



Faculty Development and Engagement Opportunities

The Statway program offers faculty numerous opportunities for faculty development and engagement. The Faculty Support Program (FSP) prepares and supports new faculty to teach Statway. Additionally, online resources provide continued instructional improvement and opportunities for professional development and learning. The collaborative structure of Statway allows Faculty to work and learn together in order to improve the curricular materials, pedagogy, and instructional tools.

Faculty Support Program

The Faculty Support Program (FSP) is a faculty development program designed to prepare and support faculty who are new to teaching Statway. Because Statway's curricula and pedagogy are different from traditional math instruction, new faculty study Statway from a curriculum perspective, a pedagogical perspective, and a student perspective. The support program lasts about 12 - 15 months (from assignment to teach through first year of teaching). There are three primary components of the FSP:

- **Faculty Mentoring:** Each new faculty member is assigned a Faculty Mentor. This experienced and successful Statway faculty has significant experience and interest in faculty mentoring and professional development. Each Faculty Mentor works with a group of 10 to 15 new faculty and fosters a supportive community in which ideas are shared and questions are answered.
- **Online resources/activities:** The FSP includes an online preparation course, the Pathways Online Preparation (POP) course, that introduces new faculty to the Pathways Networked Improvement Community, Statway's curriculum and assessments, Statway's instructional approach and key instructional routines, Productive Persistence and specific teaching practices to support student engagement, and resources for setting up and managing the online course. The POP modules include a variety of interactive and informational activities, such as videos of Statway classrooms and analysis of curriculum materials. The POP is designed to take approximately 10-15 hours.
- **Intensive workshops:** The final component of the FSP are face-to-face professional development workshops, such as the National Forum or selected regional meetings, in which faculty mentors and Carnegie Foundation staff conduct intensive training in implementing Statway curriculum, instruction, and productive persistence interventions.

Upon completion of the program, faculty will earn the Carnegie Pathways Teaching Certificate, which signifies their preparation to teach Statway and their participation in this faculty development program. Finally, participating faculty will be given an opportunity to provide feedback and contribute to the improvement of the faculty support program.

Professional Learning Activities

All Statway faculty can join active faculty-driven networks who work collaboratively and focus on professional learning. These committees currently include:

- **Curriculum Committee (C²):** The Curriculum Committee is a team of faculty dedicated to improving the curriculum and building their curriculum knowledge. For each release, the Curriculum Committee decides which issues are the highest priority and leads the execution of the improvements.

- **Assessment Team (A-Team):** The A-Team is a growing group of faculty who aim to improve all facets of the assessment materials and processes. The A-Team is currently working on several projects, including improvement of the summative assessments and module item banks.
- **Staying Strong:** Staying Strong is a learning community that develops and tests strategies to help maintain student engagement, motivation, and persistence. It has helped improve student habits and mindsets, and build faculty leadership skills, capacities for instructional change through testing and reflection, and commitment to helping the network learn and improve practice.
- **Framework for Improving Teaching (FIT):** The FIT is a guide that supports the creation of instructional learning opportunities to help faculty develop teaching practices in effective problem-based and responsive instruction. Small groups of faculty tested specific practices in inquiry cycles to develop the FIT. Facilitated by an expert professional developer, these small groups plan how to apply the FIT practices in specific lessons and then reflect on their teaching in order to develop understanding and fluency in the practices, and contribute to the improvement of the FIT tool and the curricular materials.

Additional Opportunities for Faculty Collaboration

Beyond curriculum committees, faculty collaboration happens through the online platform and specific face-to-face opportunities, including:

- **Winter Institute:** Each January, the Winter Institute brings together leadership teams from new Statway colleges, including administrators and faculty, along with colleges that are interested in learning more about Statway. The Institute provides an overview of Statway and helps prepare colleges to launch it at their campus.
- **National Forum:** Each summer, the National Forum provides an important opportunity to reconnect with and make new colleagues and friends, to critically examine our results, and to set priorities for the work ahead. Breakout sessions allow participants to prepare for another year of teaching through professional development opportunities, learn from others, and share challenges and solutions.

Professional Development: Assessment Writing

The Assessment Team regularly offers a professional development course in Assessment Literacy. Faculty improve their skills in writing assessment items and compiling high quality overall assessments. They have the chance to learn collaboratively with faculty all over the country and become assessment leaders for Statway and their institution. Assessment Literacy is a 6-week online course that culminates in a final activity that directly benefits the Statway community. Major course topics include: diverse item types, characteristics of high quality assessment items, understanding depth and rigor of items, purpose of assessment and alignment, reliability and validity, and assessment construction.

Online Resources for Professional Development

For all Statway faculty, we offer online resources targeting two key pedagogical and Productive Persistence areas: (1) Starting Strong--interventions and instructional practices for establishing a classroom culture that promotes student motivation, persistence, and mathematical engagement in the first 3-4 weeks of the course, and (2) Collaborative Learning--the primary activity structure of Statway classrooms. These resources include:

- Videos of Statway instruction as well as implementation materials.
- Interactive video PD resources that engage faculty in Productive Persistence, the Learning Opportunities, and the Problem Cycle

- FAQs answered by both the Advancing Quality Teaching team and Faculty Mentors on common topics (e.g., homework completion, fostering students' productive struggle, lesson pacing)
- A discussion board for faculty to communicate across the network
- Helpful tips for navigating our online platform