



Center for the Study of Mathematics Curriculum

***K-12 Mathematics:
What should students learn and when
should they learn it?***

A National Conference

February 5-6, 2007

**National Rural Electric Cooperative Conference Center
4301 Wilson Blvd. Arlington, VA**

Conference Organizer:

Center for the Study of Mathematics Curriculum

<http://mathcurriculumcenter.org>

Conference Co-Sponsors:

Achieve, Inc.

<http://achieve.org>

American Statistical Association

<http://www.amstat.org>

College Board

<http://www.collegeboard.com>

Mathematical Association of America

<http://www.maa.org>

National Council of Teachers of Mathematics

<http://nctm.org>



The Center for the Study of Mathematics Curriculum (CSMC) is funded by the National Science Foundation under Grant No. ESI-0333879.

AGENDA

MONDAY, FEBRUARY 5, 2007

Time	Event	Room	
8:30-8:45	Welcome Glenda Lappan, Center for the Study of Mathematics Curriculum (CSMC) Cora Marrett, Assistant Director of Education and Human Resources, National Science Foundation	CC1	
8:45-9:45	Plenary Session: <i>Mathematics Curriculum Standards: A Path Toward Coherence</i> Jere Confrey, Washington University - St. Louis	CC1	
9:45-10:15	Break		
10:15-11:45	Concurrent Breakout Sessions	<i>Secondary Mathematics Expectations</i> (Achieve), Laura Slover and Kaye Forgione	CC2
		<i>College Board Standards for College Success: Mathematics and Statistics</i> (College Board), John Dossey and Katherine Halvorsen	CC2
	Concurrent Breakout Sessions	<i>Curriculum Focal Points: A Quest for Coherence</i> (NCTM), Francis (Skip) Fennell and Janie Schielack	CC3
		<i>Guidelines for Assessment and Instruction in Statistics Education</i> (GAISE) Report (American Statistical Association), Christine Franklin and Gary Kader	CC3
12:00-12:45	Lunch	CC1	
1:00-2:30	Repeat of Concurrent Breakout Sessions	<i>Secondary Mathematics Expectations</i> (Achieve), Laura Slover and Kaye Forgione	CC2
		<i>College Board Standards for College Success: Mathematics and Statistics</i> (College Board), John Dossey and Katherine Halvorsen	CC2
	Repeat of Concurrent Breakout Sessions	<i>Curriculum Focal Points: A Quest for Coherence</i> (NCTM), Francis (Skip) Fennell and Janie Schielack	CC3
		<i>Guidelines for Assessment and Instruction in Statistics Education</i> (GAISE) Report (American Statistical Association), Christine Franklin and Gary Kader	CC3
2:30-3:00	Break		
3:00-4:00	Plenary Session: <i>Common Themes and Notable Differences across Mathematics Curriculum Documents</i> Chris Hirsch, Western Michigan University and CSMC	CC1	
4:15-5:15	Panel: Discussion of Curriculum Recommendations by Achieve, ASA, the College Board, and NCTM Panelists: Roxy Peck (ASA), Skip Fennell (NCTM), John Dossey (College Board), Laura Slover (Achieve) Moderator: Iris Weiss, Horizon Research, Inc. and CSMC	CC1	
5:15-6:30	Reception Welcome by Co-sponsors	CC1	

TUESDAY FEBRUARY 6, 2007

Time	Event	Room
7:30-8:15	Continental Breakfast	CCI
8:30-9:45	Panel: How can/should/will the new curriculum recommendations be used? Panelists: Everly Broadway (North Carolina Department of Public Instruction); Karen Usiskin (Pearson Scott-Foresman Publishing Company); Alfinio Flores (Arizona State University); Sherri Miller (ACT) Moderator: Diane Briars (Pittsburgh, PA)	CCI
10:00-11:00	Panel: What are the implications of the new curriculum recommendations for post-secondary education and employment? Bernard Madison (MAA); William Goldman (AMS); Susan Traiman (Business Roundtable) Moderator: Richard Scheaffer (Chair of CBMS, past-president of ASA)	CCI
11:00-11:30	Break with light snacks	
11:30-12:45	Panel: Is consensus on national curriculum standards for mathematics necessary for advancing student learning? Panelists: Diane Schaefer (Rhode Island Department of Education and President of ASSM); Susan Jo Russell (TERC); Bob Borst (Columbia MO Public Schools); Bill Schmidt (Michigan State University) Moderator: Randy Charles (San Jose, CA)	CCI
12:45-1:45	Comments: Joan Ferrini-Mundy, NSF; xxx, DOE Closing remarks: Michael Cohen (Achieve) and Glenda Lappan (Michigan State University and CSMC)	CCI

CLTNet, in collaboration with Elluminate, will host a live and archived webcast of this conference, including streaming video of most sessions and access to the PowerPoint presentations and other supporting documents.

The archive of the conference webcast will be available at:

<http://cltnet.org/cltnet/misc/csmcmath07/>



New K-12 Mathematics Curriculum Recommendations



Achieve, Inc.

Achieve, Inc. – *Secondary Mathematics Expectations*. The cornerstone of Achieve’s work on standards is benchmarking, or clearly defining what students should know and be able to do at different grade levels. Building on mathematics expectations developed for grades K–8, Achieve is developing content expectations for high school that will seamlessly connect the expectations for the end of 8th grade with those identified by the American Diploma Project for the end of high school. These benchmarks will outline a progression of mathematics content through high school that, if followed, will ensure that students master the content they need to be successful in college and in the workforce. For more information, see:
<http://www.achieve.org/node/479>.



American Statistical Association (ASA) – *Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report*. This document provides a conceptual framework for K-12 statistics education. The foundation for this *Framework* rests on the NCTM *Principles and Standards for School Mathematics*. The *Framework* is intended to support and complement the objectives of the NCTM *Principles and Standards*, not to supplant them. This *Framework* provides a conceptual and developmental structure for statistics education that presents a coherent model for the overall curriculum. For more information see:
<http://www.amstat.org/education/gaise/>



CollegeBoard

connect to college success™

College Board – *College Board Standards for College Success in Mathematics and Statistics*. The College Board standards identify the critical thinking skills and knowledge in mathematics and statistics that all students need to succeed in college. The standards-based instructional framework begins with middle school and, through the grades, builds the academic skills students need to master for success in college-level work, including Advanced Placement Program (AP) courses. A final draft of the standards will be released Fall 2006. For more information, see:
<http://www.collegeboard.com/about/association/academic/academic.html>



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

National Council of Teachers of Mathematics (NCTM)

– *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence*.

Curriculum focal points represent a set of important mathematical topics for each grade level, PreK-8. They serve as possible organizing structures for curriculum design and instruction at and across grade levels by identifying areas of instructional emphasis. The topics are central to mathematics and they provide the foundations for further mathematical learning. As organizing structures, curriculum focal points lay a conceptual foundation that can connect and bring coherence to multiple concepts and processes taught within and across grade levels by identifying core structures around which related content can be addressed. The document was released on September 12, 2006. For more information, see:
<http://www.nctm.org/focalpoints/>