

Action Items

Mathematics Education Group

Recruiting, Supporting, Retaining New Teachers

1. Target undergraduate math majors as potential teacher candidates. Identify and implement strategies for recruiting this group into graduate level alternative teacher certification programs.
2. Lobby DESE for resources to support “change of career” alternative certification teacher candidates (e.g., reduced tuition or tuition waiver).

Recruiting, Supporting, Retaining New Teachers

3. Propose that DESE institute and support an extended-year contract for first year teachers (one month paid by DESE for specialized p.d. to support retention of new teachers).
4. Develop a series of summer short-courses for new and/or mentor teachers - coordinated, planned, and offered at multiple campuses.

Recruiting, Supporting, Retaining New Teachers

5. Develop a regional or state-wide beginning teacher network with coordinated and connected year-long activities targeted to new rural mathematics teachers.
6. Develop [in conjunction with (MAT)² and MCTM] guidelines/recommendations for schools hiring first year teachers (e.g., teaching schedule, p.d., mentoring) and disseminate to school administrators, department chairs, and new teachers.
7. Elevate the profession of teaching by instituting a new series of teaching awards (e.g, outstanding new teacher, outstanding mentor) to recognize and publicize teaching.

Supporting Mentor Teachers

8. Organize and facilitate a session (or series of sessions) for mentors at MCTM annual conference.
9. Develop strategies to strengthen University/School partnerships (e.g., develop on-campus/virtual programs that support mentor teachers, organize graduate courses for mentor teachers, faculty provide assistance to school districts in designing mentoring programs).

Supporting Mentor Teachers

10. Establish a “Mentor Teacher” portion of the CMSTE website to include information such as:

- research about beginning teacher needs;
- strategies for working with beginning teachers (lesson planning; difficult conversations; who initiates contact; types of support; moving conversations past venting);
- resources for mentors (books; websites);
- networking opportunities for mentor teachers.

Pre-service Preparation

11. Develop strategies for building stronger links between pre-service program and schools (e.g., sharing faculty - university faculty member teaches one hour a day; school teacher facilitates methods course).
12. Develop strategies for instilling sense of professionalism within preservice teachers (e.g., participation in regional and state conferences, awareness of national organizations and education issues).

Pre-service Preparation

13. Develop opportunities for critical review of a variety of types of curriculum materials.
14. Sponsor “new teacher” sessions at MCTM and Interface conferences - include panel of experienced teachers providing advice.
15. Provide p.d. for professional developers.