Dear Colleague,

This letter is of interest to people who have taught such class. We appreciate if you could forward it to mathematicians you know who have taught a class like that.

We are in the midst of preparing a proposal for the NSF:EHR:IUSE focused on gathering mathematicians who have taught geometry for secondary teachers into a professional learning community focused on the teaching and assessing of the geometry for teachers course. Our group has developed and been using an assessment of mathematical knowledge for teaching geometry. We are interested in reusing what we have learned about teachers’ knowledge of geometry and about item development in the context of an online community that might develop more items and use them to inform the teaching of Geometry for Teachers. The materials could include focus on assessment instrument, sample lessons, and artifacts from such lessons (such as videos or student work). Below we provide an abstract of the project for your review. The project, if funded, would begin August 2016 and continue until August 2019. If you have any interest in participating on this project, please get back to us by December 7th (email to amilewsk@umich.edu).

Respectfully,

Pat Herbst & Amanda Milewski
University of Michigan

This project develops a system of formative feedback for the improvement of the Geometry for Teachers course that many mathematics departments teach to preservice secondary teachers. Improvement is needed in order to better align course offerings with the mathematical knowledge needed for the teaching of high school geometry as well as for meeting the demands of the Common Core Standards (particularly the Standards for Mathematical Practice). Yet no single institution has enough resources to support improvement. The proposed system of formative feedback is inter-institutional but anchored in an existing online platform: It consists of a professional learning community, an assessment instrument, and the software resources of an online platform for instructors’ interaction, creation, and sharing of materials for the course. The project team will gather participants, provide infrastructure, seed content, and facilitate interactions online and occasionally face-to-face for three years. The project team will also examine the interactions among instructors, assessment results, and materials with the goals of documenting the difficulties instructors experience and proposing ways in which those difficulties can be handled.