

Academy for Educational Development
Teacher Leader for Mathematics Success Evaluation

Goal Area of the Activity

This National Science Foundation funded project addresses the goals of improving teacher quality and supporting high-quality research. The Teacher Leader for Mathematics Success program is a capacity-building project for teachers and schools around the field of mathematics, and AED's evaluative role includes research in the form of surveys of teachers and administrators; in-depth interviews with administrators and selected teacher-leaders; focus groups with selected groups of students; and observations of selected classrooms and professional development activities.

Brief Summary

AED is conducting a five-year evaluation of the Teacher Leaders for Mathematics Success (TL=MS) program, conducted by Lehman College, in collaboration with the six Bronx community school districts. The project seeks to build the capacity of Bronx teachers and schools that have introduced rigorous, standards-based mathematics curricula in supporting continuous improvement in mathematics education for all students, aligned with city, state and national curriculum, teaching and performance standards.

Purpose

Targeting teachers in grades 4-8, the TL=MS project seeks to effect fundamental change by enhancing teachers', staff developers', principals', and district administrators' understanding of mathematics content, standards-based curriculum performance standards, and student learning; facilitating discourse about and reflection on the relationships between content knowledge, pedagogy, student learning, and school change; and creating conditions for institutionalizing teacher leaders as agents for instructional reform in mathematics within local schools and districts.

Accomplishments/Results and Plans for the Next 12 Months

Through documentation activities, AED is determining the impact of TL = MS on teacher, student, and school outcomes. Researchers are documenting the impact of TL=MS on teacher knowledge; whether teachers found the professional development useful in their classrooms and schools; the extent to which individual values and beliefs about mathematics content and assessment and performance standards changed; and the extent to which a formalized network of teacher-leaders was established. Researchers are also documenting students' reactions to the new instructional approaches in mathematics education and the extent to which these new approaches increased their engagement and improved their outcomes in mathematics. In terms of schools, documentation will determine whether the project facilitated the retention of quality mathematics teachers; and the extent to which it facilitated changes in school environments by providing support to teachers in using new curricular and instructional approaches, by fostering administrators' skills in providing leadership for change, and by developing teacher-leaders' skills in providing support and guidance in the change process.