The Rice University Master Teaching Fellowship Program Midpoint Results: Progress in Development of Teacher Leaders in High-Need Urban Schools.

Adem Ekmekci, Anne Papakonstantinou, & Richard Parr – Rice University

Project
The Rice University Noyce Master Teaching Fellowship Program (RU-MTF) - DUE #1556006
Pl: Anne Papakonstantinou
Co-Pls: Richard Parr, Judy Radigan, Richard Tapia

Goal
Guide exceptional secondary mathematics teachers’ development as leaders who are deeply grounded in sound mathematical content and research-based pedagogical, leadership, adult education, and mathematics advocacy skills.

Timeline
2016: Recruitment

2017: Year 1
First Meeting (9/27)
5-Year Plans
Noyce Summit (10/18-21)
Networking Conf. & Fall Meeting

2018: Year 2
Networking Conf. & Fall Meeting
Noyce Summit/ CAMT Summit (8/24-25)
Update Meeting/Survey Test

2019: Year 3 and cont.
Networking Conf. with Whole Schools
Math-Letics Camp & Math Cycle Survey
Noyce Summit
Student & Teacher Program Evaluation

Theoretical Framework
- Teacher leadership
- Reform-based mathematics teaching
- Mathematical knowledge for teaching
- Effective professional development
- Culturally-relevant instruction
- Andragogy

Latest Data Collection
- Administrator and colleague survey (AVID Teacher Leadership Survey)
- Focus group
- Andragogical Practices Inventory

Administrators’ and Colleagues’ Perceptions of Leadership Attributes

Personal Attributes
“Has open communication with the principal”

Professional Growth and Development
“Aspires to continue his/her education in leadership”

Classroom Environment
“Promotes high standards for all students”

School and District Environment
“Has served in leadership roles on campus”

Focus Group
What does effective mathematics instruction look like?
Students engaged; hands-on; teacher guiding; teacher led instruction followed by students discovering; effective communication in variety of ways

How well do your colleagues understand this?
Test-performance is perceived as the single most important criterion; deficit understanding of effective mathematics instruction; not enough done to make students love math

How well do administrators understand this?
Content background of administrators makes difference; sharing and collaboration is not valued; no content focus; micromanaging tendency

In what ways has the RU-MTF program affected your beliefs about equity and diversity issues in mathematics?
Self-realization of deficit personal perspectives; evolved in to having a wider scope; more attentive to diverse students; reflection writing is great

What leadership roles have you assumed on your campus, in your community since RU-MTF?
Changed from closed/individual to collaborative style; learned about every aspect of organizing a workshop/program

How important is community connectedness for your work?
Parent and stakeholder involvement is vital; community engagement supports education

Andragogical Practices Inventory

References