

## **CBMS Hosts Forum on Teaching Teachers in the Era of the Common Core**

The Conference Board of the Mathematical Sciences (CBMS) hosted its fourth National Forum in Reston VA on October 2-4, 2011. The team representing TODOS at this FORUM were founding TODOS President Miriam Leiva, Jim Rubillo, Janie Zimmer, Suzanne Alejandre, Bob Jesberg, and Jennifer Bay-Williams.

Focusing on *the Mathematical Education of Teachers in the Era of the Common Core Standards*, the meeting continued and expanded the work begun at the three previous CBMS Forums. These Forums focused on the recommendations of the National Mathematics Panel Report, and then on the Common Core State Standards initiative of the National Governors Association (NGA) and the Council of the Chief State School Officers (CCSSO). The adoption of these standards by most of the states now provides an opportunity and incentive for the mathematics community to reflect upon the mathematics education that teachers need if they are to be successful teachers of mathematics in the era of the Common core State Standards.

By education, CBMS means both the initial education of teachers and the career-long professional development opportunities that teachers need so that they can continue learning about mathematics and the practice of teaching math throughout their careers. As one step in this effort, CBMS has begun the *MET2* project, an update of its 2001 publication *The Mathematical Education of Teachers*. In early September, CBMS will release draft recommendations and discussion drafts of the issues to be addressed in *MET2* with the intent that the Forum participants, as well as others, will provide input to inform the *MET2* document.

The plenary sessions of the Forum provided participants with a better understanding of the features of emerging efforts in pre-service teacher education and professional development, which reflect the mathematical practices and the mathematical content of the Common Core State Standards. The Forum's breakout working sessions engaged participants in working toward the goal of increasing the level of engagement of college and university mathematics departments with their mathematical education colleagues and with practicing teachers in all teacher education efforts, from pre-service through career-long professional development. All who have a stake and interest in providing pre-service or continuing professional development for mathematics teachers at every level, pre-K to 12, should now be involved in this effort.

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