I am Dr. Victoria Cohen, from Farmington. I am here to testify in support of LD 2175, and to suggest the addition of a Math Specialist Certification within Chapter 115. My fellow colleagues on the State Board of Education have worked long and hard to review and revamp Chapter 115, and I commend them in their work. I became a member of the State Board of Education after the work was completed. When I read through Chapter 115 before the period of public comment this last October, I noted that in the list of possible certificates, there is one for a Literacy Specialist (092), but none for a Math Specialist.

As a Math Specialist who has worked for decades with teachers and students around the state, I have seen a clear need for more educators in this position. As the Chair of the Department of Education's Numeracy Advisory Council, I can attest to the value of Math Specialists, in that they have a depth and breadth of knowledge of math education that benefits students, teachers, families, and administrators. Students need the interventions and extensions that a math specialist can give; teachers need the support that a math specialist can give; parents need the teaching that a math specialist can give; and administrators need the guidance that a math specialist can give.

This Math Specialist Certificate would bring attention to the possibility of this position, as the Literacy Specialist Certificate does for that field. This Certificate uses similar language to that of the Literacy Specialist Certificate, and would be an easy addition to Chapter 115. I hope that through the creation of the Math Specialist Certificate, this position is lifted up and highlighted, for the need is great. This Certificate would not negate the qualifications of those who are already in the position; it is simply to answer the question for those asking how they could become a Math Specialist.

With all the work that the Department of Education is doing in numeracy, the inclusion of the Math Specialist Certificate comes at the perfect time, as we aim to bolster math education throughout the state. Future Math Specialists will be in place to support, guide, and teach – once trained as such – which is why I enthusiastically advocate for the addition of the Math Specialist Certificate. Thank you for your time and consideration of this Certificate.

1.1X Certificate XYZ: Mathematics Specialist:

A. **Function:** This certificate allows the holder to diagnose, instruct, or evaluate pupils needing corrective or remedial instruction in mathematics and numeracy, in addition to or in lieu of that provided by the classroom teacher. The holder of this certificate is not limited to providing services only to those persons who need corrective or remedial instruction.

B. **Eligibility:** Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by one of three pathways. Individuals who are not eligible through any of these pathways may be eligible for a conditional certificate, in accordance with Section 1.13.B.4, below, and Part I Section 6.6 of this rule.

1. Certificate Eligibility Pathway 1

(a) Successful completion of a program approved for mathematics specialists, together with a formal recommendation from the preparing institution;

(b) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule; and

(c) Completed an approved course for teaching students with exceptionalities in the regular classroom.

2. Certificate Eligibility Pathway 2

(a) Holds a professional teaching certificate with a subject area endorsement or a minimum of 2 years of teaching experience;

(b) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule;

(c) Earned at least a master's degree in mathematics or mathematics education from an accredited college or university, in accordance with Part I Section 6.1 of this rule; and

(d) Earned at least three graduate semester hours for a mathematics clinic.

3. Certificate Eligibility Pathway 3

(a) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule;

(b) Completed a minimum of 2 years of teaching experience;

(c) Completed a minimum of 24 graduate semester hours in mathematics or mathematics education;

(d) In addition to (c) above, earned at least three graduate semester hours for a mathematics clinic;

(e) Completed a minimum of three semester hours in diversity-centered content related to today's schools (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods); and

(f) Completed an approved course for teaching students with exceptionalities in the regular classroom.

4. Conditional Certificate

(a) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule;

(b) Completed a minimum of nine graduate semester hours in mathematics; and

(c) Holds a professional teaching certificate with a subject area endorsement or a minimum of 2 years of teaching experience.