A Model for Creating Systemic Change in Kentucky

**Context:** What is the social & historical culture within the larger system?

- A Collaborative for Change: The Kentucky legislature, the Kentucky Department of Education, the Educational Professional Standards Board, the Council on Post-Secondary Education, the Committee for Mathematics Achievement, and the Kentucky Center for Mathematics identified the need and are working together to implement a shared vision for improving mathematics education, including a focus on early numeracy.

**Competencies:** What is the shared vision of the skills and knowledge teachers need in order to influence student learning?

- Math Recovery illuminated the need and provided a lens for deepening understandings of content and pedagogy.
  - Math Recovery helped illuminate teachers’ understandings that current perceived competencies were inadequate.
  - Teachers evolved in their content and pedagogical knowledge & skills for developing numeracy.
  - Focused teachers’ attention on student thinking as the basis for instructional decisions.

- State funding ensures that teacher growth and development is ongoing and a legitimate part of the work of MITs.
- State funding is leveraged to develop teacher leadership.
- State funding for the Kentucky Center for Mathematics provides for program evaluation and ongoing support.
  - Centra Meetings
  - Collegial Team Meetings
  - Forum

- Created a community of teachers who are researchers.
- Professional relationships are valued:
  - Collegiality and collaboration
  - Everyone engaged as learners.
  - Teachers share individual struggles and reflect on their learning with collegial support.

- Teacher growth has a ripple effect
  - Mathematics Intervention Teachers are passionate about sharing with colleagues.
  - Colleagues are receptive to learn what works.

- Goal: Teacher growth for improved student numeracy

**Conditions:** What is the external architecture surrounding student learning?