

Teacher Quality Type B
Mathematics Awards
Workshop Notes
May 24, 2005

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Ideas for recruitment

- don't forget special ed teachers
- contact your Education Service Center for district/campus/teacher suggestions
- charter schools and private schools can also be included
- contact math coordinators and principals to invite them to participate
- talk about your project at principals meetings and at other administrator meetings
- hold early morning meeting with prospective participant teachers; bring them samples of materials
- build personal relationships with teachers and administrators; this is key
- we could host a CAMT teacher quality booth to build interest
- invite math school leaders (coordinators, dept chairs, etc) to participate and keep them informed

Ideas for Retention

- link stipends to attendance
- scheduling is really site-dependent; for example:
 - don't do Saturdays; meet on school days—involve principals and community; principals provide subs. The idea is to treat teachers as professionals. Send summary to coordinator and principal after each meeting.
 - schedule 2-day sessions, for ex, Fri/Sat 4 times a year
 - Friday meetings – school day subs
 - alternate Friday/Saturday meetings
- see principals face-to-face – involve them
- prepare monthly summary for principal, including rosters (who was there and who wasn't)
- give participants materials, cds (ask publishers for free books)
- materials wish list for participants
- pay per day attending
- offer goodies each attendance

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- all or nothing credit for professional development

Ideas for Follow-up

- have your participants present at CAMT as part of their commitment.
- link on webpage for grants
- host or locate miniconferences/mathfairs/tech confs, etc where participants can participate and present
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Lessons Learned

- math knowledge of participants is not complete. We need to model correct math language when developing concepts.
- Math & education folks use different language. We must make certain that we bridge that gap.
- Look of middle school material might lead instructor to present it in a “traditional” manner. Materials were meant to be used in an interactive manner with “activities” interspersed throughout. “Activities” work well as lead-in to material. From the activities, the instructor can determine where the “math” focus need to be.
- Balance between content and pedagogy.
- Establish true collaborations among math/math ed; vertical teams K-16; horizontal teams of teachers
- pedagogy & content are inseparable; use activities as vehicles to teach content
- modules are really interdisciplinary; ie, algebra and geometry are integrated throughout
- 1st year teachers have difficulty with the time demands.
- expect fewer students in fall.
- have to be flexible w/the structure of the grant because of broad spectrum of the ability/interests of students.
- self-education of PI – has impacted personal teaching
- classroom and teacher observations really important.
- spend the \$\$\$
- To recruit teachers you need to talk to the teachers
- have classroom observation guidelines available at the beginning of the course; collect the “right” data from the start
- be prepared to present the content in detail.
- team teaching is best (sectional team teaching vs.concurrent teaching)

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- group assignments did work!
- phase out the delivery of modules
- recognizing your audience better
- pre- and re-teach depending of your participants' needs
- plan instructions for activities
- allow/require participants to present their activities.
- be aware of the scope of the modules
- align pretest with proposed content
- work in teams

Challenges:

- drop out rate of participants
- attendance at follow up days
- weakness in background of teachers

Successes:

- self-propelling after good workshops
- helps to have evaluator as part of the process from beginning
- middle school teachers-or any- getting a chance to experience “up”

Overall Advice:

- teachers are professional – but they forget it
- expect high anxiety
 - in content
 - in grouping
 - in assessment
- be flexible
 - provide ways to make up time
 - understand their positions
- avenue to network
 - teachers usually work in isolation; this is a way to begin to change that

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Workshop Notes
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- commitment
 - statements signed by participants and principals

Classroom Implementation:

- give time to adapt to classroom
 - look up TEKS
 - practice what they teach
 - lesson study

Content:

- instruct as you want them to teach
 - learn content by “doing”
 - multiple representation
- address how you assess the content
 - modeling various tools

More Lessons Learned

- Take the training on site to the L.E.A. (if necessary) to maximize participation
- treat participants as colleagues. You learn from each other.
- have the L.E.A. to plan with you.
- part of the L.E.A. responsibility is to recruit
- suggest a 3 week schedule
- participants wanted new materials during the academic year.
- use the L.E.A. professional development days.
- adapt your schedule to meet the needs of the L.E.A.
- allow the L.E.A. to plan the academic year schedule.

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- use the L.E.A.'s calendars as a resource.
- you must be flexible.
- receive input from participants.