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Joan Ferrini-Mundy* (jferrini@msu.edu), Division of Science and Mathematics Education, 211 North Kedzie Lab, Michigan State University, East Lansing, MI 48824. *The Mathematical Preparation of Teachers: Issues for Mathematics Departments.*

Lively discussions are underway nationally about the nature of the mathematical preparation needed for teachers of mathematics, K-12. Documents such as Knowing and Teaching Elementary Mathematics (L. Ma) in 1999, NCTM's Principles and Standards for School Mathematics, the NRC's Educating Teachers of Science, Mathematics, and Technology: New Practices for the New Millennium, the forthcoming CBMS report on the Mathematical Education of Teachers and the MSEB's report of its 1999 Teacher Preparation Mathematics Content Workshop, as well as research about mathematics teaching and learning, have further stimulated the conversation. In the past several months, the issues of teachers' mathematical preparation have been addressed at a CUPM Workshop on the Mathematical Preparation of Teachers at Michigan State University, and in a CUPM meeting at the MAA in September. I will provide some synthesis and commentary on the directions of these conversations, and offer a small set of focused issues for consideration by the mathematics community in its efforts to provide the best mathematical preparation possible for teachers. (Received October 03, 2000)