

1086-97-1367

William H. Schmidt* (bschmidt@msu.edu), 620 Farm Lane, 238 Erickson Hall, East Lansing, MI 48824-1034. *Facing the Reality: Reforming the Teacher Preparation Curriculum.*

The adoption of the Common Core State Standards in Mathematics (CCSS) by nearly every state represents an unprecedented opportunity to improve U.S. mathematics teacher preparation. Teachers are particularly important as they operate in the critical arena where standards are translated into learning opportunities and experiences for students.

Beginning in the spring of 2011 the Center for the Study of Curriculum at Michigan State University conducted a survey of teachers of mathematics in the 41 states that had officially adopted the CCSS. This paper presents results from an online survey of over 12,000 teachers of mathematics in grades 1-12. The means for each grade show that substantially fewer teachers reported feeling academically well prepared to teach CCSS topics than were actually teaching them. This ranged from around 70-80% at the middle and high school levels respectively. These and other data suggest the critical need for the reform of the teacher preparation curriculum. (Received September 21, 2012)