

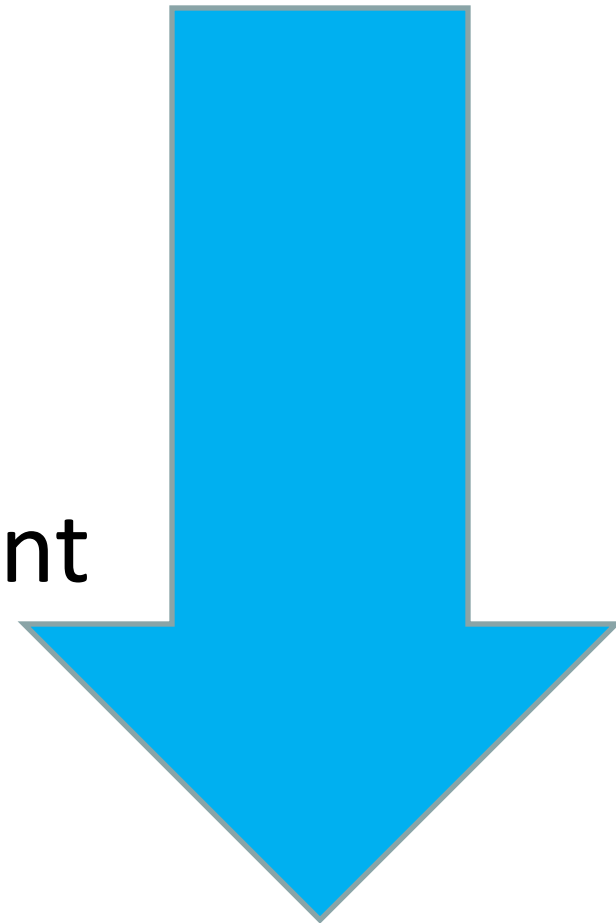
# The Role of the Mathematics Specialist

3<sup>rd</sup> Annual Mathematics Specialists' Conference  
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# Improving student achievement through improvement of teacher instruction

Build Relationships  
Build Capacity  
Improve Instruction  
Improve Student Achievement



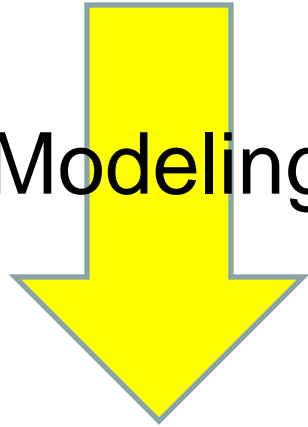


## What mathematics specialists should be doing

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- analyzing and interpreting data
- co-planning, co-teaching, and coaching
- long-range and short-range planning and goal setting
- providing professional development
- designing and reviewing tasks and assessments
- conducting non-evaluative observations
- supporting teachers on growth plans
- co-planning of events/programs

Modeling vs. Co-teaching





## What mathematics specialists should NOT be doing

- conducting evaluative observations
- performing an assigned school duty
- “covering classes,” unless initiated by you
- sole planning and implementation of a school event/program
- regularly “pulling-out” small groups of students for remediation/intervention

This one depends on the job description and source of funding.

Early  
adopter

Over-the-top  
supporter

Friend

Avoider

Ignorer

Resister

Head  
nodder



## Possible barriers to progress

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- Lack of administrative support
- School culture
- Schedule and changes to schedule
- Resistance, arrogance, and negativity
- Team dysfunction (poor communication, power struggles)
- Lack of content knowledge
- Lack of experience (behavior management, lesson planning, time management)
- Fear (mathematics police)



# Issues

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- How do I know I am helping?
  - Collecting data
  - Reporting data
- Teacher dependency
- Relationships with administration
- Number of schools/teams served



## Other suggestions

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- Do your homework before meetings
- Be able to back up what you say
- Always take the high road
- Celebrate the little things
- Be enthusiastic – enthusiasm sells
- Word about positive experiences will get around
- Be patient with yourself and teachers
- Be “in the know” – read, research

# Effective leadership

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- Set goals (yourself, school, teams)
- Lead strategically
- Communicate clearly
- Reflect, reflect, reflect
- Record experiences and reflections
- Collaborate with others
- Be honest with yourself about efficacy