Mathematics Teachers as Professionals

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