



**KENTUCKY INNOVATION IN
ELEMENTARY TEACHER PREPARATION—
*Eight Kentucky universities and the
Kentucky Center for Mathematics
partner to design an innovative
approach to elementary mathematics
teaching methods***

Faculty members from eight Kentucky post-secondary institutions and the Kentucky Center for Mathematics staff are working to refine mathematics elementary teacher preparation. Given the importance of *numeracy* foundations for later success, the PTP Collaborative has created a five session module that includes Kentucky student video, titled “*Noticing Numeracy Now (NNN)*.” The module is focused on helping undergraduate, pre-service teachers gain tools and strategies, in alignment with the new Kentucky Core Academic Standards, for tracking formative progress and designing differentiated, targeted instruction for advanced mental computation.

Beginning in fall 2010, NNN will be integrated into elementary methods courses and mathematics content courses for elementary teachers, impacting between 495 and 990 Kentucky pre-service teachers during the two-year pilot. Considering that these pre-service teachers will ultimately each serve approximately 25 students per year, at least 12,000 may benefit annually from improved teaching practices. If the PTP Collaborative is successful in receiving funding from the National Science Foundation, they will work toward further improvements and more rigorous measures of program success.

The **P**re-service **T**eacher **P**reparation (**PTP**) Collaborative is a direct outgrowth of the Kentucky Primary Grades Mathematics Achievement Intervention Program launched by Kentucky Legislators through 2005 House Bill 93.