

You are cordially invited to attend the
MSU Mathematics Education Colloquium

Wednesday, February 6, 2013
3:30 – 5 p.m., 252 Erickson Hall, MSU



Presented by:
Beth Herbel-Eisenmann
Michael Steele
Lindsay Keazer
Michigan State University

Discussant:
Valerie Mills
Oakland Schools

The LANDSCAPE of Opportunities to Learn Algebra I

Despite growing national consensus around the importance of algebra, there has been little systematic work investigating how states and local districts are responding to pressures for providing all students access to algebra. Currently, many school districts are in the midst of making decisions about how to organize and structure algebra learning in the face of new policy initiatives and national standards. This presentation will share preliminary findings from the NSF-funded project “Learning About New Demands in Schools: Considering Algebra Policy Environments” (LANDSCAPE), a mixed-methods study that examines the current landscape of how school districts across the nation are structuring and supporting the teaching of Algebra. We focus on early findings from a national survey of 1,000 districts as well as case studies of individual districts from four regions of the U.S. Findings reveal common trends as well as the diversity in approaches and perceptions to Algebra 1.

Beth Herbel-Eisenmann is an Associate Professor in Teacher Education at MSU. Her primary research focus draws on sociolinguistics and discourse literatures to examine written, enacted, and hidden curriculum in mathematics classrooms and in professional development contexts. Almost all of her work also involves collaboration with practicing secondary mathematics teachers. She has co-edited 3 books and has published articles, e.g., in the *Journal for Research in Mathematics Education*, *Educational Studies in Mathematics*, *Teaching and Teacher Education*, and *Mathematics Teaching in the Middle School*. She is currently Editor of the Monograph Series for JRME and serves on the Boards for the Association of Mathematics Teacher Educators and for Mathematics Education and Society.

Michael Steele is an assistant professor of mathematics education. His research focuses on knowledge needed for teaching mathematics, and the development of that knowledge in preservice and practicing teachers. His other interests include practice-based teacher education and professional development, the use of cases in teacher education, middle grades mathematics teaching and learning, and the use of technology in teaching and teacher education.

Lindsay Keazer is a Post-doctoral Research Associate for the LANDSCAPE grant. She completed her PhD at Purdue University in 2012 where she studied mathematics teacher’s ways of attempting change in their teaching in response to reading recommendations in the form of *Focus in High School Mathematics: Reasoning and Sense Making*.

The Program in Mathematics Education sponsors this event.