Dr. Robert E. Floden  
University Distinguish Professor  
Michigan State University

Time: Wednesday, May 8, 4:00-5:30p.m.  
Student Union Building: Bergquist Lounge

Title: Improving the Preparation of STEM Teachers:  
Improving Both Content Preparation and Teaching Practice

One key to improving STEM education in the US is strengthening programs for initial teacher preparation. Improvements are called for both in prospective teachers’ opportunities to deepen their content knowledge and in prospective teachers’ opportunities for gaining proficiency in classroom practice. Recent developments in policy and research have implications for changes in current practices in STEM departments and in schools of education. Among these developments are the recent IEA international comparative study of mathematics teacher preparation (TEDS-M), the widespread adoption of the Common Core State Standards for Mathematics (and associated forthcoming assessments), and the newly released Next Generation Standards for Science Education. Insights can also be gained from recent initiatives, such as Teachers for New Era, that bring together STEM faculty with educators in higher education and in K-12 schools.