

Conference Board of Mathematical Sciences

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Washington, DC

Break out Sessions

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Pre-Service Education of Teachers

- Courses that are combined methods and mathematics classes help candidates' learn mathematics for teaching
- Deep content needed beyond what the candidate will teach is needed
- Measuring deep understanding of mathematics is a BIG issue
- Recommended that the Mathematical Education of Teachers (2001) document from CBMS be used as guidelines for teacher education programs and licensure agencies.

Assessment

- Given that high stakes testing happens on a yearly basis:
 - What are your concerns about assessment of mathematics courses?
 - Does your district have a policy regarding testing that can help all of us assess more accurately?
 - What recommendations do you want to share with all of us regarding assessing mathematics programs and courses?

Assessment

- Classroom based formative assessment
 - Standards for appropriate use
 - Any assessment involves errors
 - Support teaching + learning of important mathematics
 - Fair and systemic
 - Purposefully aligned with content standards
 - transparency

Formative Assessment

➤ Happens in three areas:

- Content, skills, and applications
- Strategies – what is working to foster student learning of mathematics
- Dispositions to engage in the learning of mathematics

➤ Professional Development of teachers

- Increase mathematical knowledge and skills to implement a mathematics curriculum
- Address common mathematical errors
- Analyze student work

Assessment

➤ Assessing Mathematics Teacher Education Programs

- Curriculum
 - Coherence with mathematics department involvement and requirements for licensure
- Student engagement
 - Actively working in schools along with course work
- Faculty effectiveness
 - Need to institutionalize partnership programs
 - as an element of for promotion and tenure
 - To be sustained over time by faculty