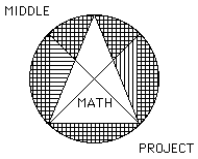

Foreword

The following monograph represents the work of many mathematics teacher educators who explored the content knowledge and pedagogical knowledge that make up the middle grades learning experience. The middle grades remains a unique period of time in students' development and as such provides both challenges and promising opportunities for those who prepare teachers of middle grades mathematics.

This work is the final product of an exciting NSF supported endeavor that gathered leaders in the field and explored curriculum, case studies of program models at several institutions, as well as issue papers on such key topics as assessment, technology, and preparing culturally responsive teachers. Although this work was completed in 1998, there are many key components of this document that are just as useful and meaningful today as they were then. AMTE has decided to publish *Middle Math: Improving the Undergraduate Preparation of Teachers of Middle Grades Mathematics* as a resource to AMTE members, especially those who are revising and refining their middle school programs. We hope this monograph will stimulate discussion and bring attention to this critical period of schooling.

We are grateful for the work of Sid Rachlin at East Carolina University and Denisse Thompson at the University of South Florida who have brought this important monograph to fruition. AMTE hopes that this document will be useful to the members as key readings for prospective teachers as well as a catalyst for conversations with university faculty and school partners.

Karen S. Karp
AMTE President 2003–04