

Preface

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In April 2003, a partnership among Auburn University, Tuskegee University and fourteen school districts in east-Alabama entitled “Transforming East Alabama Mathematics” (TEAM-Math) was formed to undertake a systemic approach to improve mathematics education in the region. TEAM-Math targets increasing overall student achievement; addressing gaps in performance between demographic groups; enhancing the professional knowledge of practicing teachers who teach mathematics; developing a cadre of knowledgeable teacher leaders; and improving the preparation of prospective teachers at the university level. TEAM-Math activities have been supported by a grant from the Math and Science Partnership Program of the National Science Foundation.

Teacher preparation is a key feature of the TEAM-Math project. In order to promote, encourage and sustain the interest in the preparation of teachers of mathematics within the education community, TEAM-Math has been sponsoring the *TEAM-Math Partnership Conference on the Mathematical Preparation of Teachers: Educators and Mathematicians Working More Closely Together*, annually since 2004. This two-day conference focuses on the mathematical preparation of K-12 teachers and the key roles played by faculty members in institutions of higher learning. Important issues are addressed through plenary talks, panel discussions, a conference pre-session, and other conference activities.

The series of TEAM-Math Partnership Conferences is a collaborative effort between Auburn University and Tuskegee University. They have been hosted by the Kellogg Conference Centre at Tuskegee University, Tuskegee, Alabama, attracting each year over a hundred participants nationally, including teacher educators, mathematicians, K-12 teachers of mathematics and other stakeholders.

Beginning with the Fourth Partnership Conference in 2007, a pre-session was introduced for the purpose of bringing together mathematicians and mathematics educators from institutions of higher learning, including community colleges, four-year colleges and universities, to learn from one another about teacher preparation programs for prospective mathematics teachers and involvement in any K-20 mathematics teaching reform initiatives. The pre-session format consists of short presentations by individuals or teams from each of the represented institutions describing innovative teacher preparation programs and involvement in K-20 initiatives.

Beginning with the Fifth Annual TEAM-Math Partnership Conference held September 5, 2008, authors were invited to prepare manuscripts based on their pre-session presentations for consideration for publication in an online, refereed conference proceedings. The manuscripts were reviewed for their appropriateness for inclusion in the proceedings by members of the Editorial Board.

It is my hope that by providing a forum in which these papers can appear, the energy and vitality experienced by the participants at the Partnership Conference can be enjoyed by many more members of the education community

Members of the Proceedings Editorial Board

The Editorial Board of the Proceedings consists of a diverse group of mathematics teacher educators, mathematicians and other key TEAM-Math personnel from Auburn University and Tuskegee University:

Mrs. Mary Johnson – TEAM-Math Project Assistant Manager, Auburn University

Dr. W. Gary Martin – TEAM-Math Project Director, Auburn University

Dr. Mohammed A. Qazi – Tuskegee University

Mrs. Lisa Ross – TEAM-Math Project Manager, Auburn University

Dr. Elizabeth Senger – Auburn University

Dr. Marilyn Strutchens – TEAM-Math Project Co-Director, Auburn University

Dr. Steve Stuckwisch – Auburn University

Dr. Herman Windham – Tuskegee University

Dr. Phil Zenor – Auburn University

These individuals are also members of the conference organizing committee and contribute to make the conferences a huge success.

Acknowledgement

I greatly appreciate the contributions of the members of the conference organizing committee, working together across disciplines and institutions to put the Partnership Conferences together. I wish to thank Mrs. Mary Johnson, TEAM-Math Project Assistant Manager, for maintaining the websites for the Proceedings, for the TEAM-Math Partnership Conference, and for the TEAM-Math project as a whole. Finally, I am very grateful to the authors for their time and interest in submitting a paper for inclusion in the 2008 TEAM-Math Partnership Conference Pre-Session Proceedings.