

The Logistics of Your MTC: Successful Models

Logistics Overview

- General structure of your MTC
 - Workshops
 - Academic-Year Meetings
- Online presence
- Administration of your MTC

General Structure

- Workshop
- Academic-Year Meetings

Workshop

- Intensive experience focused on mathematics and creating community
- Recommended as the initial “big event” for a new MTC
- Length can vary from 1 to 5 days
- Supported MTCs should plan on at least 3 full days, with the Circle Mentor helping out for the first 2 days

Academic-Year Meetings

- 6 to 8 per year
- Usually 2 to 3 hours long, including a meal and 1.5 to 2 hours focused on doing mathematics

Three Examples of MTC Structure

- MTC of Austin, Austin, TX
- North Louisiana MTC, Shreveport, LA
- Casco Bay MTC, Falmouth/Portland, ME

MTC of Austin

- <https://sites.google.com/site/mtcaustin/>
- Founded 2010
- Recruitment events
 - Held three spring meetings for practice and to recruit participants

MTC of Austin

- Workshops
 - Held a 5-day residential immersion workshop in Summer 2010, sponsored by the Educational Advancement Foundation
 - All expenses paid and Continuing Professional Education units available; no stipends
 - In subsequent years, 1- to 2-day kickoff workshops in August to get people excited about the upcoming year

MTC of Austin

- Academic-year meetings:
 - 7 meetings per year (3 fall, 4 spring)
 - Held on UT Austin campus
 - 6-8 p.m. on Thursday evenings
 - Dinner first, then math session starts at 6:30 and runs until 8
 - Continuing Professional Education units available
 - Free parking!
 - Typically have 20-25 participants
- Discussion of classroom connections is informal during year and more formal during summer

MTC of Austin

- Support for academic-year meetings now primarily comes from the UT Austin math department and outreach portions of faculty grants

North Louisiana MTC

- <http://www.mathteacherscircle.org/member-circles/nlmtc/>
- Founded 2010
- Recruitment events
 - One fall and one spring
 - Invited some key administrators as well as teachers
 - Press releases led to a radio interview and newspaper article about the group

North Louisiana MTC

- Workshop
 - Held a 4-day nonresidential immersion workshop in Summer 2010 funded by the Foundation for the Mid South
 - Teachers received stipends of \$100/day (consistent with local norms)

North Louisiana MTC

- Academic-year meetings
 - 6 per year
 - Held on LSU Shreveport campus
 - 5-8 on Mondays
 - Start with a catered meal
 - Time for teachers to discuss what they've tried out in their classrooms
 - Then math session
 - Often have a door prize or take-home goodies
 - Typically have 20-25 participants

Casco Bay MTC

- <https://sites.google.com/a/falmouthschools.org/casco-bay-math-teachers-circle/home>
- Founded 2011
- Recruitment event in Spring 2011
- Workshop: One day workshop in Summer 2011

Casco Bay MTC

- Academic-year meetings
 - 5-6 per year
 - Held on the University of Southern Maine campus
 - 4-6:30 on Wednesdays
 - Pizza, sandwiches, or light refreshments
 - Start with a game for about 20 minutes, then a quick debrief, and then a teacher and a mathematician co-lead the session for 2 hours
 - Team meets 3-4 weeks before each session to do a dry run of the problem, plan the pacing, and talk about the next session
 - Typically have 20-30 participants
 - Some are from a group of teachers that used to meet prior to learning about MTCs

Workshop variations

- Away workshop (residential in another location)
 - Albuquerque (Taos), Colorado Springs (Breckenridge or Estes Park), New York (Bard College), Philadelphia and Tulsa (nearby retreat centers)
- Summer workshops open to both new and experienced participants
 - Albuquerque, Denver, Bay Area Circle for Teachers, AIM
- One-day weekend workshops open to all
 - AIM, Albuquerque, Austin

Academic-year meeting variations

- Meet on Saturdays to get around transportation hurdles
 - Denver, Hawai'i, San Diego
- Meet at different locations to be closer to different people

Pedagogical component

- How might MTCs dovetail with other professional development opportunities available to teachers in our area?
- What else can our MTC do to support teachers' needs?

Pedagogical component ideas

- Primarily informal
- Semi-formal discussion of what teachers have tried since the last MTC meeting
- Discussion of pedagogical aspects of MTC session
- Last part of MTC session devoted to classroom connections, connecting to the Common Core, and/or teacher-led presentations/discussions
- Separate meetings devoted to discussing implementing more problem solving and inquiry-based practices
- Teachers create lesson plans based on MTC sessions

Online Presence

- Every MTC should have at least a website and an email list.
- Some have discussion groups (sometimes integrated with email list)
- Also consider social media

MTC Administration

- Arrangements with math session leaders
- Managing email list (e.g., invitations and reminders)
- Managing website/online presence
- Meals/food
- Materials and supplies
- Teacher credits
- Tracking data (e.g., participation, basic surveys)
- Finances (e.g., honoraria, reimbursements)

Administration Models

- Divide tasks among team (possible)
 - Works best if assignments are clearly defined
- Find someone to be your MTC's administrator (recommended)
 - Departmental staff person
 - Student worker
 - Volunteer (e.g., an AAUW member, a retired teacher, etc.)

Administration Time Commitment

- Estimated time commitment for MTC administration:
 - 10 hours per academic-year meeting
 - Variable hours for workshop, depending on length, whether it is residential or non-residential, etc.
- Checklists and a job description are available on the website

Logistics Discussion Guide

- After completing the logistics discussion guide, you should be ready to share:
 - Dates, location, and draft schedule for your workshop
 - Dates and location for your academic-year meetings
 - Your plan for your MTC's online presence
 - How you will handle the administration of your MTC