

TRANSITIONING INTO MATHEMATICS CURRICULUM LEADERSHIP:
A STUDY OF HOW A GRADUATE DEGREE PROGRAM
INFLUENCED LEADERS' VIEWS, ACTIONS, AND RESPONSES

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ABSTRACT

The purpose of this study was to explore how a mathematics curriculum leadership graduate degree program influenced seven participants' views and actions as they transitioned into new mathematics curriculum leadership roles. The graduate degree program was designed to support leaders from a specific school district to develop knowledge and competencies related to K-12 mathematics curriculum design, analysis, implementation, and evaluation as well as leadership.

Results revealed the mathematics curriculum leadership graduate degree program facilitated the development of specialized knowledge about mathematics curriculum and leadership. The mathematics curriculum leaders changed their views of leadership, how they perceived themselves as leaders, and how they perceived their colleagues' views of them. The mathematics curriculum leaders assumed new leadership roles and responsibilities and the program influenced how they approached situations that required leadership (e.g., conflict and communication with colleagues) as well as challenges. Based on the unique design of the graduate degree program, the mathematics curriculum leaders drew on the support from other participants in the program.