The M3T Noyce Track 3 project builds on an improvement, despite increased state support for such roles control, and autonomy connectedness of people and place that is reflective of the region. West Virginia serves as a unique context as a primarily rural state in a background of Mathematics Education in West Virginia.

**M3T: Supporting Teacher Leadership & Networked Improvement of Mathematics Education in West Virginia**

Matthew Campbell, Principal Investigator, West Virginia University
Joanna Burt-Kinderman, Co-PI, Pocahontas County (WV) Schools
Ela Celikbas, Co-PI West Virginia University
Jessica Deshler, Co-PI, West Virginia University

**Building a Statewide Network**

At the center of the network are middle and high school mathematics teachers who have been selected as M3T Noyce & Mountain State Fellows

- Across three cohorts, we currently support 43 Fellows representing 29 county school districts from across the state.

As a statewide, research-practice partnership, the M3T network also includes participation from other education stakeholders:

- Administrators and coaches from participating schools and districts
- Project leadership and supporting faculty, researchers, and staff at WVU
- Additional teachers participating in local improvement teams led by M3T Fellows in their local schools or districts (currently more than 80 additional teachers in the 2022-2023 school year)
- Staff from the West Virginia Department of Education

Through the work of this network, we are interested in building on and contributing to scholarship and practice on NICs, focusing on improvement in mathematics classrooms as well as the development of teacher leadership and agency in educational contexts.

**Project Research and Evaluation**

The M3T Noyce project research team, along with our external evaluators from WestEd, are working to pursue the following questions connected to this work:

**Key M3T Research and Evaluation Questions**

- What are M3T Fellows’ perceptions of the program as it relates to the effectivenss of their own teaching, their ability to serve as teacher leaders, and their overall job satisfaction?
- What are participating teachers’ and administrators’ perceptions of the M3T program as it relates to improving teaching and learning in their respective buildings?
- How do M3T Fellows’ identities as mathematics teachers and mathematics teacher leaders evolve over the course of the program?
- How do systemic (school-, district-, and/or state-level) factors foster or hinder the development of a culture of mathematics teacher leadership, defined by teacher agency and voice in improvement efforts and professional development?
- How do M3T Fellows and other participating teachers make sense of and make claims about student learning and instructional improvement based on data?

**Next Steps and Ongoing Work**

**Programmatic**

- Resuming peer classroom visits
- Expanded interactions with other stakeholders in the network
- Continued and expanded data collection plans to inform and monitor various aspects of the network’s improvement
- Developing structures to “advance” the learnings of the network through dissemination

**Research**

- Continued data collection and analysis to inform teacher leadership research—Fellow journaling, focus groups, and interviews
- Case studies of Fellows and districts
- Social network survey

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