



Mathematics Teacher Professional Development Workshop

December 3, 2022

Offered by the Cornell University Department of Mathematics as part of MATH 4980/5080, together with the NYS Master Teacher Program & the Teacher Center of Central Westchester

AGENDA

9:00 – 9:15 am Welcome & Overview

9:15 – 11:45 am Including Every Student through Equity-Based Mathematics Teaching Practices

Jennifer Kruger & Melissa Staloff (Warner School of Education, University of Rochester)

All students deserve access to high quality instruction where they can attain high levels of mathematics learning. Every student and teacher enters the classroom with various identities that impact their learning and the overall learning community. Teaching through Equity Based Teaching Practices (Aguirre, Mayfield-Ingram, & Martin, 2013) allows students to be active participants in their own learning. In this session, we will use the Equity Based Teaching Practices as a guiding framework as we work collaboratively to consider high quality mathematics learning and teaching connected to the NYS guidelines for culturally responsive-sustaining education.

11:45 am – 12:15 pm Break & Discussion

12:15 – 1:00 pm Connecting Art and Math: Engaging Learners

Toni Gamils (Co-Director, Teacher Center of Central Westchester)

Combining the color, passion, and excitement of the art classroom with that of the black and white world of math offers a rewarding experience for both teachers and students. During this session, participants will have a hands on experience into the art and math connection.

1:05 – 2:20 pm Understanding Science and Mathematics Teachers' Views of the Characteristics of Effective Professional Development using Q Methodology

Dominick Fantacone (NYS Master Teacher Program & Associate Director of Research, SUNY-Cortland)

Qiu Wang (Department of Higher Education, Syracuse University)

Researchers and professional development (PD) providers have been trying to identify a set of characteristics that constitute effective PD for teachers. We will highlight the work we have been doing in this area and share some preliminary results based on a novel methodological approach to this issue, Q method, which uses a factor analysis-based multivariate approach for examining subjectivity of participants' views. Workshop participants will have a chance to see the statistical workings of this method in an accessible way and have a chance to contribute to this project.

2:20 – 2:30 pm Wrap-Up & Closing

Modality	Credit	Cost	Registration & More Information
virtual	5½ CTLE hours or Master Teacher credit	free, unless seeking Cornell University credit	https://e.math.cornell.edu/classes/math5080/ Mary Ann Huntley (huntley@math.cornell.edu)