

Archived Information

Texas Instruments

Secretary's Mathematics Summit: Texas Instruments, Incorporated; Dr. Richard Schaar; Paula Collins; Lisa Brady Gill, www.education.ti.com/us/t3/about/history.html; <http://www.t3ww.org/>

Goal Area: *Improving Teacher's Knowledge:* To create a national professional development model that supports the appropriate use of technology in the teaching of mathematics by creating teacher leaders to act as mentors and trainers.

Brief Summary: In order to foster systemic professional development on the appropriate use of hand-held technology in mathematics, TI has developed the National TFAS (Technology For All Students) Organization, as well as Teacher Leader Cadre Training. These teacher leaders, who are supported and identified by their school districts, are trained to teach their peers and promote teacher leadership. These professional development institutes increase the teacher's content knowledge of mathematics. A balanced approach is emphasized by helping them understand when technology can be a tool in enhancing mathematics education and when paper/pencil computation is more appropriate. The Teacher Leadership Cadre seeks to establish a local group of teacher leaders who are skilled presenters and will engage in professional activities to enhance teaching and learning of mathematics. Training for the Cadre teachers hones the skills in the delivery of professional development and promotes the candidates' knowledge and skill with appropriate use of technology in the mathematics classroom. Training consists of an initial 5 days with 4 days of specialized follow up training, with the goal of candidates becoming mentors to other teachers. Candidates from the Teacher Leadership Cadre may then apply to the National TFAS Organization. TFAS teachers receive additional educational support from TI, such as sharing of best practices with other instructors on-line, TFAS Instructor certification, and other support from mathematics professionals.

Purpose: The Teacher Leader Cadre and TFAS models encourage systemic professional development on a balanced approach to teaching mathematics with the assistance of technology and on the appropriate use of technology. Teachers share best practices with other teachers and learn from one another.

Accomplishments/Results: 168 TFAS Instructors from 11 states have provided instruction to over 5,300 teachers since 2000.

Plan for next 12 months: We continue with efforts to scale up this model and increase the number of teachers and students that will benefit from such professional development. We are increasing our on-line coaching efforts, as well as our online course offered to assist with the follow-up efforts. T3 workshops and conferences are being increased to reach more educators, as well.