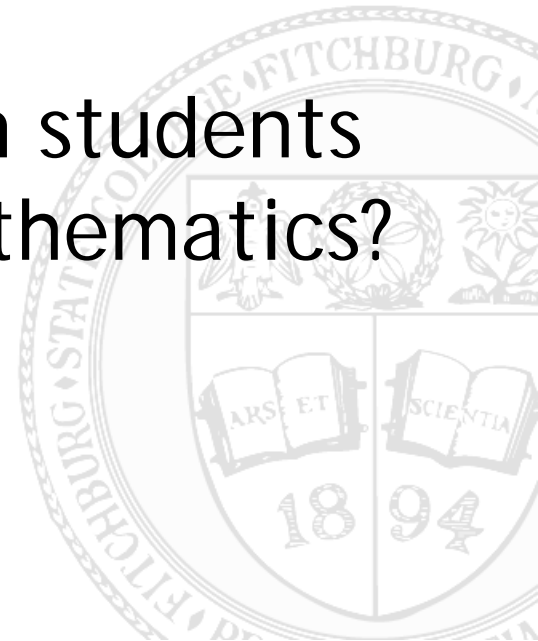


In 2004 Math and Education faculty convened to ask the question:

What do Elementary Education students *really* need to know about mathematics?



Challenges:

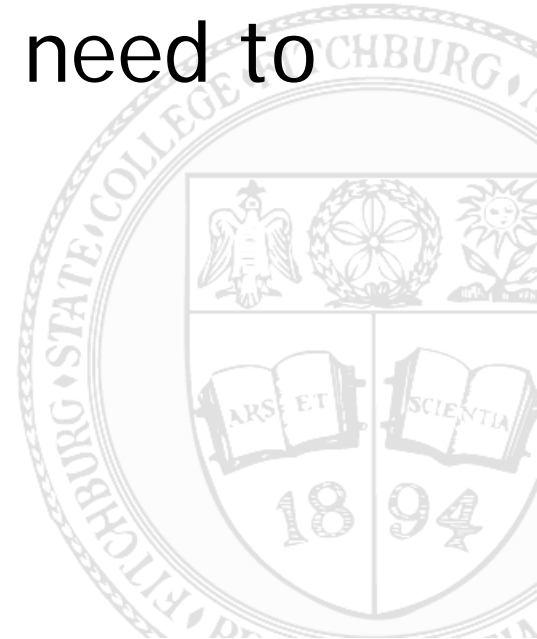
Developing a common language

- Education faculty themselves had not taken mathematics course in some time
- Mathematics faculty were unfamiliar with pedagogical language of elementary classrooms



Challenges:

Developing a common language of what elementary teachers really do need to know (Depth not breadth)



Challenges:

Physical distance between departments



Challenges:

Finding time with competing priorities



FITCHBURG STATE COLLEGE

A 3 year process---what does it take?

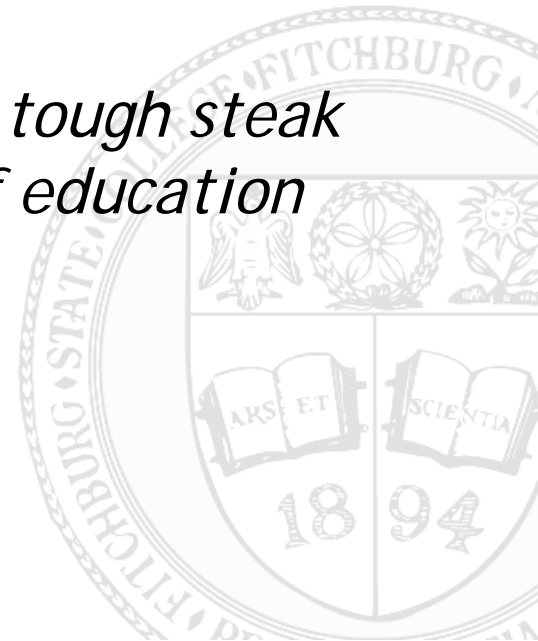


Patience!



Letting go of pre-conceived notions:

"The mathematics department offers us tough steak which we cannot chew and the school of education vapid soup with no meat in it."



Outcome is 3 Courses:

- Informal Geometry
- Informal Number theory
- Algebra



Next Steps:

- Submit Courses through governance (Target Dec. 2007)
- Faculty to visit each other's classrooms
- Long term: Team teaching

