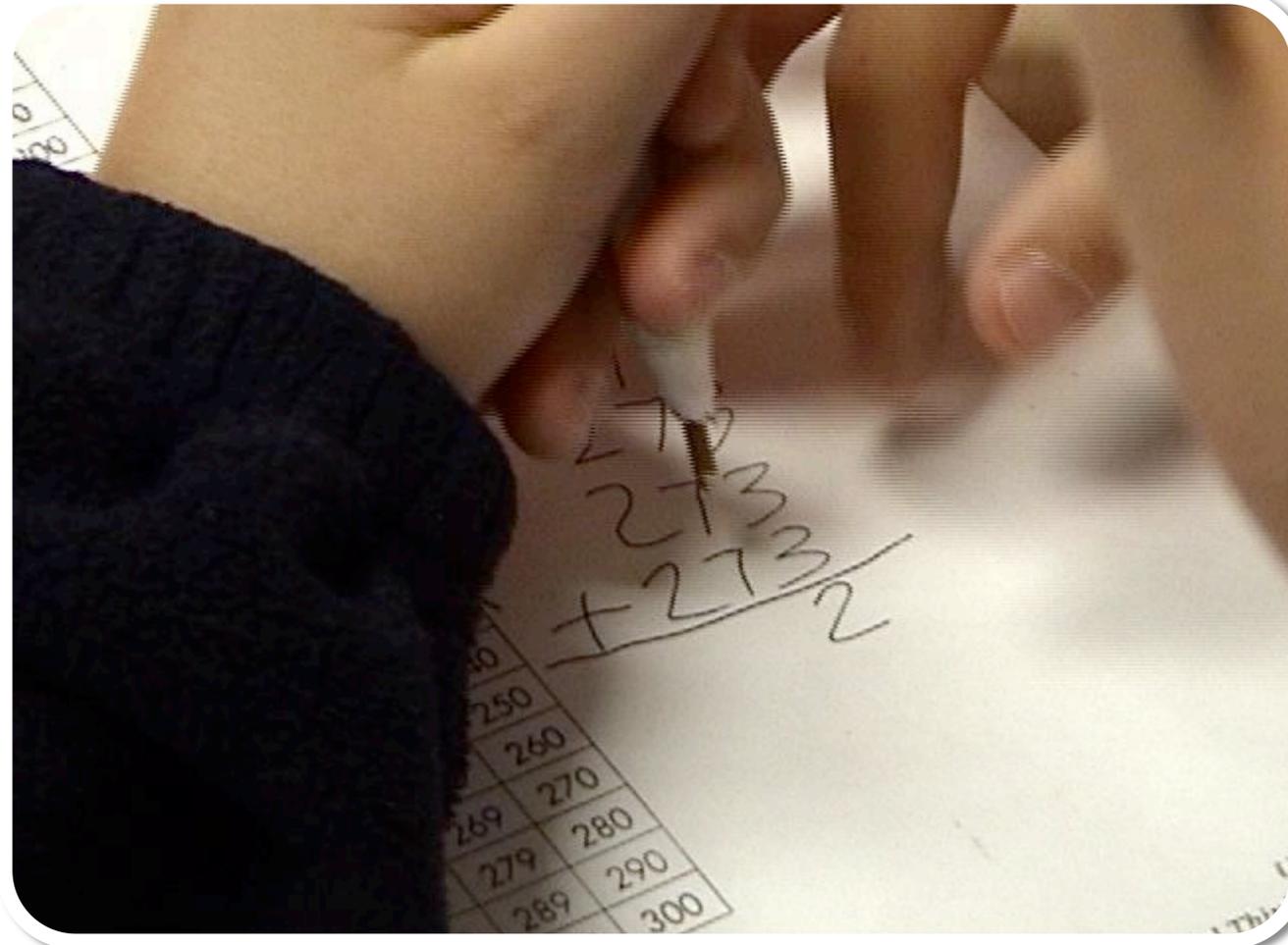


# HELPING STAFF DEVELOPERS: Improve Math Education for Students with Disabilities



Babette Moeller, bmoeller@edc.org  
Amy Brodesky, abrodesky@edc.org  
Lynn Goldsmith, lgoldsmith@edc.org



## Initial Findings\*

Aspects of facilitation with which participating staff developers reported discomfort:

- Responding to participants' questions about students with disabilities.
- Creating a respectful and supportive community for collaboration between special educators and general/math educators.
- Providing written feedback to participants on their assignments.

Aspects of facilitation in which participating staff developers reported feeling only somewhat prepared:

- Helping participants identify the mathematical goals of lessons.
- Responding to participants' questions about mathematics.
- Engaging participants in solving and discussing math problems.
- Helping participants understand mathematics content.
- Providing written feedback to participants on their assignments.
- Modeling instructional practices that make math accessible to all students.

Areas for facilitator support that emerged from our observations:

- How to facilitate discussions about videos.
- How to be a leader of a group of teachers in a way that is comfortable to the facilitators and participants in the professional development.
- How to manage time.
- Understanding the learning goals of the professional development.
- Ways of working together as co-facilitators.

\*Based on the implementation of the Addressing Accessibility in Mathematics and the Math for All programs by four teams of staff developers in four different school districts.

## Goal

Investigate the kinds of supports that are needed to develop the capacity of teacher leaders to effectively implement two curriculum-based professional development (PD) programs (Addressing Accessibility in Mathematics and Math for All) in their districts.

## Phase 1 Pilot Study

We are currently conducting a small-scale pilot study that involves the implementation of each of the two professional development programs by teams of facilitators in five different school districts. The study is designed to help us identify areas in which facilitators need support. Our findings will inform the development of facilitator support materials.

