MTE-Partnership: Addressing the Downward Cycle In Mathematics Education

Many K-12 students do not learn challenging mathematics

Talented math teachers leave the field

Teachers are left to their own devices in terms of continuing their mathematical education

Those same prospective teachers are apprenticed in classrooms of teachers who themselves know little mathematics

Those students enter college unprepared for math; the best-prepared don't go into teaching

Math courses taken by secondary teachers do not prepare them to develop math knowledge for teaching

MATH RAC

ALM RAC

STRIDES RAC

Clinical RAC

MODULE(S^2)RAC

(Adapted from Wilson, 2011)

MTE-Partnership’s Research Action Clusters (RACs)

• **MATH**: Marketing for Attracting Teacher Hopefuls -- Moving beyond advertising to attract candidates

• **ALM**: Actively Learning Mathematics -- Improving instruction in introductory university mathematics classes

• **MODULE(S^2)**: Mathematics of Doing, Understanding, Learning and Educating for Secondary Schools – Developing materials to address specific mathematical needs of secondary math teachers

• **Developing Effective Clinical Experiences** -- Mentor professional development; alternative models

• **STRIDES**: Secondary Teacher Retention & Induction in Diverse Educational Setting – Retaining new math teachers in the profession

www.MTE-Partnership.org