

National Conference Considers New Mathematics Curriculum Recommendations

FOR IMMEDIATE RELEASE:
January 18, 2007

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Reston, Virginia, January 18, 2007 — “K–12 Mathematics: What Should Students Learn and When Should They Learn It?” is the subject of a national conference bringing together prominent educational leaders, textbook publishers, and state education officials on February 5–6 in Arlington, Virginia.

The conference has been developed to generate discussions about the implications of new curriculum recommendations. Recent K–12 mathematics curriculum recommendations by several national groups present a unique opportunity to promote and stimulate timely discussion and collaboration. Presentations and discussions of new recommendations by the National Council of Teachers of Mathematics (NCTM), Achieve, the College Board, and the American Statistical Association (ASA) will be included in 11 sessions over 2 days.

Jere Confrey will present the opening plenary address on “Mathematics Curriculum Standards: A Path Toward Coherence.” Confrey, who recently chaired the National Research Council committee that produced *On Curricular Effectiveness: Judging the Quality of K-12 Mathematics Evaluations*, is professor of mathematics education at Washington University in St. Louis. Other sessions will address whether a national curriculum is necessary for advancing learning nationwide and reflections on curriculum recommendations from the mathematics and business communities. Information about live streaming video from the conference is available at <http://mathcurriculumcenter.org/MathStandardsConference/>.

The conference has been developed by the Center for the Study of Mathematics Curriculum (CSMC), with the involvement of Achieve, ASA, the College Board, the Mathematical Association of America, and NCTM, with funding from the National Science Foundation. The CSMC serves the K–12 educational community by focusing scholarly inquiry and professional development on issues of mathematics curriculum. Its work includes examining the influence and potential of mathematics curriculum materials, enabling teacher learning through curriculum material investigation and implementation, and building capacity for developing, implementing, and studying the impact of mathematics curriculum materials.

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