

National Mathematics Advisory Panel Report

<http://www.ed.gov/about/bdscomm/list/mathpanel>

[Excerpts by EduTron. Emphases added.]

First Things First

The essence of the Panel's message is to *put first things first*. There are six elements, expressed compactly here, but in greater detail later.

- The mathematics curriculum in Grades PreK–8 should be streamlined and should emphasize a well-defined set of the most critical topics in the early grades.
- Use should be made of what is clearly known from rigorous research about how children learn, especially by recognizing a) the advantages for children in having a strong start; b) the mutually reinforcing benefits of conceptual understanding, procedural fluency, and automatic (i.e., quick and effortless) recall of facts; and c) that effort, not just inherent talent, counts in mathematical achievement.
- Our citizens and their educational leadership should recognize mathematically knowledgeable classroom teachers as having a central role in mathematics education and should encourage rigorously evaluated initiatives for attracting and appropriately preparing prospective teachers, and for evaluating and retaining effective teachers.
- Instructional practice should be informed by high-quality research, when available, and by the best professional judgment and experience of accomplished classroom teachers. High-quality research does not support the contention that instruction should be either entirely “student-centered” or “teacher-directed.” Research indicates that some forms of particular instructional practices can have a positive impact under specified conditions.
- NAEP and state assessments should be improved in quality and should carry increased emphasis on the most critical knowledge and skills leading to Algebra.
- The nation must continue to build capacity for more rigorous research in education so that it can inform policy and practice more effectively.

Positive results can be achieved in a reasonable time at accessible cost, but a consistent, wise, community-wide effort will be required. Education in the United States has many participants in many locales—teachers, students, and parents; state school officers, school board members, superintendents, and principals; curriculum developers, textbook writers, and textbook editors; those who develop assessment tools; those who prepare teachers and help them to continue their development; those who carry out relevant research; association leaders and government officials at the federal, state, and local levels. All carry responsibilities. All are important to success.

The network of these participants is linked through interacting national associations. A coordinated national approach toward improved mathematics education will require an annual forum of their leaders for at least a decade. The Panel recommends that the U.S. Secretary of Education take the lead in

National Mathematics Panel Report

**United States. Congress. House.
Committee on Education and Labor
(2007)**



National Mathematics Panel Report:

The National Mathematics Advisory Panel Report United States House of Representatives, Committee on Education and Labor (house), United S. Congress, 2019-09-18 The National Mathematics Advisory panel report Foundations for success hearing before the Committee on Education and Labor U S House of Representatives One Hundred Tenth Congress second session hearing held in Washington DC May 21 2008 **The National Mathematics Advisory Panel Report** :. United States. Congress. House. Committee on Education and Labor, 2008 The National Mathematics Advisory Panel Report United States Congress House of Represen, 2015-02-14 This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work was reproduced from the original artifact and remains as true to the original work as possible Therefore you will see the original copyright references library stamps as most of these works have been housed in our most important libraries around the world and other notations in the work This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work As a reproduction of a historical artifact this work may contain missing or blurred pages poor pictures errant marks etc Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant **Foundations for Success** United States. National Mathematics Advisory Panel, 2008

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reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant **National Mathematics Advisory Panel**

Preliminary Report Department of Education (ED), 2007 The National Mathematics Advisory Panel was established within the Department of Education as part of the President's American Competitiveness Initiative through Executive Order 13398 April 18 2006 This document fulfills the obligation of that order to issue a Preliminary Report no later than January 31 2007 The Panel chose to divide into task groups focused on detailed examination of particular areas relevant to the Executive Order and other areas of inquiry The full range of issues will be covered in a phased process with new efforts being undertaken as earlier issues are completed The four task groups that have been active in this phase all deal with critical elements of mathematics education 1 Learning Processes 2 Conceptual Knowledge and Skills 3 Instructional Practices and Materials and 4 Teachers and Teacher Education In addition the Panel created two subcommittees to address a the development of a stated approach concerning standards of evidence and b a plan for a survey of teachers in the field At the time this report was accepted progress was described as follows 1 All four task groups are currently engaged in their tasks and are in the process of examining relevant literature and materials it is premature for the Panel to convey major findings and conclusions at this time 2 Subcommittee on Standards of Evidence has made progress toward a guide for use by the task groups as they address their issues and the pertinent evidence methodological principles and details will be refined as members use them in reviews of the research and 3 Subcommittee on the Survey of Teachers has developed goals for the planned survey As the present agenda unfolds the Panel expects to take up parts of the President's charge that cannot be covered with the current task groups Appendixes include 1 Presidential Executive Order and 2 Panel Meetings

Foundations for Success Department of Education, Washington, DC., 2008 On March 13 2008 the National Mathematics Advisory Panel submitted its Final Report to the President of the United States and the Secretary of Education and it was officially released to the public on that date as well The Panel agrees that the delivery system in mathematics education the system that translates mathematical knowledge into value and ability for the next generation is broken and must be fixed This is not a conclusion about any single element of the system It is about how the many parts do not now work together to achieve a result worthy of this country's values and ambitions In this report the Panel suggest that America has genuine opportunities for improvement in mathematics education This report lays out many concrete steps that can be taken now toward significantly improved mathematics education the essence of the Panel's message is to put first things first The six recommendations for making improvements include 1 The mathematics curriculum in Grades PreK 8 should be streamlined and should emphasize a well defined set of the most critical topics in the early grades 2 Use should be made of what is clearly known from rigorous research about how children learn especially by recognizing a the advantages for children in having a strong start b the mutually reinforcing benefits of conceptual understanding procedural fluency and automatic i e

quick and effortless recall of facts and c that effort not just inherent talent counts in mathematical achievement 3 Citizens and their educational leadership should recognize mathematically knowledgeable classroom teachers as having a central role in mathematics education and should encourage rigorously evaluated initiatives for attracting and appropriately preparing prospective teachers and for evaluating and retaining effective teachers 4 Instructional practice should be informed by high quality research when available and by the best professional judgment and experience of accomplished classroom teachers 5 National Assessment of Educational Progress NAEP and state assessments should be improved in quality and should carry increased emphasis on the most critical knowledge and skills leading to Algebra and 6 The nation must continue to build capacity for more rigorous research in education so that it can inform policy and practice more effectively The following are appended 1 Presidential Executive Order 13398 2 Rosters of Panel Members Staff and Consultants 3 Organization and Operation of the Panel 4 Dates and Locations of Meetings and 5 Rosters of Task Groups and Subcommittees Contains 3 tables and 16 footnotes This report was produced for the U S Department of Education by Widmeyer Communications and Abt Associates Inc It was developed and adopted by the members of the National Mathematics Advisory Panel **The National Mathematics Advisory Panel Report** United States. Congress. House. Committee on Education and Labor, 2008

National Mathematics Advisory Panel Reports of the Task Groups and Subcommittees Department of Education (ED), 2008 For students to compete in the 21st century global economy knowledge of and proficiency in mathematics are critical Whether headed to college or to the workforce today s high school graduates need solid mathematics skill The National Mathematics Advisory Panel was created in 2006 and charged with reviewing the best available scientific evidence and making recommendations on improving mathematics education with a focus on readiness for and success in algebra This report contains findings and recommendations on topics including curricular content learning processes instructional practices and materials teachers assessments and future research priorities The following chapters are included in this report 1 Introduction 2 Report of the Subcommittee on Standards of Evidence Valerie F Reyna Camilla Persson Benbow A Wade Boykin Grover J Russ Whitehurst and Tyrrell Flawn 3 Report of the Task Group on Conceptual Knowledge and Skills Francis Skip Fennell Larry R Faulkner Liping Ma Wilfried Schmid Sandra Stotsky Hung Hsi Wu and Tyrrell Flawn 4 Report of the Task Group on Learning Processes David C Geary A Wade Boykin Susan Embretson Valerie Reyna Robert Siegler Daniel B Berch and Jennifer Graban 5 Report of the Task Group on Teachers and Teacher Education Deborah Loewenberg Ball James Simons Hung Hsi Wu Raymond Simon Grover J Russ Whitehurst and Jim Yun 6 Report of the Task Group on Instructional Practices Russell Gersten Joan Ferrini Mundy Camilla Benbow Douglas H Clements Tom Loveless Vern Williams Irma Arispe and Marian Banfield 7 Report of the Subcommittee on Instructional Materials Robert S Siegler Bert Fristedt Vern Williams Irma Arispe Daniel B Berch and Marian Banfield 8 Report of the Task Group on Assessment Camilla P Benbow Susan Embretson Francis Skip Fennell Bert Fristedt Tom Loveless Wilfried Schmid Sandra Stotsky Irma Arispe and Ida

Eblinger Kelley and 9 Report of the Subcommittee on the National Survey of Algebra I Teachers Tom Loveless Francis Skip Fennell Vern Williams Deborah Loewenberg Ball and Marian Banfield Final Report on the National Survey of Algebra Teachers for the National Mathematics Advisory Panel Subcommittee Thomas B Hoffer Lekha Venkataraman E C Hedberg and Shobha Shagle Appended to the main report are 1 Presidential Executive Order 13398 and 2 Rosters of Panel Members U S Department of Education Staff and Consultants Individual chapters contain references tables figures and appendixes

Foundations for Success United States. National Mathematics Advisory Panel,2008 *The National Mathematics Advisory Panel Report* United States. Congress. House. Committee on Education and Labor (2007),2008 Special Issue on Foundations for Success American Educational Research Association,2008 A Road Map for Mathematics Achievement for All Students Carolyn Brown,2009 In 2007 the federal government appointed a group of education professionals researchers and stakeholders to study and advise on ways to foster greater knowledge of an improved performance in mathematics among American students with respect to the conduct evaluation and effective use of the results of research relating to proven effective and evidence based mathematics instruction based on the best available scientific evidence The executive order defined a set of topics for the National Mathematics Panel to examine 1 Curricular Content and Instructional Materials 2 Learning Processes 3 Instruction 4 Teachers and Teacher Education and 5 Assessments The National Panel reviewed more than 16 000 research publications and policy reports and received public testimony from 110 people including parents teachers school administrators board of education members educational researchers textbook publishers and others interested in improving mathematics education In addition the panel reviewed written commentary from 160 organizations and individuals and analyzed survey results from 743 active teachers of algebra This research brief focuses on the first three topics and associated recommendations for PK 12 education Reported findings include 1 The K 8 mathematics curriculum should be streamlined to emphasize the most critical topics in the early grades 2 Rigorous research on how children learn should drive mathematics instruction by recognizing the advantages of a strong start for young children integrating conceptual understanding procedural fluency and automatic recall of facts and emphasizing that effort not just inherent talent leads to achievement in mathematics and 3 High quality instruction uses both student centered and teacher centered strategies The author concludes that producing a generation of students who can compete globally will require schools to prioritize the effective teaching of mathematics including articulating curriculum streamlining textbooks producing challenging examinations and training teachers in the skills needed to instruct students for high achievement Additional resources are suggested This report is based on the following study Foundations for Success The Final Report of the National Mathematics Advisory Panel U S Department of Education 2008 For the study report see ED500486 **House Hearing, 110th Congress** U. S. Government Printing Office (Gpo),2013-09 The United States Government Printing Office GPO was created in June 1860 and is an agency of the U S federal government based in Washington D C The office prints documents

produced by and for the federal government including Congress the Supreme Court the Executive Office of the President and other executive departments and independent agencies A hearing is a meeting of the Senate House joint or certain Government committee that is open to the public so that they can listen in on the opinions of the legislation Hearings can also be held to explore certain topics or a current issue It typically takes between two months up to two years to be published This is one of those hearings *Federal Register*, 2008-07-18 *Qualitatively Different* Abner Oakes, 2009 A key section of the report Foundations for Success The Final Report of the National Mathematics Advisory Panel focuses on Teachers and Teacher Education The panel found that differences in teacher attributes contributed to differences in the mathematics achievement of their students One panel recommendation that is central to improved mathematics teaching and student learning is that mathematics preparation of elementary and middle school teachers must be strengthened For this newsletter the Center solicited responses from a variety of people including those who teach prospective elementary school teachers to those who plan and conduct professional development activities for these teachers in school districts All of them agreed with the statement from the panel's report and all of them reported working on it in ways particular to their own settings Contains 1 footnote This report is based on the following study Foundations for Success The Final Report of the National Mathematics Advisory Panel U S Department of Education 2008 For the study report see ED500486 [Report on the Plan for Review of the 2007 National Math Panel Findings](#) South Carolina Education Oversight Committee, 2008 **1997 National Education Goals Report**, **Opening the Cage** Ole Skovsmose, Brian Greer, 2012-09-05 The picture on the front of this book is an illustration for Totakahini The tale of the parrot by Rabindranath Tagore in which he satirized education as a magnificent golden cage Opening the cage addresses mathematics education as a complex socio political phenomenon exploring the vast terrain that spans critique and politics Opening the cage includes contributions from educators writing critically about mathematics education in diverse contexts They demonstrate that mathematics education is politics they investigate borderland positions they address the nexus of mathematics education and power and they explore educational possibilities Mathematics education is not a free enterprise It is carried on behind bars created by economic political and social demands This cage might not be as magnificent as that in Tagore's fable But it is strong Opening the cage is a critical and political challenge and we may be surprised to see what emerges [The Algebra Solution to Mathematics Reform](#) Frances R. Spielhagen, 2015-04-24 How can we increase mathematics achievement among all students This book provides a straightforward explanation of how changing mathematics tracking policies to provide algebra instruction to all students by at least eighth grade can bring about changes in both student achievement and teacher performance Spielhagen chronicles the success of a large school district that changed the way mathematics was delivered and increased success rates across all populations Featuring interviews with students and teachers the author shows how all stakeholders were brought into the process of changing policy from the ground up Offering a model for success that can be replicated by other districts this

resource Provides a comprehensive account of how mathematics policy that evolved in the United States over the last century has resulted in low math literacy among our population Addresses the recommendations and counterpoints to the report of the National Mathematics Panel 2009 Includes real life examples of how stakeholders responded to the policy change that revolutionized mathematics instruction in their district Frances R Spielhagen is associate professor of education and director of the Center for Adolescent Research and Development at Mount Saint Mary College Newburgh New York Offers an elegant solution to a compelling problem in American society that has global implications Who should study algebra and when The best practices approach should be required reading for pre service and in service educators and administrators alike Readers will recognize that preparing students to learn algebra by 8th grade is as much a right as learning to read It is a right upon which our future depends Susan G Assouline Professor of School Psychology Associate Director The Connie Belin Jacqueline N Blank International Center for Gifted Education and Talent Development The University of Iowa Frances Spielhagen s book offers a thoughtful and detailed response to one of the most important questions of our time should all students take algebra in 8th grade With impressive and thorough research the author considers issues of teaching and learning as well as curriculum and policy For all those who care about the mathematical future of our nation s children this book is a must read Jo Boaler Professor of Mathematics Education Stanford University The School of Education In The Algebra Solution to Mathematics Reform Frances R Spielhagen shows vividly and precisely how a public school system teaches children to master mathematics skills early culminating in 8th grade algebra a critical subject for high school graduation and college admission Spielhagen s book precisely demonstrates how to improve real sequential learning for students from the early grades to high school graduation and successfully into college and life Thus this vital book has implications for instruction in all academic subjects providing a living model for continuity and improvement of student learning Bruce S Cooper Professor Graduate School of Education Fordham University

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