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Emily Timmons Hamilton Redman* (eredman@history.umass.edu). *Unintentional Consequences: Mathematics Pedagogy and the Rise of the Standards Movement in American Education.*

Even as the legacy of the new math is often questioned by math educators and historians of education, the era is generally remembered in idealized terms of reformers boldly reimagining the nation's math classrooms—seemingly a far cry from contemporary education policy centered on large-scale accountability through widespread student testing and federal incentive programs like the Systemic State Initiatives, NCLB, and Common Core that guide pedagogy. This paper argues there is a clear historical continuity from the new math era reforms to the present, with the mathematics education community adapting to a changing political climate to enact change in the math classroom. Specifically, this paper examines the changing role of the federal government in math education reform, from NSF funding to the shifting authority of the Dept. of Ed; to federally funded data collection on classroom inequities and policy reactions to the publication of NCTM's Standards. The evolving relationship between the math education community and the federal government from the middle of the 20th century is not only a history of ideological stability in terms of pedagogical aims of reformers, but it was also the efforts in math education in particular that shaped U.S. educational policy across disciplines. (Received February 19, 2018)