

Supporting and Strengthening Standards-based Mathematics Teacher Preparation (S³MTP)

Charles A. Dana Center

Project Abstract

The premise of the original proposal was that the new standards-based policy framework in Texas requires fundamental changes in what teachers know and are able to do. This new structure forces a re-examination of the mathematics preparation of teachers, creates a need for mathematics departments to design new courses for prospective teachers, and requires an unprecedented level of collaboration between mathematics departments and colleges of education.

The goal of the project is to broaden and diversify the network of faculty and other key stakeholders who take leadership roles in implementing standards-based reform in the preparation of mathematics teachers. The objectives are to 1) provide opportunities for faculty collaboration, professional recognition, and leadership, and 2) develop resources for implementing standards-based teacher preparation and certification. The aim is to create a model process and resources that can be adapted for use in other content areas by teacher-preparation institutions in Texas and around the country.

In the initial stage of the project the principal work included the activation of a leadership team reflecting the multidimensional diversity of the state's teacher certification institutions. This team led the development of a set of voluntary guidelines for effective practice covering matters of course content and program organization as well as strategies for institutional change. A draft version of the guidelines was developed during the first two years of the project, submitted for review to higher education faculty across the state and outside of Texas, and revised based on feedback. The final version is currently in publication for electronic and print distribution and will be disseminated using a variety of mechanisms.

During year three of the project, one statewide and two regional retreats are planned for faculty to review the guidelines, use the guidelines to develop further their mathematics programs for teachers, and create learning networks around standards-based reforms. The work also includes the nurturing of new and existing teacher preparation programs that reflect implementation of new teacher preparation standards and the development of an infrastructure designed to support an effective community of practice. Faculty leadership development activities will continue throughout the three-year funding period.

Primary funding for this project is by the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education.

Project Director: Philip (Uri) Treisman, Ph.D., Charles A. Dana Center, University of Texas at Austin

Project Co-Director: James Epperson, Ph.D., University of Texas at Arlington

Project Co-Director: Susan Hudson Hull, Ph.D., Charles A. Dana Center, University of Texas at Austin