Believe and Prepare Math Collaborative Application

What is the Believe and Prepare Math Collaborative?
This Math Collaborative is a collaborative to bring together the best minds from both higher education and K-12 to design teaching methods syllabi for elementary and secondary math courses that, in turn, will be available for public use. This collaborative will be led by The Dana Center at the University of Texas at Austin. The Dana Center designed and implemented the Louisiana Math Content Modules and Math Content Leader Trainings.

Why is this collaborative important?
Teaching is one of the hardest jobs in the world. Preparing teachers to be effective is equally complex. Standards for math instruction have changed significantly over the past several years. Students must be able to reason mathematically, communicate with others about math through speaking and writing, and problem solve in real-world situations to be prepared mathematically for post-secondary education or to pursue a career. The K-12 mathematics standards lay the foundation that allows students to become mathematically proficient by focusing on conceptual understanding, procedural skill and fluency, and application.

What is the goal of the collaborative?
The goal of the collaborative is to ensure that teachers completing teacher preparation programs are well prepared to effectively implement standards-aligned instruction using high-quality curriculum materials.

What will collaborative participants do?
- Align preservice teacher education with current field practice
- Produce two model methods course outlines – one elementary and one secondary – that are responsive to current-day standards and curriculum in use in Louisiana. These outlines will consist of:
    - Course design principles
    - Course objectives
    - End-of-course assessments
    - Sample course activities

Who should apply?
- Higher education faculty who teach math methods courses
- Higher education faculty who teach math courses for education majors
- Strong K-12 educators who help support math (e.g., math curriculum coaches, current math content leaders, district math supervisors)

What is the time commitment?
- This collaborative will require three in-person convenings in Baton Rouge, totaling six days:
    - January 8th-10th
    - Late February: two days
    - Early May: one day
- Participation in this collaborative will also require time outside of the in-person meetings, for a total of approximately two days of work outside of in-person meetings.

- Two-hour virtual work sessions in between in-person sessions will meet monthly January through April.
- Independent work time at approximately four hours per month.

Will there be compensation for participation in the collaborative?
Each participant will be compensated up to a total of $4,000 for participation in the collaborative. This funding is to cover travel costs for in-person meetings in Baton Rouge and the time the participant spends attending meetings and working on the deliverables of the project outside of their normal work hours.

What is the application process?
Interested applications should respond to the below questions and submit to believeandprepare@la.gov by **Wednesday, November 6, 2019.**

University or K-12 School System/School:

Name:

Position:

Email:

Phone:

Years of experience in K-12:

Years of experience in higher education:

What level of math do you teach/support:

All applicants should respond to the following application questions. Please limit each response to 250 words or less. Please attach a resume or CV with this application.

- What do you currently think are the most important knowledge, understandings, and/or skills that math educators should possess?

- What major challenge do K-12 math educators face that a methods class should help prepare them for?

Higher Education faculty should respond to these additional questions:

- What are your greatest challenges in preparing math educators?

- What is one task, activity, project of your current methods course that you think best prepares teachers for teaching K-12 math? Describe what this includes?

K-12 staff should respond to these additional questions:

- What are your greatest challenges in supporting math educators?

- Describe the professional development that your school/school system currently provides for math educators. What professional learning do you think will be important to provide moving forward?

If selected I commit to attend all in-person meetings and attend virtual work sessions, and complete tasks assigned outside of meeting time. I am further committed to utilizing the designed course outline in my methods courses during the 2020-2021 academic year. My dean and/or superintendent supports my participation in this collaborative.

_____	_____
Applicant Signature	Date
_____	_____
Dean or Superintendent Signature	Date