

DEPARTMENT OF CURRICULUM AND INSTRUCTION
COLLEGE OF EDUCATION, CRIMINAL JUSTICE, AND HUMAN SERVICES (CECH)

SUMMER RESEARCH OPPORTUNITIES FOR UNDERGRADUATE students

APPLICATION DEADLINE: 03/01/2024

PROJECT TITLE: Understanding Mathematics Specialists' Social Identities: A Systematic Literature Review

Evthokia Stephanie Saclarides
College of Education, Criminal Justice,
and Human Services
Teachers-Dyer Complex
2610 University Circle
Cincinnati, OH 45221
saclares@ucmail.uc.edu
Phone: 847-212-1038

Project Description

As part of a larger project, we are in the process of conducting a systematic literature review to better understand the research landscape surrounding mathematics specialists. The research team has already gathered the empirical articles which form the data corpus.

Mathematics specialists are individuals who work in leadership roles to advance mathematics teaching and learning in schools. Typically, mathematics specialists provide professional development to support the teaching and learning of mathematics.

As part of the proposed project, we would like to better understand the social identities of mathematics specialists who are featured in the extant research base. We use the lens of social identities in accordance with Gutiérrez (2009) who noted the importance of personal, cultural, and linguistic influences. Hence, for our identity analysis, we attend to mathematics specialists' social identities in preK-12 settings. By unearthing patterns around social identities we can illuminate (in)equitable representation, distribution, or placements of mathematics specialists (coach, interventionist, teacher leader). To unpack how mathematics specialists' social identities influence their work, our analysis will draw on Smith's (2007) social identities framework. We will use the categories (e.g., Race, Ethnicity, and Gender; Smith, 2007) to code and analyze the literature. The compilation of these identities as applied to mathematics specialists will ultimately serve as our coding key. We will organize our data within a table that will allow us to detect trends and patterns. We hypothesize that most mathematics specialists will be middle class, white females, mirroring the overall teacher population. This is problematic as

these social identities are drastically different from the student population served (e.g., Carter et al., 2019; Ingersoll, et al., 2018).