

Middle Grade GACE Report
July 31, 2007

Committee Members: Gregory Chamblee, Sharon Taylor

Report:

Where are GACE objectives taught in the program of study?

See attached file.

Are there gaps where GACE objectives are not taught in the program?

None noted.

What program and/or course changes need to occur for GACE objectives to be adequately taught in the program?

We believe no program and/or course required changes are needed to meet middle grade mathematics GACE objectives. We do recommend, based on an initial analysis of Georgia Southern University test scores, students need to be asked to solve open-ended problems as part of their coursework. More specifically, content tasks that will help students solve/better understand the process of solving the (1) measurement and geometry and (2) patterns, algebra, and functions constructed-response GACE items.

Note: Georgia Southern University middle grade mathematics content course requirements have changed little since the semester conversion course design process back in 1998. This lack of change is due to (1) the very strong collaboration between Department of Mathematical Sciences mathematics educators and College of Education mathematics educators, (2) basing the original semester course design process on having Georgia Southern University graduates meet national content recommended requirements as described in two major mathematics organization's publications, (3) meeting every so often to discuss course requirements that may be need to be modified and (4) believing the mathematics preparation of pre-service middle grade mathematics teachers is different than the preparation of elementary and secondary mathematics teachers. The 2 seminal works noted above are: National Council of Teachers of Mathematics *Professional Standards for Teaching Mathematics* (1991) and Mathematical Association of America *A Call for Change: Recommendations for the Mathematical Preparation of Teachers of Mathematics* (1991).