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Transitioning to the common core – Opportunities and challenges.

In service High School teachers transitioning to the new mathematics Common Core face numerous challenges. This talk explores the most severe challenges ranging from the need to refresh and sometimes enhance content area, to developing new curriculum and adapting pedagogy in order to accommodate the importance of the conceptual aspects of high school mathematics. The emphasis within the new common core on understanding conceptual mathematics at a deeper level represents a definite shift, and those teachers whose primary pedagogy has been to present algorithmic symbolic manipulation will be particularly challenged to develop instructional material that requires deeper thought and understanding of their students. Of particular difficulty will be developing new curriculum and assessment mechanisms that reflect this new emphasis. The author outlines the most severe challenges and offers suggestions for addressing the most severe shortfalls. (Received December 13, 2011)