

Dear Panelists,

Thank you again for your willingness to participate and your flexibility with the time.

The first part of the session will involve discussion among the panelists on a preset list of topics moderated by John Mahoney. We have divided the panelists into four groups. Each pair will focus on a particular topic for about 10 minutes. You may divide up this time however you like -- 5 minutes each or a back and forth conversation for around 10 minutes. We've included a list of emails for all panelists should you wish to contact each other before the 22nd. After the initial 10 minutes of discussion between the two panelists, the topic will be opened to the entire panel for discussion for around 10 minutes. (The exception is topic four which will be discussed by Francoise alone for around 5 minutes and then opened up to the entire panel for 10 minutes). This gives us a total of around 1 hour and 15 minutes for these topics. After that we would like to give the audience a chance to ask questions. Audience members will submit their questions on index cards so that we can filter through the questions to pick ones that will yield the most interesting discussions.

(1) David Bressoud and Susan Schwartz-Wildstrom :

What should the role of Calculus be in a high school curriculum ?

(What is the cost/benefit of studying Calculus before college and what do you think of the trend of rushing to Calculus?)

(2) Larry Washington and Dan Ullman

How do we teach our students to become good problem solvers?

(Are students coming to college able to solve problems? What type of emphasis should be placed on problem solving vs. skill strengthening at the middle/high school level?)

(3) Jim Sandefur and W Stephen Wilson

NCTM Standards: What are they and how have they affected students' preparation for and success in college mathematics?

(As an independent school with the ability to shape our own curriculum, how much should we adhere to these standards?)

(4) Francoise Seillier-Moiseiwitsch

What mathematical skills are most important for mathematical related disciplines?

(Do you find that students are coming to college with these skills? If not, which ones need strengthening?)

We are going to invite teachers from area schools, and administrators and board members from Sidwell. After the panel, we hope that you will all join our math department, board, and administrators for dinner where we can further explore many of the ideas presented earlier in the evening. We are all looking forward to seeing you on the 22nd.