



914. Middle School Mathematics: Let's Give It the Attention It Needs

(6–8) Major Session 

What should middle school mathematics be to keep students interested and wanting more? During this time students form their attitudes about future mathematics. We need to provide challenge, rigor, and substance in mathematics while creating positive mathematical dispositions in all students. Let's work together to keep mathematics in the middle meaningful.



Middle school mathematics has always been the focus of Carmen Whitman's career. Beginning with teaching middle school in 1981 to the present as director of Mathematics For All Consulting. In her current position she works with school districts to help middle school mathematics teachers change their teaching practices to include standards based mathematics. Recently, she worked with the Charles A. Dana Center at the University of Texas at Austin as a program coordinator for the mathematics team. In this position she worked closely with education partners on numerous projects and publications. Whitman developed several resources for teachers while at the Dana Center. These publications included *Mathematics Standards in the Classroom Grades 6–8*, 2002; *Middle School Assessments: Proportional Reasoning*, 2003; *Mathematics Standards in the Classroom Grades 3–5*, 2002. Prior to joining the Dana Center in 1998, Whitman served as a secondary mathematics specialist for Austin Independent School District (ISD). She began her career teaching middle school mathematics with Corpus Christi ISD. While in Corpus Christi, she was also site coordinator for the Connected Mathematics Project/Texas Statewide Systemic Initiative Implementation Pilot. She has worked with mathematics curriculum alignment for several Texas state educational organizations. Additionally, she has provided teacher professional development at the district, state, and national levels. As a lecturer and speaker, Ms. Whitman has participated in mathematics seminars, conferences and workshops in many cities throughout the United States.

Emma Trevino currently serves as a program coordinator for Charles A. Dana Center at the University of Texas at Austin. She came to the University of Texas at Austin from Austin Independent School District, where she served as a mathematics specialist in Curriculum and Instruction. For 20 years prior to that, she was a teacher of mathematics at the high school and middle school levels. Throughout her career, she has provided professional development for teachers at the district, state, and national levels. Trevino has participated as a writer for the State of Texas curriculum guidelines such as the Essential Elements and Texas Essential Knowledge and Skills. She was also an author in the following publications: *Algebra I Assessments*, University of Texas at Austin, 2002; *Mathematics Standards in the Classroom Grades 6–8*, Charles A. Dana Center, University of Texas at Austin, 2002; *Middle School Assessments: Proportional Reasoning*, Charles A. Dana Center, University of Texas at Austin, 2003. She has worked

with mathematics curriculum alignment in Texas and neighboring states. Additionally, she has provided teacher professional development at district, state, and national levels. As a speaker, she has participated in mathematics seminars, conferences and workshops in many cities throughout the country. Ms. Trevino holds an M.S. in Secondary Education and a B.S. in Mathematics from Texas A&M University—Kingsville.

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Ballroom C (Convention Center) Capacity: 612

915. Approaching Algebra through "Sense Making": A Recursive Adventure!

(6–12) Regular Session 

Algebra is truly for all students! Experience activities utilizing the Core Plus Mathematics Project materials that open up opportunities for all students to succeed in Algebra. Experience how "sense making" can create a classroom experience that will captivate your students and empower them in ways that will make even teachers say, "Aha!"

Reggie Alan Nelson

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Consultant (retired), Mount Vernon, Washington

201 B (Convention Center) Capacity: 150

916. Mathematical Inquiry Groups: Connecting Preservice and In-Service Teachers

(6–12) (Higher Education, Teachers of Teachers) Regular Session

This presentation describes the experiences of participants in the Meadows Discovery Learning Project. Mathematical inquiry groups are formed consisting of university faculty, middle school mathematics teachers, undergraduates, and administrators. A panel will describe the challenges and benefits of this partnership that forms a small learning community intended to excite and prepare students, teachers, and undergraduates in mathematics, as well as to raise the level of mathematics for students in the school district.

Max L. Warshauer

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Texas State University—San Marcos, San Marcos, Texas

Hiroko Kawaguchi Warshauer

Texas State University—San Marcos, San Marcos, Texas

Terry McCabe

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Sylvia Garza

San Marcos Consolidated Independent School District, San Marcos, Texas

California Pav A (Hilton Anaheim) Capacity: 320