

## ICTM Candidate: Short Bio and Statement

*Matthew James Foster*



**Candidate Name: Matthew James Foster**

**Current Position: Waukegan Public Schools K-5 Math Coordinator (2016- Present);  
College of Lake County Adjunct Professor (2010-Present)**

### **Past Experience:**

- Waukegan HS Mathematics Teacher 9-12 (2009-2016)
- Waukegan HS Mathematics Instructional Coach (2012-2016)
- Retired Illinois Registered Architect (1985-2008)

### **Education:**

- BARCH, Illinois Institute of Technology (1985)
- MAT, Mathematics Endorsed, Trinity International University
- M.ED, Educational Leadership, American College of Education
- Ed.D. Candidate, Degree expected 2018, American College of Education

### **ICTM Involvement and Activities:**

- Presenter at ICTM state conferences 2015, 2016
- Attended first ICTM annual conference in 2011

### **Other Professional Activities:**

- Complex Instruction Consortium (CIC) Leadership team
- Presented at CIC workshops 2011-2017
- Presenter at MMC conferences 2015, 2016
- Presenter at Illinois Community College Faculty Association Conference (ICCFA) 2015
- At large board member for Autoclaved Aerated Concrete Producers Association (AACPA) 2003-2007
- Committee member of the National Kitchen and Bath Association (NKBA) 1998
- Presented at the Illinois Council of Instructional Coaching (2016)

### **Other Affiliations and Memberships:**

- National Council of Teachers of Mathematics (NCTM)
- National Council of Supervisors of Mathematics (NCSM)
- Metropolitan Mathematics Club of Chicago (MMC)
- American Institute of Architects, retired (AIA)

### **Honors or Recognitions:**

- Nominated by students for outstanding teacher of the year at the College of Lake County (2015)
- Various Architectural Awards including an Architectural Record Building Award, the Women's Architectural League and Mies van der Rohe scholar awards
- International Patents in Fire Wall Design
- Graduated with Honors at all levels

## Candidate Statements

### How have you contributed to and/or been a leader in mathematics education?

Answer: As a practicing design-build architect for 20 years, I consistently bring a rare and unique real-world perspective for students, teachers, parents and administration, especially as related to the math practices. I am an “out of the box problem solver” who combines evidenced-based research with an original viewpoint. My patented inventions allowed me to retire from architecture and pursue my passion as a math teacher and math instructional coach and change agent with disadvantaged youth. I am a leader in my district in the areas of instructional coaching and Complex Instruction in Mathematics (group work). I am currently the coordinator of K-5 mathematics education in a large, low socio-economic school district and work tirelessly with over 400 elementary teachers to increase collaboration, use enhance evidence-based teaching strategies, and increase mathematics content knowledge. In addition, as a curriculum specialist, I have led curricular teams in writing the curriculum for every grade level from K-12 over the past 5 years. As one of the original leaders in the Complex Instruction Consortium, I have collaborated with hundreds of math teachers from Illinois districts and surrounding states to increase math achievement through facilitating group work. I am working to bring that same collaboration to elementary teachers K-6.

### What role do you think ICTM can play in mathematics education in Illinois?

Answer: The middle and high school students of tomorrow are the elementary students of today. The basis of strong problem solving is often rooted in the precious curiosity fanned by the elementary K-6 teacher. But many elementary teachers struggle to maintain multi-disciplinary instruction through their work load. They often teach many subjects such mathematics, science, social studies, language, reading, writing, and student success. Their work load is tremendous and has grown in proportion to the expectation of student mastery in the common core. The ICTM is in a unique position to be able to augment and benefit elementary teachers through content, collaboration and instructional support in ways that many elementary teachers do not know exist. Since at many districts, especially at low socio-economic districts, elementary teachers are language specialists first and math teachers second, the ICTM would do well to help support these teachers to become math leaders for our students of tomorrow.

### How do you see yourself being active in and/or contributing to ICTM during your term?

Answer: I will work tirelessly to promote the resources that the ICTM offers to elementary teachers. I will look to facilitate ICTM membership for those teachers who teach multiple disciplines such as math and language arts so that the ICTM can turn into a valuable resource. Many elementary teachers do not know of the ICTM, let alone the resources that are available to them. I will continue to increase expertise in elementary teachers using Complex Instruction for teaching math at a deeper, more problem-solving level.