



Math in the Middle

January 2007



Math in the Middle offers professional development courses

The Math in the Middle Institute curriculum consists of seven mathematics courses, one statistics class, three education courses and a capstone course, all focused on learning mathematics for teaching. By that, we mean the courses are focused on offering the mathematical and pedagogical education teachers need to become outstanding teachers of mathematics in the middle grades.

ESU 13 leaders wanted to make these learning opportunities available to a wider group of mathematics teachers. In the summers of 2005 and 2006, they arranged for UNL faculty to teach Math in the Middle courses on-site in Scottsbluff. In summer 2005, we offered Math 800T, Mathematics as a Second Language and in summer 2006, we offered Math 802T, Functions, Algebra and Geometry for Middle Level Teachers.

If you are interested in the possibility of bringing a Math in the Middle course to your community, contact Jim Lewis at jlewis@math.unl.edu or 402-472-7243.

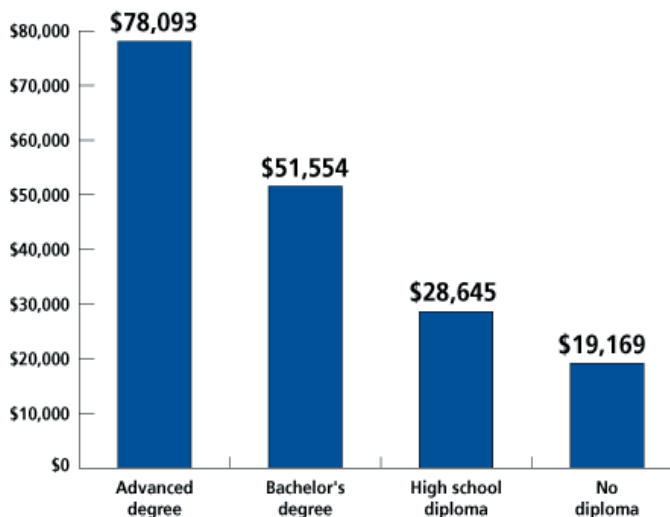
Make time for math

The National Council of Teachers of Mathematics recommends that all students in elementary, middle and high school spend at least one hour each day actively engaged in learning challenging mathematics. An hour of math each day gives students 50 percent more time with math than 40-minute periods. Students who have an hour of math instruction every day receive nearly 180 hours of instruction a year.

NCTM also states that middle school should not be a time of short-duration math classes. Algebra and geometry were once considered high school only courses, but they are now increasingly found in middle school curriculums. Also, the position statement cautions implementing semester block scheduling as students who are without math for one semester may be at a disadvantage.

To read more on this position statement, go to: http://www.nctm.org/about/position_statements/mathtakestime.htm

Postsecondary education pays



Figures from the United States Census Bureau show that postsecondary education and training is vital in the workforce. In 2004, adults 18 and older who held a bachelor's degree earned about \$23,000 more per year than those who had only a high school diploma. Those with advanced degrees earned almost \$50,000 more. Source: U.S. Census Bureau, Current Population Survey, *Educational Attainment in the United States: 2005, 2006*.

The New Professionals Conference: Engaging the future of mathematics

Designed for pre-service teachers and new teachers, the NATM spring conference will be held from 8:30 a.m. to 12:30 p.m. Sat., Feb. 24, at Lincoln Southwest High School.

The conference features teachers from Math in the Middle. Topics include: writing in the mathematics classroom - a form of communication and reflection; how to better prepare for assessment and create a more technologically advanced classroom; using math vocabulary building to increase problem-solving abilities in a fifth-grade classroom; geometric constructions with Cabri-Jr. and the TI-83 calculator; setting up a community of learning; and mathematical games that promote critical thinking.

Cost is \$5. Look for more information on the NATM Web site: <http://www.nde.state.ne.us/NMSI/natm/>.



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