



Transforming East Alabama Mathematics

The East Alabama Partnership for the Improvement of Mathematics Education

Fourth Annual TEAM-Math Partnership Conference
Kellogg Conference Center
Tuskegee University
August 24 – 25, 2007

Round-Table Discussions

Saturday, August 25, 9:40AM – 10:40AM

- **Title:** *Teaching Statistics in K-12 Classrooms: GAISE Recommendations*
Facilitator: Michael Adams, Dept. of Applied Statistics, University of Alabama, Tuscaloosa, Alabama
Location: Ballroom A

Abstract: The *Guidelines for Assessment and Instruction in Statistics Education (GAISE)* has been endorsed by the American Statistical Association (ASA) for the PreK- 12 and Undergraduate levels. Fundamental to these recommendations is a three (3) level approach to conceptual learning. The guidelines contain the following lines.

The *Framework* uses three developmental Levels, A, B, and C. Although these three levels may parallel grade levels, they are based on development, not age. Thus, a middle school student who has had no prior experience with statistics will need to begin with Level A concepts and activities before moving to Level B. This holds true for a secondary student as well. If a student hasn't had Level A and B experiences prior to high school, then it is not appropriate to jump into Level C expectations. The learning is more teacher-driven at Level A, but becomes student driven at Levels B and C.

This session will discuss the three developmental levels. A single hands-on activity will demonstrate the difference in the three levels and the transitions from descriptive to inferential topics that may occur across or within grade levels.

- **Title:** *High School Mathematics: Where Are We Headed?*
Facilitator: W. Gary Martin, Dept. of Curriculum and Teaching, Auburn University, Auburn, Alabama
Location: Meeting Rooms D-E

Abstract: There has been renewed interest in the high school curriculum over the past five years, with major reports being issued by Achieve, the College Board, ACT, and others, while NCTM has a report in preparation. This session will begin with a brief overview of why there is this sudden interest and what is being recommended. We will then discuss the implications of these reports for K-12 education and for teacher education (preservice and inservice), with a focus on how we can approach transforming what is being done to better serve the needs of our students.

- **Title:** *Linking Research to Practice and Practice to Research*
Facilitator: Marilyn Strutchens, Dept. of Curriculum and Teaching, Auburn University, Auburn, Alabama
Location: Meeting Rooms F-G

Abstract: This round-table discussion will focus on the reciprocal relationship that needs to exist between researchers and practitioners. We will look at various ways, such as case studies, professional development sessions, and action research studies, in which researchers and practitioners work together to understand the teaching and learning of mathematics.