COACHING: ONE MATHEMATICS SPECIALIST’S STORY
C.B. Doyle

PROVIDING REAL-WORLD EXPERIENCES: THE VIRGINIA TECH EXTERNSHIP
FOR MATHEMATICS SPECIALISTS
B. Kreye and J.L.M. Wilkins

REFLECTIONS ON WHAT YOU HAVE LEARNED: A RAPPOREUR’S REPORT ON
VIRGINIA’S “WHAT WE HAVE LEARNED SYMPOSIUM”
D.B. Erchick

PART II: Regular Journal Features

MATHEMATICS PROFESSIONAL DEVELOPMENT WORKSHOP FOR MIDDLE
SCHOOL TEACHERS: CONCEPT VERSUS MEMORIZATION
D. Taylor and R.W. Farley

UNDERSTANDING THE TRANSITION BETWEEN HIGH SCHOOL AND COLLEGE
MATHEMATICS AND SCIENCE
S.A. Culpepper, C. Basile, C.A. Ferguson, J.A. Lanning, and M.A. Perkins
PART I: “What We Have Learned Symposium”

THE IMPACT OF ELEMENTARY MATHEMATICS SPECIALISTS
P.F. Campbell and N.N. Malkus 1

WHAT WE ARE LEARNING ABOUT THE ELEMENTARY MATHEMATICS SPECIALIST’S ROLE: SOME REFLECTIONS ABOUT MATH COACHING
J. Whitenack and A. Ellington 29

A MATHEMATICIAN’S OVERVIEW OF THE VIRGINIA ELEMENTARY MATHEMATICS SPECIALIST PROGRAM
L.D. Pitt 45

HOW TEACHERS LEARN: THE IMPACT OF CONTENT EXPECTATIONS ON LEARNING OUTCOMES
J. Reyes 61

EARLY ALGEBRA AND MATHEMATICS SPECIALISTS
M.K. Murray 73

GEOMETRY EXAMPLES ENCOUNTERED IN VARIOUS EVERYDAY EXPERIENCES
R.W. Farley 83

WHAT COUNTS IN THE PREPARATION PROGRAM OF MATHEMATICS SPECIALISTS AND WHAT LESSONS HAVE WE LEARNED ABOUT WHAT NEEDS TO BE ADDED?
S.S. Overcash 93

A WEB OF INFLUENCE: HOW THE MSP PROGRAM HAS SHAPED THE THOUGHTS OF THREE INSTRUCTORS
J. Reyes 101

(Contents continued inside)