Integrating Learning from the Math Support Program on Using Different Strategies in Teaching Basic Math Skills

The purpose of this study is to acquire teachers' perceptions of the impact of the Mathematics Support Program on their current ways of teaching mathematics in their classroom. The information was gathered from teachers of First Nation School who are teaching mathematics. I am a teacher/member of this Math Support Program and am interested in examining the extent to which former teachers perceive that the content, resources, strategies and experiential learning opportunities transferred into their current ways of teaching and learning processes in their classrooms.

The following research questions guided this study.
1. What were teacher’s perceptions of the impact of the PD that they received?
2. How did participating in the PD change teachers’ perceptions of mathematics teaching and learning?
3. How did elements of the PD translate into teachers’ classroom practices?

A written request to the area superintendent of the school division to conduct three interviews with teachers in a First Nation School who participated in Math Support Program in the School Year 2012-2013 was sent with attached letters for the principal requesting to give the letter of Invitation to Participate to the teachers in their school mailboxes, together with the Letter of Consent placed in an envelope. The written request given to the principal of this First Nations’ school is to conduct and interview teachers about the math support program held last school year 2012-2013. The research was conducted during the months of November 2013 to December 2013.

The first three teachers of the group who agree to participate were interviewed. Teachers were invited to participate in interviews that took no more than 60 minutes of their time at a place and time convenient to them to discuss what they have come to understand about themselves, their professional role and/or how it is they can build capacity to support their belief, practices and knowledge in teaching mathematics.

The data are intended to help facilitate future planning and programming in the school and also contribute to the knowledge base that examines the extent to which a program may or may not affect future teacher/administrative practice, along with an assessment of why this might be so.

In this particular study, School In-Service and individual mentoring was provided to elementary mathematics teachers regarding the different strategies in teaching math problems and teaching using manipulatives in different math centers. The Math Support program also focused on enhancing teachers’ mathematics content knowledge on different strategies to use in teaching math.

This session will outline the findings of this research and provide implications for mathematics professional development and growth of teachers.

I am requesting presenting in a paper presentation session.