

SITE: Successful In-Service through Turnkey Education

Nationally Validated

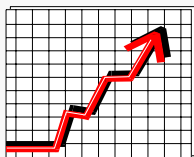
Teachers grades K-8



Hands-on, guided-discovery math program for primary, elementary, and junior high students:

- *Teachers develop instructional strategies such as questioning techniques, manipulatives, writing exercises, and cooperative learning activities.*
- *Students engage in a problem-solving process of math.*

Results



- *Teachers increase their mathematical knowledge, enthusiasm, and skill in teaching math.*
- *Students pre/posttest knowledge increased significantly.*

The Program

Project SITE (grades 3-8) and Primary SITE (grades K-3) are standards-based mathematics programs for the development of higher-level thinking skills and specific math content. The program integrates math content and teaching strategies using a problem-solving process approach. The ultimate goal of SITE is to improve student understanding of and achievement in math. To reach this goal, teacher knowledge of mathematics and appropriate methodology must be improved first. SITE helps teachers develop the instructional practices needed to prepare students for the new state mathematics assessment for grades 4 and 8.

The SITE curriculum focuses on the math taught in grades K-8. It develops conceptual understanding and provides many opportunities for application and problem solving. SITE is compatible with all text series. Content (fractions, decimals, basic facts, algorithms, algebra, geometry, measurement, etc.) is presented through hands-on, guided-discovery activities using the process skills advocated in the NCTM Standards. Teachers who have had SITE experience are better prepared to do hands-on and writing activities with students in math.

SITE instruction incorporates recent research on teaching and learning and references current developments in math education (constructivism, new models for assessment, etc.). SITE teaching strategies allow participants to develop an intuitive understanding of the processes they should be using with students (higher-level questioning strategies, cooperative learning, writing about math, using manipulatives, etc.). SITE acts as a catalyst, enabling teachers to make the paradigm shift from purveyor of information to facilitator of learning. Teacher enthusiasm for math and math teaching increases; students become more comfortable with doing mathematics and writing about it. Effectiveness has been demonstrated in urban, suburban, and rural schools with diverse student populations.

Professional Development

Initial training requires 3 to 5 full days. Periodic follow-up workshops and classroom visits for coaching are recommended. The in-service format utilizes a concrete, problem-solving approach over 20-30 hours. Participants use manipulatives in a cooperative learning setting to develop their own math concepts as well as the methodological skills that permit implementation of the program in the classroom. After substantial classroom implementation, participants can receive additional training to become trainers themselves. They become resources for the district, continuing to provide math instruction to colleagues in future years.

Costs & Funding Options

Costs include a consulting fee, travel, and per diem expenses for the trainer; \$95 per person for workshop materials; and a minimum of one Starter Kit of manipulatives per adopting classroom (\$415). Possible funding sources for replication include Title I, ESEA Title II, ESEA Title VI, and Goals 2000.

Learning Standards

Mathematics, Science and Technology: 3) understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry; 4) understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Contact

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