

UCSMP Newsletter

No. 32, Winter 2004

New Center for Mathematics Curriculum Begun

UCSMP is one of the partners in a new research Center for the Study of Mathematics Curriculum (CSMC) funded by the National Science Foundation beginning in January 2004. Other center partners are faculty and staff at Michigan State University, the University of Missouri, Western Michigan University, Horizon Research Inc., the Battle Creek MI Public Schools, the Kalamazoo MI Public Schools, the Columbia MO Public Schools and the Novi MI Public Schools.

The main purpose of CSMC is to launch a coordinated plan to develop individuals who can supply the next generation of leadership in the development, scholarly inquiry, and implementation of mathematics curriculum. Center staff will engage in (and stimulate others to engage in) systemic research designed to illuminate the essential features and characteristics of curriculum materials and related professional development that contribute to increased student learning. It will also develop capacity for a larger and more diversified group to pro-

vide curriculum leadership, development, evaluation, and research capabilities.

UCSMP plays a three-fold role in the partnership. The expertise of UCSMP in the development and testing of curriculum in all the grades K–12 brings unique knowledge and perspectives to the partnership. Graduate students and interns funded by the grant will be able to call on UCSMP for advice and information regarding the development and study of curriculum. UCSMP will also play a major role in the writing and editing of research monographs in curriculum. These monographs may discuss a particular topic in the curriculum with a great amount of specificity, describe a graduate course or courses in mathematics curriculum offered at one of the center universities, or detail the process of curriculum development used by individuals, projects, or publishers. UCSMP will also use its experience in organizing conferences to host some of the national and international conferences planned as outreach efforts of the center.

Specifically involved from UCSMP in this 5-year project are Zalman Usiskin, UCSMP Director, and Andy Isaacs, Director of the UCSMP *Everyday Mathematics* Center. Overall director of the CSMC is Barbara Reys of the University of Missouri. For more information, visit the center website at <http://www.mathcurriculumcenter.org>.

Everyday Mathematics in Chicago and New York City

UCSMP personnel have been hard at work supporting major adoptions of *Everyday Mathematics* in Chicago and New York. In Chicago, UCSMP implementation specialists have planned and provided in-service training for teachers implementing *Everyday Mathematics* in their classrooms. In New York, UCSMP staff members have provided on-going technical and research support to the Department of Education during their system-wide implementation of *Everyday Mathematics*.

Chicago

UCSMP implementation specialists Cheryl Moran and Ellen Dairyko are providing training and on-going support for 37 Chicago public schools that have adopted *Everyday Mathematics* for the 2003-4 school year as part of the new Chicago Math and Science Initiative

continued on page 2

Inside this issue . . .

Everyday Mathematics in Chicago and New York City — continued on page 2

Review of New NCTM Publication — page 3

Resources for

Everyday Mathematics Users — pages 4-5

Resources for

UCSMP Secondary Mathematics Users — page 5

Center for Elementary Mathematics and Science Education — page 6

Contact Information — page 7

URBAN ELEMENTARY IMPLEMENTATIONS UPDATE

continued from page 1

(CMSI). Although the initiative recommended that one teacher per grade level in each school implement *Everyday Mathematics* during the 2003-4 school year, some schools have chosen to have many or all of their teachers implement this year.

UCSMP staff, including Dairyko, Moran, and Kathleen Pitvorec, and consultants Rene Lundy and Sue Saban, are offering support to all teachers in Chicago public schools who are using *EM* this year. Including schools that implemented *EM* prior to 2003, there are now approximately 85 Chicago public schools using *Everyday Mathematics*.

During July and August 2003, Pitvorec, Dairyko, Moran, and a team of ten experienced *EM* consultants conducted conferences for new and experienced users of *Everyday Mathematics*, attended by approximately 450 Chicago public school teachers. The trainings for new users were divided by grade level to prepare the teachers for the first weeks of school. The grade band trainings for experienced *EM* teachers focused on content and pedagogy with special attention to problem solving, differentiating the curriculum, and the spiral structure of *EM*.

Training of teachers has continued throughout the current school year. *Everyday Mathematics* teachers are meeting with implementation specialists twice a month throughout the school year. These trainings include reflecting on pedagogy and practice as well as previewing upcoming mathematical content.

Moran and Dairyko also meet monthly with 32 specialists who have been assigned to support the implementation of *Everyday Mathematics* in CMSI schools. These trainings have two purposes—to deepen the specialists' understanding of key mathematical content areas and to help them develop their capacity to lead and support *EM* teachers.

Dairyko and Moran will also work with 30–35 specialists, teachers, and other CPS leaders to develop a core *Everyday Mathematics* leadership cadre. Beginning in early February 2004, this leadership cadre will meet monthly to strengthen their leadership skills and deepen their knowledge and understanding of *Everyday Mathematics* content. This group is preparing to play a key role in supporting Chicago teachers who will begin teaching *Everyday Mathematics* during the 2004-5 school year.

The Future. CMSI will add at least 25 elementary schools to its mathematics component for the 2004-5 school year; in addition, the Office of Mathematics and Science anticipates that as many as 25-30 additional schools will adopt *Everyday Mathematics*. As a result, Pitvorec, Dairyko

and Moran anticipate planning and implementing trainings for approximately 1200 *Everyday Mathematics* teachers during summer 2004.

New York

In New York, UCSMP staff members have provided technical support for research, videotaping, public relations, and training of coaches and regional instructional specialists.

Research. With UCSMP encouragement, the mathematics office at the New York City Department of Education (NYCDoE) decided to collect baseline data on coaches at the July, August, and October trainings. Using an attitudinal questionnaire developed by David Beer, Kathleen Pitvorec, Diana Barrie, and Beer collected data on mathematics coaches' attitudes toward mathematics teaching and learning, as well as key information on their professional backgrounds. A version of the University of Michigan's *Number and Operations Survey* provided data on coaches' understanding of children's mathematical thinking and math concepts related to teaching elementary school students, and the Mathematics Assessment Resource Service's *Balanced Assessment in Mathematics*TM (published by CTB McGraw-Hill) provided a sense of coaches' mathematical knowledge. A follow-up will be conducted in the future. These baseline data will also be available to other researchers studying the implementation.

In addition to conducting baseline research, UCSMP has been facilitating the development of research on the New York City implementation by other institutions. To date, there are two major efforts to study the curriculum change.

Researchers from New York University's Institute for Education and Social Policy and Baruch College of the City University of New York are studying the effect of professional development for teachers on the system-wide implementation of *Everyday Mathematics* in the New York City public schools. This project, which combines survey research with observation and directed open-ended interviewing, is being conducted by Harold Wenglinsky of Baruch and Norm Fruchter, Meryle Weinstein, and Judith McVarish of NYU.

A team of researchers, led by Mary Kay Stein, Frits Pil, and Carrie Leana of the University of Pittsburgh and Brian Gill of the Rand Corporation, has been studying the effect of human and social capital and elementary school mathematics curriculum change on large system scale-ups of standards-based reform mathematics curricula. The University of Pittsburgh/Rand study, funded by the federal government's Interagency Education Research Initiative, is working with a subset of the New York City public schools, as well as other large educational systems using new math-

URBAN IMPLEMENTATIONS/NEW PUBLICATION

ematics curricula.

On October 30, UCSMP's Andy Isaacs joined Beer to organize a meeting of researchers from the Baruch/NYU and Pitt/Rand projects, researchers from the Academy for Educational Development/Lehman College, and key personnel from the NYCDoe and McGraw-Hill. The meeting provided an opportunity for researchers to share ideas and cooperate in the selection of research sites. Officials from the NYCDoe were able to see the scope of the proposed research and assess its impact on participating schools and personnel.

Videotaping. With support from the *Everyday Mathematics* royalty fund at the Center for Elementary Mathematics and Science Education, NYCDoe personnel have begun videotaping exemplary *EM* classrooms as a means to improve professional development support for *EM* teachers. The initial videotaping was completed in December, and Beer spent a day with the film crew and personnel from NYCDoe reviewing the footage and identifying segments with potential for use in professional development. Regional Instructional Specialists who viewed one such video segment in their monthly training meeting the following week were so impressed that they requested copies to use in their meetings with math coaches. Beer will collect a library of such video segments as a resource for use by *EM* consultants and teachers implementing *Everyday Mathematics*.

Public Relations. In November, in response to parent and activist concerns, the New York City Council held hearings about the curricular changes in the public schools. NYCDoe personnel requested assistance from UCSMP to identify key research studies that informed the writing of *Everyday Mathematics*. Isaacs responded with an annotated bibliography of research related to *EM*, an executive summary of the annotated bibliography, and three large notebooks of relevant published papers and research reports.

Training. NYCDoe has elected to take a "train-the-trainer" approach to its system-wide adoption of *Everyday Mathematics*. The process began with system-wide trainings for nearly 1200 math coaches assigned to elementary schools to support the transition to *Everyday Mathematics*. UCSMP implementation specialist Kathleen Pitvorec helped plan the eight-day trainings in July and August. A similar outline was used for the six-day coach training in October. Each elementary school has its own assigned coach, who meets regularly with teachers and visits classrooms in support of their implementation of *Everyday Mathematics*.

Volumes from NCTM include UCSMP History

Late in 2003, the National Council of Teachers of Mathematics published a unique 1804-page, two-volume *History of School Mathematics*, edited by George M.A. Stanic and Jeremy Kilpatrick of the University of Georgia.

Originally designed as an update to the 1970 NCTM Yearbook *History of Mathematics Education in the United States and Canada* (which is now available from NCTM as a paperback), these new volumes do much more. The first volume is roughly chronological and discusses school mathematics from the 19th century to the present time. The second volume is more topical, with themes such as the role of government, the evolution of instructional materials, and assessment. The content of the chapters ranges from scholarly analyses by historians to personal reflections on mathematics education by some of the major figures in mathematics education of the past 40 years.

Chapter 17, "A Personal History of the UCSMP Secondary Curriculum, 1960–1999", was written by Zalman Usiskin. The date 1960, which predates the establishment of UCSMP by 23 years, reflects the discussion in this chapter of what the UCSMP secondary curriculum owes to earlier projects of others and to earlier work by the University of Chicago faculty who came to organize UCSMP. It will be of interest to anyone who has ever used or considered using the UCSMP secondary curriculum.

Two other chapters in the volume discuss UCSMP. Eileen Donoghue puts *UCSMP Algebra* and *UCSMP Geometry* in perspective in her chapter "Algebra and Geometry Textbooks in Twentieth-Century America". And there is a chapter completed by Arthur Coxford, a *UCSMP Geometry* author, before his untimely death, discussing his curriculum work before, during, and after his work with UCSMP.

We regret that the price of this reference is formidable: \$249.95 to non-members of NCTM; \$199.96 to NCTM members. But it is a work that will last and that you may refer to often in future years. Think of it as \$20 for each of ten 180-page hard-cover books!

This newsletter and the 2002–2003 UCSMP brochure were made possible in part by the generous support of Wright Group/McGraw-Hill, publishers of *Everyday Mathematics*, and the Social Sciences Division of the University of Chicago.

PROFESSIONAL DEVELOPMENT

Resources for *Everyday Mathematics* Users

The authors and publisher of *Everyday Mathematics* want to make sure you have the help and information you need to understand the curriculum and use it effectively with your students. This article discusses some of the resources that are available to *Everyday Mathematics* users.

UCSMP *Everyday Mathematics* Center

The UCSMP *Everyday Mathematics* Center is an NSF-funded center established to support educators, parents, and students who are using, or will soon be using, *Everyday Mathematics*. The Center is staffed by the curriculum authors, former *Everyday Mathematics* teachers, and experienced writers and editors.

The Center's website, everydaymath.uchicago.edu, includes background information about *Everyday Mathematics*, answers to frequently asked questions; information about program updates, research papers related to the curriculum, and resources such as student work, and sample report cards. The site also has many links to *EM*-related information on the World Wide Web, such as correlations to national assessments and a searchable program glossary.

The Center's staff can answer questions related to the research basis, philosophy, and content of the *Everyday Mathematics* curriculum. Here are a few examples of the types of queries the Center's staff can help with:

- The parents of one of my students are interested in learning more about the research behind *Everyday Mathematics*. Can you provide me with some information?
- My school district is considering adopting *Everyday Mathematics*. Can you share some achievement data with me?
- The teachers in my building are new to *Everyday Mathematics*. Our trainer told us that we should "trust the spiral" and keep moving, even if students have not mastered a topic. Can you tell me more about the research regarding spaced practice versus massed practice?
- My fifth graders created some fabulous tessellations. How can I post them on your site?

You can submit questions, comments, and suggestions to the Center via mail, e-mail, or phone.

em-center@listhost.uchicago.edu

773-702-3577

UCSMP Elementary Component

5640 S. Ellis Ave., Box 15

Chicago, IL 60637

Inquiries will be forwarded to the appropriate staff member and answered as quickly as possible.

The Center also sponsors an email discussion group for *Everyday Mathematics* users. The discussion group allows educators from across the country to seek advice, trade tips, and share their successes and struggles. The group currently includes over 1,000 teachers and administrators. Here are some examples of postings that have sparked interesting discussions among members of the group:

- My school is planning a Family Games Night. Has anyone done this at their school? Can you offer any suggestions?
- I know that games are important in the *EM* program. How do you organize your day so that children have time to play them?
- My district requires me to give letter grades on report cards. Does anyone have any thoughts on converting *EM*'s assessment information into grades?

To become part of the email discussion group, follow the directions at listhost.uchicago.edu/mailman/listinfo/ucsmp-el. Once subscribed, you will receive postings from other group members and you can join the discussion yourself by sending email to ucsmp-el@listhost.uchicago.edu.

Wright Group/McGraw-Hill

You can obtain information about the curriculum components, sales and pricing, and teacher training through Wright Group/McGraw-Hill, the publishers of *Everyday Mathematics*. For general information, visit the *Everyday Mathematics* portion of the publisher's website, www.wrightgroup.com/ws/emlanding.php.

To place an order, inquire about pricing and availability, or speak with customer service, call 1-888-772-4543. To find contact information for your local *Everyday Mathematics* sales representative, visit www.wrightgroup.com/customer_service/rep_locator_1.php4 or call 1-800-382-7670.

Wright Group/McGraw-Hill publishes *Teacherlink*, a twice-yearly network newsletter for *Everyday Mathematics* users. The newsletter articles — most of which are written by *EM* teachers — provide useful information, advice, and activities. *Teacherlink* is available upon request to teachers and administrators using the curriculum. To subscribe, contact Steve Lehman at stephen_lehman@mcgraw-hill.com or 1-800-382-7670, ext 7780 or write to:

Everyday Mathematics Teacherlink

P.O. box 812960

Chicago, IL 60681

PROFESSIONAL DEVELOPMENT

Sample issues of *Teacherlink* are available online at www.wrightgroup.com/ws/1237.php.

The Teacher Learning Exchange (TLX), a professional development division of Wright Group/McGraw-Hill, is devoted to providing quality professional development to improve teaching and learning. Below is a summary of the services provided by TLX.

- **Online modules**

Teachers can learn about the curriculum by taking internet courses. The following online modules are available:

The Critical Nature of Games

Learn how to schedule, manage, and implement games, while discovering the role they play in teaching and reinforcing skills and concepts.

Assessment Tools in Everyday Mathematics

Experience product assessment opportunities — specifically, learn how to use journals, math boxes, and math logs in the classroom.

Teaching Students to Create Algorithms

Develop strategies for modeling and managing algorithms, while understanding their use in the classroom.

Online sessions are offered in the spring and the fall. The next course session runs from February 23, 2004 through April 2, 2004. The fall 2004 session will run from October 11 to November 19. Registration information is available at www.wrightgroup.com/tlexchange/olc.html. If your district is interested in taking an online module as a small group, TLX can arrange for the course to run at your convenience.

- **Conferences**

TLX conducts new-user conferences to help teachers

learn to effectively implement *Everyday Mathematics*. The sessions actively involve teachers in understanding the layout and management the curriculum. New-user conferences are also targeted at administrators who wish to discover the crucial role they can play in the successful implementation of *Everyday Mathematics*. Experienced-user conferences explore the foundations and depth of content within the curriculum and extend teachers' overall knowledge and understanding of the *Everyday Mathematics* philosophy.

- **On-site customized professional development**

Once a district or school has determined its objectives, TLX can customize a plan to support teachers' instructional needs.

- **Leadership Institute**

In conjunction with UCSMP, TLX offers a Leadership Institute aimed at leadership teams interested in taking the next steps towards strengthening their *Everyday Mathematics* implementation. Teams may include administrators, curriculum coordinators, staff development specialists, and mentor teachers. The institute places less emphasis on the day-to-day classroom implementation hurdles and more on investigating long-term obstacles to true mathematics reform. The next Leadership Institute will take place July 21–23 in Lisle, IL. Information is available at www.wrightgroup.com/tlexchange/experienced5.html.

For more information about TLX, visit www.wrightgroup.com/tlexchange/index.html or contact the manager of professional development at 1-800-382-7670, ext. 7761 or TL_Exchange@mcgraw-hill.com.

Resources for UCSMP Secondary Mathematics Users

You can obtain information about the secondary curriculum components, sales and pricing, and teacher training through Pearson Prentice Hall, the publishers of *UCSMP Secondary Mathematics*. For general information, visit the online catalog section of the publisher's web site www.PHSchool.com.

To place an order, inquire about pricing and availability, or speak with customer service, call 1-800-848-9500. To find contact information for your local Pearson Prentice Hall sales representative, visit www.PHSchool.com and use the "find your sales representative" tool, or call 1-800-848-9500.

Textbook companion web sites for *UCSMP Transition Mathematics* through *Advanced Algebra* are located at

www.PHSchool.com/Math. These web sites include the following resources:

- Additional Examples for each lesson
- Links to math resources on the web that support specific topics
- Self-Assessment Quizzes for each lesson
- Internet Activities for each chapter

UCSMP will also arrange for training and inservicing at schools. Contact Carol Siegel at 773-702-9770 or cssiegel@uchicago.edu.

ELEMENTARY CENTER

Center for Elementary Mathematics and Science Education

In May of 2002, the University of Chicago established a Center for Elementary Mathematics and Science Education (CEMSE) within its Physical Sciences Division. The Center was initially funded by royalties from sales of the *Everyday Mathematics (EM)* curriculum. Continuing operations of the Center are being funded through a combination of royalties and monies received from grants and contract work. The Co-Directors of CEMSE are Andy Isaacs, who is also Director of the *Everyday Mathematics* Center, and James McBride, who directed the Second Edition revision of *EM*.

The purpose of the Center is to conduct and support research and development for the education of elementary and pre-school children in mathematics and science. CEMSE will continue and expand the mission of the UCSMP Elementary Component. It will continue efforts to support the implementation and incremental improvement of the *EM* curriculum and will carry out research into the effects of the program on student outcomes. In addition, CEMSE will conduct broader research with respect to the effects of using inquiry-based science materials and the uses and effects of electronic media in mathematics and science education. The Center will also serve to encourage wider participation by the University community. The Advisory Committee for CEMSE, which is chaired by Henry Frisch, Professor in the Department of Physics, the Enrico Fermi Institute, and the College at the University of Chicago, has been extremely helpful in suggesting possible partnership arrangements with related projects and activities in other areas of the Physical Sciences Division and the University at large.

Because CEMSE is regularly funded by royalties from the elementary curriculum, it can rely on this resource to pursue useful projects when alternative funding is unavailable. The following examples represent the current areas of CEMSE activity.

Professional Development

Professional development is critical to improving the quality of mathematics instruction. The article "*Everyday Mathematics* in Chicago and New York," beginning on page 1 of this newsletter, describes CEMSE's work with Chicago Public School (CPS) teachers and leaders to support the implementation of *EM* through a program of professional development. However, if reform in the CPS is to become widespread and long lasting, then the system cannot continue to rely on outside experts to provide the needed professional development for its teachers. It would therefore be useful to have written workshops for grade-level *EM* trainings that can be replicated by CPS leaders as the implementation of *EM*

expands. These workshops would be of use to any *EM* district. CEMSE has committed to developing such write-ups and has submitted a proposal to fund the work, but will use Center funding if necessary.

Survey Research to Study Implementation

Until recently, the survey research activities of the Center have focused on student achievement data. (See "Achievement Study" in the Spring 2003 UCSMP Newsletter.) The current emphasis is on research into factors that affect the implementation of standards-based elementary school mathematics curricula such as *EM*. In New York City, where *EM* was adopted as the sole K-5 program in 2003, Center funding was used to design, administer, and score surveys that gathered baseline data from the math coaches employed by the city. These school-level coaches are a key element in the current New York implementation, and their knowledge, attitudes, and beliefs are expected to matter significantly in the quality of their work and the fidelity of the implementation. CEMSE intends to gather follow-up data as the implementation proceeds, to carry out its own research using the combined data, and to share the data with other researchers.

In a related, but independent effort, CEMSE is working with developers of other standards-based reform curricula (the TIMS Project at the University of Illinois at Chicago, developers of *Math Trailblazers*, and TERC in Cambridge, Massachusetts, developers of *Investigations in Number, Data, and Space*) on a research proposal that will be submitted to the National Science Foundation this spring. The goal is to develop a self-administered instrument that can be used to measure the quality of implementations of standards-based elementary mathematics curricula.

Survey Research to Improve the *EM* Materials

The Wright Group/McGraw-Hill, publisher of *Everyday Mathematics*, and the *EM* authors are committed to continually improving the curriculum on the basis of feedback from users, achievement results, and advances in research in mathematics education. To this end, CEMSE is currently funding survey research that will inform the authors concerning needs and choices for upcoming revisions, and for longer-term objectives as well. Interviews and surveys will be used to determine the needs and requirements for a pre-kindergarten curriculum. Teacher surveys will be used to assess the presence and uses of technology in K-6 *EM* classrooms, and to identify the needs of *EM* teachers for support in assessing student progress and differentiating instruction. The surveys will include some questions about science implementations, issues, and practices in elementary classrooms.

CONTACT INFORMATION

On-line Resources

To learn more about UCSMP and its upcoming conferences, visit our web site at <http://social-sciences.uchicago.edu/ucsmp>

For questions and general inquiries, send e-mail to ucsmp@uchicago.edu

To learn more about *Everyday Mathematics*, visit the *EM* Center web site at <http://everydaymath.uchicago.edu>

For questions about *Everyday Mathematics*, send e-mail to em-center@listhost.uchicago.edu

To communicate with other users of UCSMP materials, you can subscribe to our on-line forums.

UCSMP hosts an email discussion forum for the exchange of ideas related to the use of its elementary and secondary materials.

- To subscribe, follow the directions at <https://listhost.uchicago.edu/mailman/listinfo/ucsmp4um>
- To participate in the forum once you have subscribed, send email to ucsmp4um@listhost.uchicago.edu

The *Everyday Mathematics* Center hosts an email discussion forum for educators using *EM*.

- To subscribe, follow the directions at <https://listhost.uchicago.edu/mailman/listinfo/ucsmp-el>
- To participate in the forum once you have subscribed, send email to ucsmp-el@listhost.uchicago.edu

Are you receiving more than one copy of this newsletter?

Let us know so that we can remove any duplicates from our mailing list. Please send the duplicate label to UCSMP Newsletter, 5835 S. Kimbark, Chicago, IL 60637; call in your changes to us at 773-702-1130; or e-mail the record number printed on your mailing label to ucsmp@uchicago.edu.

Thanks to our funders! Since 1983, UCSMP has received funding from: Amoco Foundation • National Science Foundation Ford Motor Company • Carnegie Corporation of New York Stuart Foundation • General Electric Foundation • GTE Corporation Illinois Board of Higher Education • Citicorp/Citibank Exxon Education Foundation • Chicago Public Schools UCSMP Elementary & Secondary Curriculum Royalties

The UCSMP Newsletter is published by the University of Chicago School Mathematics Project 5835 S. Kimbark, Chicago, IL 60637.

UCSMP Directory

At Judd Hall, 5835 S. Kimbark Ave., Chicago, IL 60637
Zalman Usiskin, UCSMP Director/Secondary Co-Director
 (773) 702-1560
Carol Siegel, Assistant to the UCSMP Director
 (773) 702-9770
Larry Hedges, Evaluation Consultant
 (773) 702-1589

At Research Institutes, 5640 S. Ellis Ave., Box 15, Chicago, IL 60637
Max Bell, Elementary Materials Director
 (773) 702-1563
Andy Isaacs, *Everyday Mathematics* Center Director/CEMSE Co-Director (773) 702-9639
James McBride, Center for Elementary Mathematics and Science Education (CEMSE) Co-Director (773) 702-2987

At Eckhart Hall, 5734 S. University Ave., Chicago, IL 60637
Izaak Wirszup, Resource Development Director
 (773) 667-1967

At Ryerson Hall, 1100 E. 58th St., Chicago, IL 60637
Paul Sally, UCSMP Director 1983-87
 (773) 702-7388

At COMAP, Inc., 57 Bedford Street, Suite 210, Lexington, MA 02173
Sheila Sconiers, Elementary Teacher Development Director
 (800) 772-6627 Ext. 50

At Wells Hall, Michigan State University, East Lansing, MI 48824
Sharon Senk, Secondary Co-Director
 (517) 353-4691

Publishers of UCSMP Materials

K-6 Curriculum & Teacher Development
 Wright Group/McGraw-Hill
 P.O. Box 812960 • Chicago, IL 60681 • (800) 382-7670

K-6 Teacher Development
 COMAP
 57 Bedford St., Suite 210 • Lexington, MA 02420 • (800) 772-6627, ext. 50

6-12 Curriculum
 Prentice Hall School Division
 160 Gould St. • Needham, MA 02494 • (800) 848-9500

9-12 Teacher Education
 Prentice Hall Higher Education Division
 1 Lake St. • Upper Saddle River, NJ 07458 • (800) 350-3693

International Conference Proceedings
 National Council of Teachers of Mathematics
 1906 Association Dr. • Reston, VA 20191 • (703) 620-9840

Evaluations Published by Others Than UCSMP
 UMI Dissertation Services
 300 N. Zeeb Rd. • Ann Arbor, MI 48106 • (800) 521-0600

Translations Published by Others Than UCSMP
 American Mathematical Society
 P.O. Box 6248 • Providence, RI 02940-6248 • (800) 556-7774

UCSMP Newsletter

The University of Chicago School Mathematics Project
5835 South Kimbark Avenue
Chicago, IL 60637

Nonprofit Organization
U.S. Postage
PAID
Chicago, Illinois
Permit No. 9244

For further information . . .

- The label above is incorrect. Please make the indicated changes.
- Please add the name below to your mailing list to receive future mailings.
- Please add the name below to your mailing list and send a packet containing a project brochure, recent newsletters, and ordering information.

Name (please print) _____

Position _____

Institution _____

Indicate preferred address below (Home or Work):

Street _____

City _____ State _____ Zip _____

- Yes, I am using UCSMP materials or ideas, including:
 - Everyday Mathematics* K 1 2 3 4 5 6 Staff Development Materials
 - Transition Mathematics* *UCSMP Algebra* *UCSMP Geometry* *UCSMP Advanced Algebra*
 - Functions, Statistics, and Trigonometry* *Precalculus and Discrete Mathematics*