

Questions?

Check our website, www.mathteacherscircle.org, or contact Brianna Donaldson, Director of Special Projects at AIM (circles@aimath.org).

Teacher Testimonials

"There are so many critical mathematical principles that are glossed over or ignored by elementary and middle school teachers. When I was taught basic arithmetic, geometry, and algebra, I was never taught the underlying math inherent to these ideas. My understanding has been enhanced, and therefore my teaching has improved."

"I now make a point of letting my students know that it is okay to not immediately know how to solve a problem, that we can examine it and 'discover' possible solutions and then test them out to see if one of them works. This encourages even the timid students to venture out with a possible suggestion for a solution. Using this method is much more fun for everyone and it definitely actively involves all of the students."

"I try to introduce topics with Math Teachers' Circle style problems whenever I can. It's the best way of achieving my goal of getting the kids to think logically."

"I have made new friends and have stretched my brain. I have explored in depth some of the concepts that I teach. The networking with other professionals in the field of math is something that I value that would not have happened in any other venue. I truly enjoy our once-a-month gatherings and am constantly sharing the good news with colleagues."

"I really enjoy being able to think about math and math alone. Thank you for creating a space where my 'math mind' can wander and play!"

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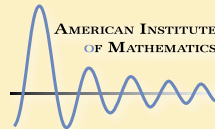
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"How to Run a Math Teachers' Circle"
American Institute of Mathematics
360 Portage Ave
Palo Alto, CA 94306-2244

AIM Math Teachers' Circle Immersion Workshop



Palo Alto, CA

AIM Research Conference Center
July 6-9, 2010

Why should kids have all the fun? Problem Solving with the AIM Math Teachers' Circle

Why should I be interested?

Many math teachers, like their students, enjoy discovering great mathematics. The American Institute of Mathematics (AIM) decided to open its doors for such teachers and to help them in their quest. The goal of the AIM Math Teachers' Circle (AIM MTC) Immersion Workshop is to equip a group of middle school math teachers with an effective problem-solving approach to teaching by immersing them in engaging topics in mathematics.



Those who take part will receive room and board for the duration of the workshop as well as further support and resources in the form of monthly follow-up sessions spread throughout the school year. Teachers will also be eligible for

continuing education credit, professional development units, or college course credit.

More about the AIM MTC and the national MTC Network

The AIM MTC has been meeting since 2006 and its model gave rise to the national Math Teachers' Circle Network. Like the other Math Teachers' Circles around the country, the primary purpose of the AIM MTC is to create a culture of mathematical problem-solving and involve its participants in an ongoing dialogue about math with students, colleagues, and professional mathematicians. The program also provides guidance, materials, and resources to middle school math teachers that enable them to promote open-ended problem-solving as a way of learning, thinking about, and practicing mathematics in their classrooms. To find out more about this growing



movement for middle school math teachers around the country, please visit www.mathteacherscircle.org.

Teachers who are accepted for the AIM MTC will attend an all-expenses-paid workshop where they spend four days doing math in a supportive, enjoyable atmosphere, together with other middle school math teachers and mathematicians from around the Bay Area. The teachers then become members of the AIM MTC, a group that meets once a month during the school year to work on problem solving and talk about teaching.

More about the AIM Math Teachers' Circle Immersion Workshop

The AIM Math Teachers' Circle Immersion Workshop is a four-day residential summer program for middle school math teachers in the Bay Area. During the workshop, teachers will be busy doing math throughout the morning and afternoon. Experienced session leaders engage teachers with a problem-solving approach to math education. Teachers gain hands-on experience with problem-solving techniques and work on open-ended problems in several content areas. In addition to math sessions, there will also be discussions of ways to apply the problem-solving approach to teaching math in the middle school classroom.

This workshop will take place at the American Institute of Mathematics in downtown Palo Alto. Participants will be housed in the nearby Creekside Inn free of charge. We ask all participants, even those living within commuting distance, to remain on site, since

collegial interaction and evening activities form an important part of the workshop.

About the monthly meetings

Another important component of the Math Teachers' Circle program consists of seven follow-up events that occur once a month throughout the school year. One Thursday evening a month teachers gather at the American Institute of Mathematics to enjoy complementary dinner, participate in a math session, and simply to talk with colleagues. These meetings will bring together those teachers who attended the 2010 as well as earlier Immersion Workshops.

How to apply

If you are a middle school math teacher with a desire to learn more about problem solving and how it can be applied in the classroom then this workshop is for you!

In order to apply, go to www.mathteacherscircle.org, click on "Upcoming Workshops" and scroll down to the AIM Math Teachers' Circle Immersion Workshop, then follow the directions.

Up to twenty-five participants will be selected, based on their degree of interest in becoming engaged in a community of problem solvers and bringing the culture of problem solving to their classrooms. We urge all interested teachers to apply, regardless of mathematical background.

Participants are asked to commit to attending the monthly Thursday evening follow-up sessions as often as possible. In particular, those teachers receiving professional development units or college course credit must attend.

