

How do you purposefully advocate with your mathematical curriculum?

Mr. Greg P. Lakey, NBCT



As we wait for attendees.....

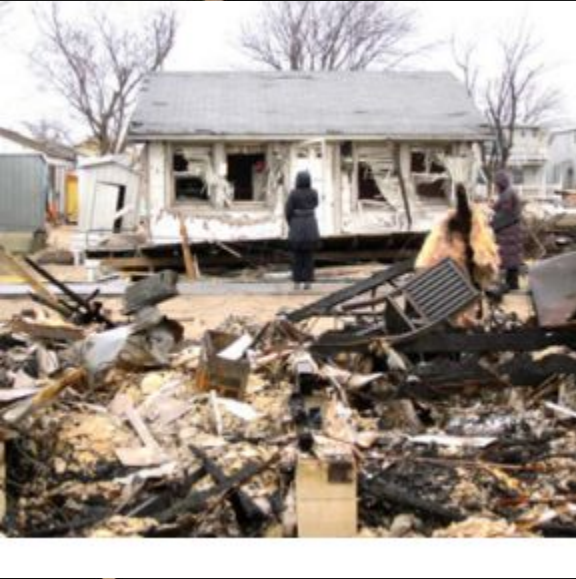
What exactly do you think I mean when I say to “purposefully advocate with your mathematical curriculum”?

Click on this link to access a padlet where you will record your answer and read/respond to others.

Make sure you include your Name, Title and Organization of Employment above your response.



Today's Challenge



**Open to
vulnerability**



**Honest with
yourself**



**Welcome the
“Push Back”**

Agenda

- ◆ Waiting for Attendees opener
- ◆ Challenge of the Day
- ◆ “Who Am I”
- ◆ Case study
- ◆ “Who are you and why should you lead?”
- ◆ How to advocate Tip #1
- ◆ Break #1 (If necessary)
- ◆ Marriage/Dating Relationships
- ◆ Leadership Relationships
- ◆ How to advocate Tip #2
- ◆ 3 Strengths/Weaknesses
- ◆ Thoughts from the collective
- ◆ Break #2 (If necessary)
- ◆ “We have always done it this way”
- ◆ How to advocate Tip #3
- ◆ Exchange of ideas and resources
- ◆ Tip #1 - Wrap Up
- ◆ Tip #2 - Wrap Up
- ◆ Tip #3 - Wrap Up
- ◆ Personal/Professional Growth Readings
- ◆ Closing

“Who Am I”? Who am I at my core and why I should lead?

“Who Am I Exercise”.



Clarity

“Open, Honest communication is the single greatest factor that causes U.S. workers to stay longer with an employer an increase their work performance.”

(Trust Edge Leadership Institute, Trust Outlook)

Case study: What are your thoughts

- **Clarity:** Information is missing from my case study. What are your thoughts as to what they could be? How would you have addressed this scenario?

[Click on this link for individual copy of Case Study.](#)

[Click on this link to share your thoughts/views.](#)

Present your thoughts in Alphabetical order of your last names.

My Personal Anecdote (Case Study)

- Created, implemented, published and received A-G approval for 2 math courses at a charter school in 2013
- Both courses were devised with a heavy emphasis on “exploration” integrating different types of technology
- Test scores were good, but the matriculation rate of students that took the Accelerated course and Remedial course were outstanding.
 - 80% of students that took a class I instructed did not fail another high school math course.
 - No one look into this data but me.
- In 2019 final conversation were being had about the opening of a 2nd high school (In 2019 the organization had 1 high school and 2 middle schools).
 - The math department was to adopt a uniform curriculum
 - All course being developed organically and authentically was not sustainable for the org or the educators
- The math department had dedicated about 5 months of research into curriculums
- We were then told to scrap our research and be prepared to adopt a curriculum we had never heard and had not fully developed a high school pathway.
- I was a strong advocate for keeping the current ‘exploratory” 9th grade accelerated course (So was the Mathematics Department Chair) and pushed back on a variety of answers that were not clear.
- The 8th grade mathematics position opened up at one of the organizations middle schools and my name was passed on.
- I am a black, male, National Board Certified, 16 year veteran, that was advocating for students.
- Why was I let go so easy? How would you have handled this situation? What message did I miss?



“Who are you” Exercise

- ❖ Who are you and why should you lead?

Click on this link to access this exercise. Rename the document once the copy has been made for you.

Present your thoughts in Alphabetical order of your last names.

How to purposely advocate with your curriculum - Tip #1
(Advocate for your educators!!)

“Lean into the Mathematical expertise of your educators!”

Curriculum itself does not lend to engagement and high test scores. All organizations need people to instruct said curriculum.

If your teachers are being creative in their pursuits to educate students; lean on their expertise and support their authenticity.



Break #1 (5 minutes)



Relationships (Marriage/Dating)

What is the key to making Marriage/Dating Relationships work?

Honesty

Compromise

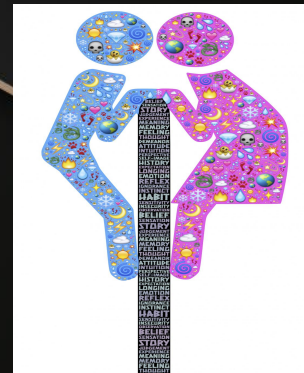
Patience

Listening

Laugh

Communication

Balance



Leadership Relationships

**What is the #1 reason people give for wanting to work for an organization?
(Trust Edge Leadership Institute, Trust Outlook)**

Raises
Possibility of upward mobility
Good Benefits
Trusted Leadership
More Autonomy
Enjoyable Work Environment

“When employees trust senior leadership, they offer more ideas and solutions, are better team players, and are significantly more loyal.”

(Trust Edge Leadership Institute, Trust Outlook)



**How to purposely advocate with your curriculum - Tip #2
(Advocate for your educators!!)**

“Demonstrate trust to those you lead!”

Curriculum itself does not lend to engagement and high test scores. All organizations need people to instruct said curriculum.

Pandemic teaching highlighted the need for trust amongst the teacher/student dynamic more than ever before.

Educators had to be extremely creative in cultivating and maintaining relationships with our students. If we did not, they would not log in.

**How to purposely advocate with your curriculum - Tip #2
(Advocate for your educators!!)**

“It is very difficult to expect those that follow you to trust your mission/process/vision, if you have not demonstrated trust to them.”

- Mr. Lakey

Trust in your biggest expense when advocating through your curriculum! In what ways does your organization/your decisions demonstrate “trust” to those you lead?

Click on this link to access the Padlet where you will record your answers and respond to others.

Make sure you include your Name, Title and Organization of Employment above your response.



Demonstrating Trust Successes and Attempts

Thoughts from the Collective

Successes

- Avoid Micromanaging
- Created Space for community building
- Listening
- Seeking input
- Opportunities for leadership
- Feedback

Attempts

- Requiring Professional Learning
- Too much too quickly
- Not listening
- Was not aligned
- Pointing to evidence contrary to their beliefs

Trust is not something you can “gain” from once a year gestures, trust is built on the little things you do and say everyday.

“We have always done it this way.”

As a leader of your mathematic communities, what does this mean?

(Type your responses to this question in the chat and/or state them verbally - I will type statements for conversational purposes.)

- **Fear of change**
- **Resistant**
- **Too busy**
- **Comfortable with the status quo**



“We have always done it this way.”

When was the last time you/your teachers actively conversed with teachers/students about their mathematical interest?

What were some of the statements/topics/points of concern that were mentioned?

What attempts have been made to integrate their voices?

Break out room conversations (Groups of 4)

10 minutes total

2 minutes Individual think time (if needed)

2 minutes for each person to share information

Present your thoughts in Alphabetical order of your last names.



**How to purposely advocate with your curriculum - Tip #3
(Advocate for your students!!)**

“Incorporate student Voice!! They are telling you what they need.”

“Engagement” is what we want from them, but what are we giving in exchange?

**The only way to increase engagement is through trust.
You gain trust by actively listening and following through on your word.
How often have you/your organization followed through on commitments made to students in your mathematic courses?**

Personal Anecdote - Following through on commitments



Thought Partners (An Exchange of Ideas and Resources)

What resources have you utilized/plan to utilize when incorporating Mathematical “exploration” and Equity based practices?

[Click on this link to access the spreadsheet where you will share ideas and resources related to Mathematical “exploration” and Equity based practices for your students.](#)

12 minutes total

Share your thoughts/resources in Alphabetical order of your last names.



The Wrap Up - **Trust** is the thread that binds all of the Tips!

Advocate for your Educators!

1) “Lean into the Mathematical expertise of your educators!”

Ways to strengthen this ideal

- **Create a plan for continuous learning (professional and personal)**
 - Devise book clubs on similar interests
 - Urge all employees to find out of the city professional developments
 - Meeting with like minded people in new places can be very refreshing
- **Create mentorship possibilities**
 - Everyone is and has a mentor
- **See all of your mathematics instructors as pathways, not blockades to your goal**
 - Opposing points of views are needed when whole scale change is being made

“Trusted Leader

8 Pillars that Drive Results” Dave Horsager



The Wrap Up - **Trust** is the thread that binds all of the Tips!

Advocate for your Educators!

2) “Demonstrate trust to those you lead!”

Ways to strengthen this ideal

- **Practice the L.A.W.S of compassion**
 - **Listen**
 - **Appreciate**
 - **Appreciation should be specific, personal, and authentic**
 - **Wake Up!**
 - **Be mentally and physically present**
 - **Serve others**
 - **Place your teacher’s interests first (if their interests make them better as people and/or better as educators)**

“Trusted Leader

8 Pillars that Drive Results” Dave Horsager



The Wrap Up - **Trust** is the thread that binds all of the Tips!

Advocate for your Students!

3) “Incorporate student Voice!! They are telling you what they need.”

Ways to strengthen this ideal

- **Make it a point to Implement activities that aid in student ownership**
 - **Maker Spaces, Utilizing Real Time Data, Manipulating Mathematical Equipment, Grants for “Exploration” based field trips, Financial Literacy**
- **Incorporate Equity based practices**

I.C.U.C.A.R.E Model

“A Framework for Equity in the Math Classroom”

- ★ **Include others as experts**
- ★ **Be Critically conscious**
- ★ **Understand your students**
- ★ **Use Culturally relevant curricula**
- ★ **Assess, activate, and build on prior knowledge**
- ★ **Release control**
- ★ **Expect more**

Growth Readings

- 1) Choosing to see**
A Framework for Equity in the Math Classroom
Pamela Seda & Kyndall Brown

- 2) Trusted Leader**
8 Pillars that Drive Results
Dave Horsager

Survey and Contact Information

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[Link to Survey](#)

[Link to Synopsis Document \(This document contains links to all activities and the summation of the 3 main points.\)](#)