

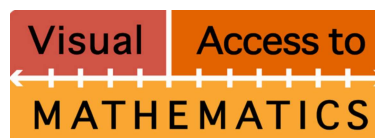
Visual Access to Mathematics: A Professional Learning Course

Are you a grade 7 mathematics teacher? Do you have students who are English learners/multilingual learners in your classes?

The Connecticut State Department of Education, in partnership with REL Northeast & Islands, invites **grade 7 mathematics teachers** who teach students who are English learners/multilingual learners in one or more of their mathematics classes to participate in this **free professional learning course** as part of a research study.

By participating in the **Visual Access to Mathematics** professional learning course you will:

- Engage in mathematics tasks to deepen your understanding of using visual representations, such as double number lines, for grade 7 proportional reasoning content.
- Integrate mathematics problem solving and language strategies to support English learners/multilingual learners in your mathematics classroom.
- Learn about interactive online tools to enhance mathematics learning.
- Collaborate and network with teachers from across Connecticut.



Additional Benefits

- **Experts:** Learn about the research-based mathematics strategies for English learners/multilingual learners from state and national experts.
- **Stipend:** Earn a \$325 stipend for completion of project research activities.
- **Graduate credit:** Option to earn graduate credits for a fee.

Visual Access to Mathematics Structure for 2023–2024 School Year

Institute

Three-day in-person workshop
Aug. 15–17, 2023
Location: TBD in Connecticut

Online Sessions

Six school-year sessions with
asynchronous activities and small-
group videoconference meetings

Online Workshops

Two two-hour videoconference
school-year workshops

PROVEN RESULTS

This course for teachers was developed by a team of experts from the non-profit Education Development Center in collaboration with mathematics teachers, mathematics coaches, and English learner specialists.

A prior study of this course demonstrated impacts on teachers' preparedness for working with English learners/multilingual learners in the mathematics classroom, their preparedness for using mathematical visual representations, and their ability to interpret students' mathematical thinking.

Research Details

- Visual Access to Mathematics is being offered as part of a research study.
- Participating teachers will be randomly assigned by school to engage in Visual Access to Mathematics in either the 2023–2024 or 2024–2025 school year.
- All teachers will contribute to the research component in the 2023–2024 school year and receive the stipend.

Interested?

- Complete this [interest form](#) or access the link by scanning the QR code
- Attend an information session
- Share this flyer with your colleagues



Questions? Contact Jennifer Michalek (Jennifer.Michalek@ct.gov) or Megan Alubicki Flick (Megan.Alubicki@ct.gov).

This opportunity is made possible through a collaboration with the Connecticut State Department of Education and several educational professional organizations, including Associated Teachers of Mathematics in Connecticut (ATOMIC), Connecticut Administrators of Programs for English Language Learners (CAPELL), Connecticut Council of Leaders of Mathematics (CCLM), Connecticut Association of Latino Administrators and Superintendents (CALAS), and Association of Mathematics Teacher Educators of CT (AMTEC).