum directors</p>

<p>CS3.0 All schools will have the opportunity to enhance student learning through curricula aligned with the Michigan Curriculum Framework and content expectations.</p>		
<p>List of planned programs for Year 2:</p> <p>CS3.a Provide in-district and regional in-services</p> <p>CS3.b Provide curriculum resource materials</p> <p>CS3.c Provide consultation, which addresses MEAP and MME objectives and integrates the content areas</p> <p>CS3.d Develop and support professional learning communities to increase student achievement</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>5. Are districts utilizing Center curriculum support services?</p>	<p>References for Data Gathering:</p> <p>3. *Consultant assessments of progress *Identify schools participating in activities *Log of materials check out *Review mini-grants follow-up and evaluation *Workshop agenda and sign-ins</p>

<p>CS4.0. Districts will use various technologies as an integral means to deliver curriculum.</p>		
<p>List of planned programs for Year 2:</p> <p>CS4.a Model the integration of technology when delivering instruction and technical assistance</p> <p>CS4.b Consult with technology experts to promote appropriate technologies in math and science</p> <p>CS4.c Provide training in calculator applications</p> <p>CS4.d Coordinate videoconference field trips to support curriculum</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>6. Are teachers utilizing technology in classrooms?</p>	<p>References for Data Gathering:</p> <p>4. *Identify schools participating in activities *Log of materials check out *Workshop agenda and sign-ins *Classroom Observations</p>

Performance Effectiveness Indicator for Community Involvement

Individuals and groups from the community understand and support the goals and activities of the center.

Identified Needs Based on a Current Comprehensive Needs Assessment

- Students' learning will be more meaningful to them if they can make relevant connections in their learning via involvement with community businesses and initiatives.
- Students need to value and form connections with their community.
- Community support in both time and resources are needed to keep programs on the cutting edge.

Center Five Year Goals for Community Involvement:

- CI1.0 Raise community awareness for the need to reform mathematics and science education and the impact of these reform efforts in our local schools.
- CI2.0 Local universities and community colleges, museums, businesses, and community groups will share expertise, resources and facilities with local students and teachers.
- CI3.0 Area businesses will mentor high school students and provide research opportunities as appropriate.
- CI4.0 Local businesses and foundations will contribute toward programming.
- CI5.0 Collaborate with institutions of higher education and community organizations.

FOCUS OF PROGRAMMING YEAR 2 – COMMUNITY INVOLVEMENT

CI1.0 Raise community awareness for the need to reform mathematics and science education and the impact of these reform efforts in our local schools.		
List of planned programs for Year 2:	Assessment Questions for Center Performance Effectiveness:	References for Data Gathering:
CI1.a Distribute brochures and newsletters	1. Is information available to the public?	1. *Review newspaper clippings

<p>CI1.b Present to parent groups and local organizations</p> <p>CI1.c Submit articles to local newspapers</p> <p>CI1.d Provide a Center Web site: www.bcmssc.org</p>		<p>*Meeting agendas and sign-in</p> <p>*Review brochures</p>
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<p>CI2.0 Local universities and community colleges, museums, businesses, and community groups will share expertise, resources and facilities with local students and teachers.</p>		
<p>List of planned programs for Year 2:</p> <p>CI2. a. Involve local universities and community colleges, museums, business, and community groups in planning and implementing special events including the following:</p> <p><i>Special Activities for Students:</i></p> <ul style="list-style-type: none"> ▪ 8th Grade Career Awareness Days with Lake Michigan College ▪ Elementary and Middle School Science Fair with Andrews University ▪ Science Olympiads with Lake Michigan College ▪ Arts & Science EXPO with Orchards Mall ▪ Robotics Camp ▪ LEGO First Robotics League with Andrews University <p><i>Special Activities for Teachers and Parents:</i></p> <ul style="list-style-type: none"> ▪ Participate in Regional Professional Development Events ▪ Institutes & Summer Workshops with Andrews and Western Michigan Universities 	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>2. Is there widespread involvement in Center activities?</p>	<p>References for Data Gathering:</p> <p>2. *Review brochures, flyers</p> <p>*Meeting agendas and sign-in</p> <p>*Review printed programs</p> <p>*Identify participants by district</p> <p>*High school course offerings</p>

<p>CI2.b. Partner with Career and Technical Education and various community groups to provide new and innovative high school courses that provide real world connections</p> <p>CI2.c. Partner with REMC X1 and the Berrien RESA Technology Department to provide distance learning opportunities for students and staff</p> <p>CI2.d Partner with environmental groups such as DEQ and Alliance for the Great Lakes and provide environmental science opportunities</p>		
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<p>CI3.0 Area businesses will mentor high school students and provide research opportunities as appropriate.</p>		
<p>List of planned programs for Year 2:</p> <p>CI3.a Recruit business mentors</p> <p>CI3.b Train mentors/teachers to ensure consistency and desired outcomes</p> <p>CI3.c Provide on going support for mentors</p> <p>CI3.d Partner with the community to provide research opportunities</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>3. Are students participating in membership experiences?</p>	<p>References for Data Gathering:</p> <p>3. *Review student evaluations *Review the NCSSSMST graduate study *Identify enrolled students *Identify participating mentors</p>

<p>CI4.0 Local businesses and foundations will contribute toward programming.</p>		
<p>List of planned programs for Year 2:</p> <p>CI4.a. Submit funding proposals and schedule presentations with area businesses</p> <p>CI4.b. Strengthen existing partnerships community groups</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>4. Is funding and programming enhanced by local businesses?</p> <p>5. Is the community outreach and impact of local businesses enhanced?</p>	<p>References for Data Gathering:</p> <p>4. Review income records</p> <p>5. Review feedback form local businesses</p>

<p>CI5.0 Collaborate with institutions of higher education and community organizations.</p>		
<p>List of planned programs for Year 2:</p> <p>CI5.a Partner with Lake Michigan College and Andrews University on projects to support improving STEM education</p> <p>CI5.b Participate in community organizations to support their STEM education activities including</p> <ol style="list-style-type: none"> 1) NCATE Assessment at Andrews University 2) Industrial Partnership Council, College of Engineering and Computer Science, Andrews University 	<p>Assessment Questions for Center Performance Effectiveness:</p> <p>6. Are there personal connections with community organizations and higher education?</p>	<p>References for Data Gathering:</p> <p>6. *Meeting agendas/minutes *Review board membership lists</p>

Performance Effectiveness Indicator for Resource Clearinghouse

Centers assess needs, leverage resources, and promote collaboration in improving mathematics and science education.

Identified Needs Based on a Current Comprehensive Needs Assessment

- There is an increased need to support the use of technology, mathematics manipulatives, and hands-on science activities for all grade levels.
- All districts cannot possibly provide access to the many fine teaching models, demonstrations, equipment, and technological resources that could enhance the learning of mathematics and science. Links, both human and material, need to be continued and expanded.
- Many resources are available at our Regional Educational Media Center XI (REMC XI). New materials purchased must fit with LEA's needs.
- Advances in technology, video capabilities and communication links need to be tapped to their full potential for meeting the needs of the teacher and learner.

Center Five Year Goals for Resource Clearinghouse:

- RC1.0 Teachers will use science and mathematics resources in the classroom.
 RC2.0 Teachers will access a greater diversity of mathematics, science and technological resources.
 RC3.0 Educators will have easy access to material in REMC XI.

FOCUS OF PROGRAMMING YEAR 2 – RESOURCE CLEARINGHOUSE

RC1.0 Teachers will use science and mathematics resources in the classroom.		
List of planned programs for Year 2:	Assessment Questions for Center Performance Effectiveness:	References for Data Gathering:
RC1.a Professional development will include training with appropriate manipulatives, and all	1. Are teachers accessing available resources?	1. *Review check out records

<p>workshops will model effective use of these resources, for example:</p> <ul style="list-style-type: none"> ▪ Exemplary Math and Science Curricula ▪ TI Handhelds and Navigator System ▪ Math and Science Manipulatives ▪ Math and Science Curriculum Resources ▪ Skeleton ▪ Ground Water Model ▪ Video Microscope ▪ Science Probeware <p>RC1.b Facilitate bid buys through our own REMC XI store</p>		<p>*Interview principals/teachers</p>
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<p>RC2.0 Teachers will access a greater diversity of mathematics, science and technological resources.</p>		
<p>List of planned programs for Year 2:</p> <p>RC2.a Provide districts with a Web based Resource Guide.</p> <p>RC2.b Support and facilitate teacher workshops and student visits through videoconferencing</p> <p>RC2.c Maintain a resource library</p> <p>RC2.d Maintain a technology loan program</p>	<p>Assessment Questions for Center Performance Effectiveness:</p> <ol style="list-style-type: none"> 2. Is the technology loan program developed and utilized? 3. Is the resource library developed? 	<p>References for Data Gathering:</p> <ol style="list-style-type: none"> 2. *Examine materials *Review check out records 3. *Examine resource library

RC3.0 Educators will have easy access to material in REMC XI.		
List of planned programs for Year 2:	Assessment Questions for Center Performance Effectiveness:	References for Data Gathering:
RC3.a Catalog materials in a user friendly and technologically assessable format	4. Are math and science materials easily accessible?	4. *Examine REMC materials and catalogs
RC3.b Provide delivery of materials to LEAs		