

# Mathematics Teachers as Professionals

**Brad Findell, Past President, ASSM**  
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# Committee on Teachers as Professionals (C-TaP)

- ▶ **CBMS invited an ad hoc committee representing national mathematics education organizations to meet in July 2011 to discuss how teachers can advance their own professional status.**

**Achieve, AFT, ASSM, AMTE, CBMS, Park City Mathematics Institute, University of Arizona Institute for Mathematics & Education, Math for America, NCSM, NCTM and seven teachers continue the work**

# Common Core State Standards

## Key Goals of CCSS

To improve student learning through common standards that shape high-quality curricula and assessments for all students;

To provide an opportunity to improve other aspects of the educational system, in particular the elevation of the teaching profession itself by affording LEADERSHIP opportunities from within.

# CBMS Ad Hoc Committee on Teachers as Professionals (C-TaP)

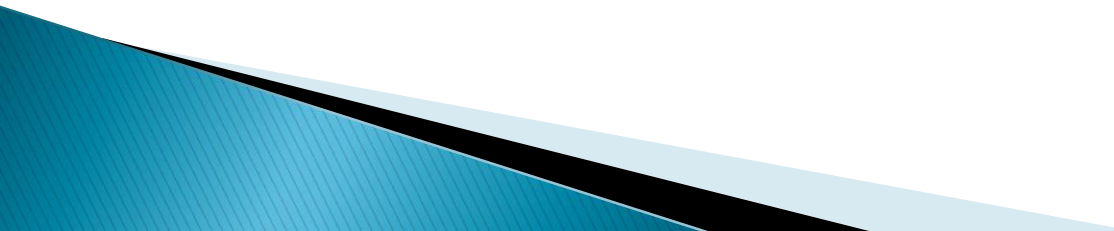
**The body of teachers of school mathematics must be composed of highly talented, well-prepared professionals who continually upgrade their knowledge and skills.**

**Take a minute with your shoulder partner and discuss what it means to be professional.**

**Then, in a circle, share one item per person at your table.**



# Framing Our Work

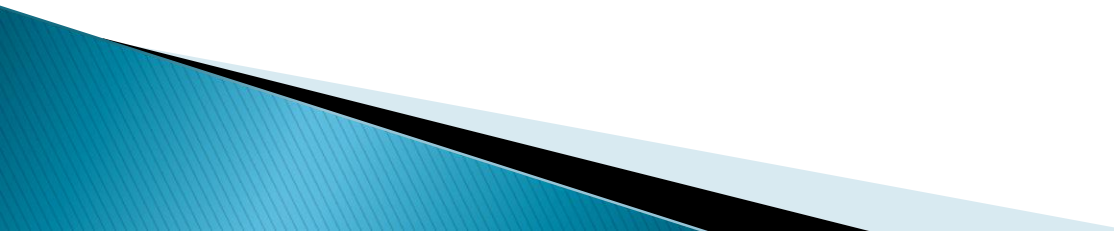
- 1. Define what we mean by a teaching professional**
  - 2. Define what a teaching professional community would look like and how to build it**
  - 3. Define a structure through which teaching professionals progress—sequences of roles or tasks, not necessarily hierarchical**
  - 4. Describe how teaching professionals can help and support their colleagues**
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SO ...

**Should all mathematics  
teachers be professionals?**

**Should all mathematics  
teachers be potential leaders?**

# Goal and Strategy

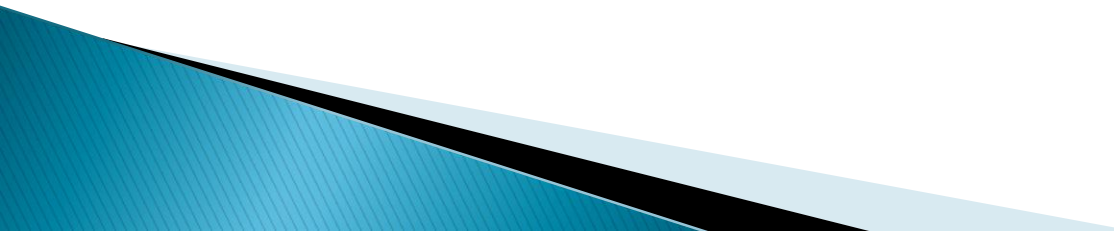
- ▶ **Long-term goal: advance the professionalism of teaching**
  - ▶ **Short-term strategy: provide leadership opportunities for teachers in the context of CCSSM implementation**
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# CBMS Committee White Paper

**Teachers should have a leadership role in implementing the CCSS from the beginning and that role should expand throughout implementation.**

**Teachers need leaders from within their own ranks.**

**Teachers ultimately MUST take charge of their own profession—they must be full partners in establishing the norms and mechanisms of professional progress.**



# C-TaP

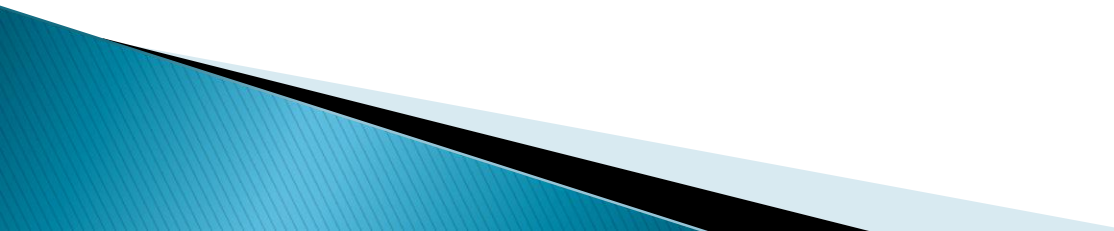
**What are the norms and mechanisms of professional progress?**

# C-TaP Short-Term Timeline

- ▶ **Develop a CCSSM implementation toolkit**
  - U of A Institute for Mathematics & Education is leading the development
- ▶ **Develop 30 facilitators to provide in summer 2012 one-day CCSSM professional development as part of existing PD projects**
- ▶ **Math-Science Partnerships, Improving Teacher Quality projects, state NCTM affiliates and others may apply to participate in piloting the toolkit**
  - Announcement in late 2011

# Teacher Leaders

Discuss at your tables—

- ❑ How can administrators enable teachers to become leaders?
  - ❑ How can K–12 and higher education work together to foster teacher leadership?
  - ❑ How can teacher leaders influence policymakers and the larger public to become stakeholders advancing the professionalism of teaching?
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# Action Steps

- ▶ **Join the mathematics education professional organizations (AMTE, NCSM, NCTM, and if you work at a state education agency, then ASSM)**
  - ▶ **Establish networks across the enterprise of mathematics teaching and learning**
  - ▶ **And what else are YOU going to do to advance the professionalism of teaching?**
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