



CAMTE Strand Sessions at CMC-North • Saturday, 2 December 2006

8:30-9:30 a.m.

112 -- MATH PENPALS: KIDS AND PRESERVICE TEACHERS (Curlew Room)

Stuart Moskowitz, Lecturer, Humboldt State Univ.; & Greg O'Leary, Teacher, Cutten SD

In semester one of Math for Elementary Teachers, pre-service teachers (PT) explain math in journals. In the second semester, they explain math to 5th graders. In each letter: 1) PTs and kids explain the math they're studying, 2) trade problems, & 3) answer these problems. Communication skills improve dramatically at both ends, because if a penpal doesn't understand, she will ask for clarification. As a bonus the PT group projects are presented to the 5th graders who come visit HSU at semester's end.

123 -- REVITALIZING ALGEBRA: CLASS CULTURE AND RICHER MATH (Acacia)

Eric Hsu, Asst. Professor & Diane Resek, Professor Emerita, SFSU

The REAL program is one of the NSF Math Science Partnerships. Middle and high school algebra teachers work together in a year-long weekly workshop, then are funded to work together in their departments on common lessons and approaches. We will share some of the activities that the departments engage in during their common preparation period: mathematics questions, equity issues, and issues of pedagogy.

10:00-11:00 a.m.

212 -- MANAGING UNCERTAINTY TO PROMOTE REASONING AND MATH TALK (Curlew)

Gena Richman, Teacher, Petaluma City Schools; & Kathy Morris, Assistant Professor, Sonoma State Univ.

As teacher educators, we know the role reasoning, communication, and representation should play in math instruction. However, with scripted curricula, teachers often don't know how to effectively build them into their instruction. We will present our research on discursive moves that help teachers manage uncertainty while opening up the curriculum for student thinking for all students. We focus on how teacher educators can share these discourse strategies with pre- & in-service teachers.

223 -- UCLA'S CAPSTONE: METHODS COURSE FOR FUTURE TEACHERS (Acacia)

Heather Calahan, Lecturer & Bruce Rothschild, Professor, UCLA

Syllabi and sample activities from UCLA's Capstone/methods course for math majors who plan to go into secondary teaching will be shared. We hope to share what we've learned and learn from others.

11:30 a.m.-12:30 p.m.

312 -- GOING PUBLIC: 'SIGNATURE PEDAGOGIES' OF TEACHER EDUCATION (Curlew)

Kathy Morris, Asst. Professor & Rick Marks, Professor, Sonoma State Univ.

Presenters will describe their work with the Carnegie Foundation for the Advancement of Teaching to identify signature pedagogies of teacher education. They will share Web sites developed by accomplished mathematics teachers in various K-12 grades, together with the presenters' incorporation of these sites in their own teacher education practice and Web sites. Session participants will be asked to comment on this work and to identify connections and possibilities for their own practice.

323 -- BLENDED PROGRAMS: AN OPPORTUNITY FOR CHANGE (Acacia)

Jorgen Berglund, Assistant Professor, CSU, Chico

The traditional (5+ year) path to a secondary mathematics teaching credential has long failed to provide California with enough teachers. In face of the growing number of ways to credential or authorize non-majors to teach secondary mathematics, is creating a four year blended program a better option? What hard choices will we face? What opportunities will arise? CSU, Chico's efforts in creating such a program will be shared as a starting point for this discussion among colleagues.

1:00-2:00 p.m.

423 -- CAMTE BUSINESS MEETING AND SHARING SESSION (Acacia)

Carol Fry Bohlin, Professor, CSU, Fresno; & Nadine Bezuk, Professor, San Diego State Univ.

The California Association of Mathematics Teacher Educators (CAMTE) is an organization providing statewide leadership on issues concerning the pre-service and in-service education of K-12 mathematics teachers. Come join CAMTE members as we discuss concerns, issues, and policies impacting mathematics teacher education, as well as share resources, ideas, publications, and project updates with each other. Learn more about CAMTE and what we have accomplished over the past two years. Members and potential members are encouraged to attend.

2:30-3:30 p.m.

512 -- GEOMETRY: THE FOURFOLD WAY (Curlew)

Shelley Kriegler, Program Director, UCLA; & Cynthia Raff, Assistant Program Director, UCLA

The UCLA Math Content Program for Teachers includes a library of units that explore school mathematics from an advanced problem solving perspective. One unifying approach in the program is the use of the fourfold way (representing mathematical ideas numerically, graphically, algebraically, and verbally) to represent and communicate about mathematics. This session will extend topics from grades 4-7 Geometry Standards that emphasize this approach.

523 -- WORKING GROUP FOR SECONDARY MATHEMATICS (Acacia)

Mike Lutz, Assistant Professor, CSU, Bakersfield; & Heather Calahan, Lecturer, UCLA

The presenters will update the participants regarding the to-date progress of the working group and facilitate participant discussion of the topic.

4:00-5:00 p.m.

612 -- ELEMENTARY MATHEMATICS PROFESSIONAL LEARNING MODEL
(Curlew)

Naomi Kent, Research Analyst/Program Evaluator, Educational Resource Consultants; & Lori Goebel, Curriculum Coach, Goshen ES/Visalia USD

The current study was designed to determine the impact of a district-wide elementary professional learning project sustained over six years. This model was systematically created to increase and support teachers' knowledge and confidence in mathematics content, learning theory, assessment techniques, and instructional strategies. An analysis of mathematics achievement data revealed significantly greater student performance as a function of the number of years that a teacher had participated.

623 -- NCTM AND MAA: WHAT ARE THEIR MUTUAL CONCERNS (Acacia)

Marie Vanisko, Visiting Lecturer in Mathematics, CSU, Stanislaus

The interaction of mathematicians and mathematics educators is critical in our society. Both share the common goal of providing students with the best education in mathematics. For this reason the MAA and NCTM formed a joint committee to work toward this common goal. Issues concerning the preparation of students for college mathematics and professional development programs for teachers are among topics discussed. Take this opportunity to share your perspectives on issues you feel are important.