



## **Professional Learning through Presenting Professional Development**

### **An Interview with Rose Castaneda Starke, 7<sup>th</sup> Grade Mathematics Teacher, Rosewood Park School – Montebello Unified - UCLA Mathematics Project**

By Kyndall Brown, Director, UCLA Mathematics Project

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An Interview with Rose Castaneda Starke, 7<sup>th</sup> Grade Mathematics Teacher, Rosewood Park School – Montebello Unified  
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“UCLAMP has given me the confidence and support to explore and develop my leadership potential both at UCLA and other professional opportunities.”

In the fall of 1996, Rose Starke started her development as a UCLA Mathematics Project (UCLA MP) teacher leader by attending a two-week leadership institute for elementary teachers. Three months later, Rose started doing professional development for UCLAMP and was on her way to becoming one of UCLAMP’s strongest teacher leaders. Rose has since presented professional development workshops at a variety of locations and for multiple grade levels representing UCLAMP.

Since 1996, Rose has grown as a teacher leader for UCLAMP, expanding her leadership role and responsibilities to working with teachers across Los Angeles Unified School District (LAUSD). For example, in 2001, UCLAMP received a multi-million dollar grant from the State of California to partner with LAUSD to provide professional development for 10,000 K-2 teachers to support the implementation of their newly adopted textbooks. As a teacher leader with great organizational and coordination skills as well as deep content and pedagogical knowledge, Rose was hired as a local district coordinator in support of this implementation. In this role, Rose coordinated a series of one-week professional development institutes, organizing all aspects of running this professional learning opportunity, from finding locations to training presenters and scheduling follow-up sessions.

The longer Rose works with the UCLAMP, the more she grows as a teacher leader in mathematics instruction. For the last five years, Rose has directed the UCLAMP’s New Teacher Mathematics Methods Institute, working with new secondary mathematics teachers. Through this institute, Rose exposes these new mathematics teachers to what it means to teach mathematics for understanding, as well as providing them with strategies for working in urban schools. Additionally, Rose has participated in the UCLAMP Young Mathematician’s Institutes as an instructor for K-8 students in mathematics enrichment activities designed to engage students in practical applications of mathematics. Lastly, and more recently, Rose has supported UCLAMP as a presenter for professional development in Cognitively Guided Instruction (CGI). CGI is a method for teaching mathematics that assists teachers in using their student’s thinking to guide instruction. With Rose’s support, UCLAMP is now able to expand their offering of CGI professional development to a wider audience.

When asked how UCLAMP has helped to develop her leadership skills, Rose replied, “Repeatedly, I’ve been pushed past my comfort zone, but have been guided through my growth every step of the way. Going through the two week math institute so early in my teaching experience changed the course of my career for the better. Not only have I grown professionally, but have developed a strong network of friends I like to think of as my math family.”