



College of Education
Georgia COE

Where do we go from here?

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Disclaimer

- I have become a skeptic.
- Clarke County School District, Athens GA
 - 12,000 students, 21 schools
 - 70% of students live in poverty, one of 30 poorest counties in the country when the measure used is persistent, intergenerational poverty
 - 8 made AYP in 2009
 - All 14 elementary schools and all 4 middle schools made AYP in 2010; high schools barely missed it
- PD done internally
 - Data teams
 - “Just in time”



Meeting teachers where they are

- Lach: motivation
- National Council of Teachers of Mathematics Research Agenda Conference (and subsequent publication)
 - Content is not the most pressing concern of practitioners



Context

- STEM ed reform \subseteq educational reform
- Who else needs to be part of the conversation?
 - State level DOE partners
 - K-12 partners, including
 - Special educators
 - ESOL educators
 - Administrators
 - Statisticians/statistics educators
- Are they here?
- Do we attend their conferences? Write for their journals?



False dichotomies

- Content vs. methods
- College of education vs. arts and sciences



Capacity problem

- Not enough people to do this work
- Not enough mathematicians who “get it”
- Demographics of professors
- Mobility rate and attrition rate of teachers from K-12 schools
- (Do we really know what we are doing? How many of us have done what we are asking/telling teachers to do?)



Self-sustaining, site-based learning

- Too many teachers, too few of us to do it all
- Mobility, attrition mean that it's not a "once and done" thing
- Content is so wide and deep that we can't do it all in PD
- Mirrors the way the mathematics community operates (Clemens)



That said...

- There is still a place for a range of other PD models

- But



Getting our house in order

- Need to start with areas where we have converging evidence from theory, empirical research, and wisdom of practice
- Need to build a research base about what does work and under what conditions. “Evaluation” of PD is often an afterthought. Need to move from “shared beliefs” to “evidence.”
- Need a meaningful way to share
 - “What Should Have Worked Clearinghouse”
- Need to attend to our own PD



Getting our house in order, cont'd.

- Compare PD to K-12
 - No curriculum
 - No standards
 - No assessments
 - No data systems
 - No accountability
- What would “learning lines” look like? What are the “met before”?
- Teaching as a profession...internally controlled



If I could be queen for a day (or two)...

- Students (at risk students in summer school, challenge programs, after school programs, community programs)
- Preservice teachers
- Inservice teachers
- Graduate students
- Higher ed faculty members from mathematics, statistics, education



Threats vs. opportunities

- Race to the Top “Pay for Performance”
- Reauthorization of the Elementary and Secondary Education Act (ESEA)...No Child Left Behind...all Title II dollars to school districts
- Private, for-profit companies that will do PD
- Take time to influence the process where you can
- But don't assume it will go away



We need...

- Action in the short term
- Thoughtful, deliberate, coordinated planning for the long term
- Open minds
 - What do you need/want to know right now?
 - What form of PD would you choose for learning it?



Thank you

- CBMS
- Joan Leitzel
- Ron Rozier
- Bill McCallum
- Brookhill Foundation
- Speakers
- Breakout session facilitators

