Do you see yourself as a future Mathematics Teacher Leader Specialist?

Alabama’s Master Teaching Fellowship: Practitioner Leaders for Underserved Schools in Mathematics

Award No. #1849948

NSF $2.84M Award to UA Announced

By Jeremy Zelkowski, Associate Professor, Secondary Mathematics Education

The University of Alabama’s Drs. Jeremy Zelkowski, Jim Gleason, Martha Makowski, and Philip Westbrook have been awarded a National Science Foundation grant and will be hosting information meetings with area mathematics teachers in March (last page). Any full-time teacher who is teaching grades 6-12 mathematics can apply. There will be two cohorts admitted to the project, starting in June 2019 and June 2020 respectively. The details for each cohort are discussed further in this announcement. Each cohort has different requirements.

MASTER TEACH ER FELLOWSHIP: Become a math teacher leader!

Mathematics teachers in the Tuscaloosa region will be selected to participate in the project that fully supports the development of 24 Mathematics Teacher Leaders through May 2025!

A+ in Math Project Goals

By Jim Gleason, Professor, Mathematics

As proposed to the National Science Foundation (NSF), there are five project goals. Master Teaching Fellows (MTFs) admitted to the program will collaboratively work with the project team leaders, state-level professional organizations, and area district leadership to meet these five goals:

Goal-1: Teachers will become instructional experts in their schools and districts by working to improve and master their own instructional practices over time.

Goal-2: Teachers will increase their mathematical content knowledge to levels requisite for leading future professional development in their schools and districts.

Goal-3: Through the collaborative support of administrators, teachers will become leaders serving as mathematics department chairs, instructional coaches, school and district action-researchers, and/or mentors of early-career teachers through an induction program.

Goal-4: Teachers will assist in building a high capacity network for exceptional quality clinical experiences for preservice mathematics teachers.

Goal-5: Teachers will learn and emerge to enter leadership roles with the Alabama Council of Teachers of Mathematics’ (ACTM) annual fall forum and national conferences.

Mentoring Mathematics Teacher Candidates – the Next Generation

Master’s Degree Pathway

National Board Certification

Mathematics Teacher Leadership
2019 Cohort – Pathway to Master’s Degree

Earn your 6-12 Class-A AL License
Then…National Boards & Leading!!!

2019 Cohort Details

Beginning June 3rd, 2019, teachers who do not possess a master’s degree will begin graduate level coursework towards earning their Alabama Class-A 6-12 Mathematics license over two years. This cohort will finish the degree in the summer of 2021. Tuition is fully supported by the grant. In anticipation of the new Alabama Mathematics Course of Study, the June 2019 courses will include a mathematics course focused on the content while a mathematics education course will focus on the pedagogical needs to implement the new course of study.

Drs. Jeremy Zelkowski and Jim Gleason will collaboratively teach the first two courses Monday through Thursday lasting from June 3rd to June 27th. MTFs will complete one course each semester during their school year and two courses each summer to complete their master’s degree. Upon completion of their master’s degree in the summer of 2021, MTFs will be supported with four annual salary supplements of $12,575 for their time commitments in the project towards National Board submission and additional professional opportunities through the end date of the project, May 15, 2025.

Total Fiscal Support Package: $77,566 + substitute costs

What is Mathematical around Students’ lives? How can we engage more students in opportunities to learn mathematics in context?

Build relationships with 24 area mathematics teachers through May 2025!

My Path through the Class-A to National Boards to a Leader

The Journey

Time Commitments for the 2019 Cohort

- 2019-2020 Summer & Academic Year
- Late May, Welcome & Orientation day!
- June 3 – June 27, 2019 (Mon-Thur)
- Fall 2019 (One online course)
- November 2019, ACTM Conference
- Spring 2020 (One online course)

- 2020-2021 Summer & Academic Year
- Late May, Welcome & Orientation day!
- June 1 – June 25, 2020 (Mon-Thur)
- Late July (TBD), 2-day workshop
- Fall 2020 Evening (1-day/week) course
- October 2020, 1 day PLA* workshop
- November 2020, ACTM conference
- Spring 2021 Evening (1-day/wk) course
- February 2021, 1 day PLA* workshop
- Mar, Apr, May, NBCT 3-3hr workshops

- 2021-2022 Summer & Academic Year
- June 3 – June 23, 2021 (Mon-Thur)
- Finish MA degree, August graduation!
- Late July (TBD), 2-day workshop
- Fall 2021, 6-3hr NBCT workshops
- October 2021, NCTM in Atlanta!
- November 2021, 1 day PLA* workshop
- Spring 2022, 6-3hr NBCT workshops
- February 2022, 1 day PLA* workshop
- March 2022, National T³ Conference
- Summer 2022 through Spring 2025
- See 2020 Cohort Schedule

*Professional Leadership Academy
^National Boards Prep Workshops

to be evenings or Saturday, cohort determined, leading by Suzanne Culbreth, AL TOY, NBCT

Additional Supports

2019 & 2020 Cohorts

All PLA* or conference days requiring a substitute teacher will be covered at $75 per day per MTF to their district during the entire project.

Travel support (2021-2025) to attend and/or present at national conferences such as T³ – Texas Instruments’ Teachers Teaching with Technology, NCTM’s Annual Conference & Exposition, and/or the Association of Mathematics Teacher Educators. In addition, two MTF teachers a year will attend the national NSF MTF conference in Washington, DC.

Full support to attend the Alabama Council of Teachers of Mathematics (ACTM) annual fall forum. ACTM is a non-profit partner in this project for those who choose to engage in state service as their leadership role.

The PLA Administrator Summit will work towards aligning teacher-administrator-project goals to annually set upcoming academic year outcomes.

Extended professional development time will focus on the utilization of mathematics specific technologies for teaching with and students engaging in mathematics. Technology to be provided by the grant.
When we wrote our NSF proposal for this project, we incorporated the ideas and suggestions from 27 different area mathematics teachers. Without this input, our proposal might not have reviewed as well. By taking a Researcher-Practitioner Partnership (RPP) stance in preparing, we were able to cite that partnership when seeking central office support. Administrators will be partners in this project in support of MTFs and leveraging project components to improve outcomes.

One primary and activating mechanism for improving student outcomes involves partnerships and mutual visions and enactment between teachers and administrators. Our project will engage administrators who nominate and/or support mathematics teachers participating in our A-PLUS in Math project. Prior MTF projects around the nation have documented difficulties implementing and sustaining improvements that result in increased mathematical engagement and learning by students.

Our project will include the support of administrators for mathematics teachers to participate in our project. In each summer (2021, 2022, 2023, 2024), a three-day summit will integrate a building administrator of all MTFs in our project, team leadership, and stakeholders to learn from the past year and devise strategic plans that will be carried out the next academic year.

Each summer administrator and MTF summit will be used to determine best paths to improve student outcomes and A-PLUS in Math project goals. Imperative to the ability to transform student experiences requires stakeholders to share and collaborate within existing knowledge, goals, while also contributing to their own professional and school goals. Our project will provide time, space, and structures to strengthen partnerships. The A-PLUS leadership team, MTF participants, administrators, and others will team to reach our cumulative goals and transformations together!

By Dr. Martha Makowski, Assistant Professor, Mathematics

Our A-PLUS in Math project will develop 24 MTFs through the spring of 2025 as Mathematics Teacher Leader Specialists. By the end of this project, each MTF will have the freedom and capabilities to focus on their own professional and school goals, while also contributing to goals of the A-PLUS in Math project. Mathematics Teacher Leader Specialists will engage in a multi-faceted, sequenced design of Professional Leadership Academies (PLAs) to attain exceptional teacher leadership qualities. We elaborate on these PLAs below.

By Dr. Philip Westbrook, Clinical Professor, Educational Leadership

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Prior to the start of each cohort, we will host on-campus evening or weekend orientations lasting 3-4 hours to bring new MTFs and project leaders together as partners in a social context. During the project, professional leadership academies in seven focus areas will be provided. These focus areas are in addition to the Administrator’s Summit previously discussed. The seven focus areas of the PLAs are:

1. Understanding Students (US) & Teacher Self-Efficacy
2. Preserve Mentoring (PM) & Peer Supervision
3. Mastering Instruction (MI) embedded in the Mathematical Practices
4. New Teacher Induction Support
5. Developing Leadership Skills
6. Leading Professional Development
7. Learning to be a Mathematics Coach
8. Administrator Summits

Dates and times of PLAs will be determined by the MTFs and the A-PLUS in Math project team. During our planning and interest meetings in May 2018 with 27 area math teachers, we revised our proposal to include the following statement to the NSF:

During the meetings, some teachers expressed some concerns for Years 3-6 when conference attendance may have them missing successive school days. The project will accommodate an as-needed basis of scheduling PLAs as 3-hour evenings, non-contract days, or a Saturday after discussions with MTFs well in advance. The total planned PLA hours will not be reduced overall.

From NCTM (2014) Principles to Actions
Moving towards NBCT & Educational Specialist

2020 Cohort Details

Similar to that of the 2019 cohort, all MTFs will focus on earning National Board certification. Coursework and NBCT workshops will be provided through the Spring of 2021 and all of the 2021-22 academic year. The A-PLUS in Math team will bring former AL Teacher of the Year and NBCT, Suzanne Culbreth, to lead and work with MTFs to successfully submit for national boards.

Tuition for six courses (18 credit hours) is provided to 2020 cohort members. Our RPP meetings indicated the wish for these 18 credit hours count towards the AA-license. We will share more details when we host 2020 cohort recruiting meetings in early 2020. After the grant concludes, we expect to offer the remaining 12 credit hours for the AA-license with enough interest. The 18 hours provided includes:

1. Two advanced perspective mathematics courses
2. Three advanced mathematics education courses
3. One advanced mentoring and leadership course

The 2020 cohort will be supported as such:

- $12,575 annual salary supplement for five years (2020 through 2024)
- 18 credit hours of tuition ($10,575)
- Travel support annually, Workshops for NBCT pursuit
- Substitute coverage @ $75/day

Total Fiscal Support Package: **$81,650 + substitute costs**

The 2020 cohort will follow a schedule nearly identical to the 2019 cohort schedule described above from Summer 2020 through the Spring of 2022. The Summers, Falls, and Springs will look similar to:

- **2022-2023 Summer & Academic Year**
  - Summer dates (TBD): Starting Leadership Roles with other Leaders
  - ACTM Fall Forum Conference Program Development
  - Structuring workshops for MTFs to complete NBCT
  - Plan for induction support for new math teachers
- **Late July (TBD), 2-day workshop**
- **October 2022, 1-day PLA* workshop**
- **November, ACTM conference**
- **Spring 2023, 4-days PLA* workshops (dates TBD by MTFs)**
- **Choose best fit national conference (NCTM, T3, AMTE)**

**Additional Information**

- Expect similar replication for the summers 2023 and 2024, as well as academic years 2023-24 and 2024-25
- Project A-PLUS in Math will end May 15th, 2025
- National Boards certification submission end of Year 2 (2021-22)
- EdS Class-AA program completion courses expect Summer 2025, Fall 2025, Spring 2026 to complete degree requirements

Spring 2019 & Spring 2020 – GRE test review sessions (hosted by Doctoral Candidate, Tye Campbell of UA)

March 4th & 5th first info meetings, plus two additional! Direct any questions to jzelkowski@ua.edu

Sign up here: [https://goo.gl/forms/gf6ZulYfFV2rRxfT2](https://goo.gl/forms/gf6ZulYfFV2rRxfT2)

Qualities Sought from Interested Mathematics Teachers

1. Desire to learn and apply new knowledge in their classroom
2. Aspiration to be a Mathematics Teacher Leader in multiple capacities
3. Want for improving equitable opportunities for all students
4. Mentorship for teacher candidates and peer colleagues

Required Guidelines for Qualifying by NSF via our Project Proposal

1. National measure of graduate level ability (GRE for graduate school admission)
2. Full time 6-12 mathematics teacher (and during entire project)
3. Copy of current Alabama teaching credential (unofficial)
4. 15-minute classroom video of applicant w/ 2-page narrative of the lesson
5. Commitment letter of participation for salary supplement & tuition
6. Administrator letter of support & acknowledgment of commitment
7. Purpose statement on why this project fits your professional goals
8. A short CV or resume of your educational experiences

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A-PLUS in Math Project Team

**PI-Jeremy Zelkowski**

**Co-PIs**
Jim Gleason
Martha Makowski
Philip Westbrook

**Partners**
24 Area Mathematics Teachers
Supporting Administrators
Tuscaloosa City Schools
Tuscaloosa County Schools
Suzanne Culbreth, AL TOY, NBCT
Alabama Council of Teachers of Mathematics
Texas Instruments

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