

Road Map to Doing What Works (dww.ed.gov) Professional Development Materials
National Mathematics Advisory Panel: The Major Topics of School Algebra

	LEARN	SEE HOW	DO
	Expert Video Interviews	Videos, Audios, Slideshows	Tools
Topics of Algebra (content)	<p>Hung-Hsi Wu</p> <p>Part 1. The content of a coherent algebra framework, including the importance of making connections across topics.</p> <p>Part 2. Professional development—the content algebra teachers need to know.</p>	<ol style="list-style-type: none"> 1. Buffalo Grove (IL)—teaching symbols and expressions 2. Douglas County (CO)—applications of linear equations 3. Douglas County (CO)—problem-solving in algebra 4. ED Teaching Fellow—patterns within functions 5. ED Teaching Fellow—introducing logarithms 6. Douglas County (CO)—district perspective on algebra <p>Plus materials related to media items and lesson plans for teacher demos</p>	<ol style="list-style-type: none"> 1. Plan for professional development activity/teacher meeting re: the key messages of the NMP about algebra. 2. Review process for assessing congruence between NMP recommendations about algebra and district standards, curricula, and assessments. 3. Observation tool for learning from other algebra teachers.
Multiple Paths (courses and supports)	<p>Bonnie Grossen</p> <p>Part 1. The need for alternatives to support students who lack preparation for algebra.</p> <p>Part 2. Characteristics of instruction that support struggling algebra learners.</p>	<ol style="list-style-type: none"> 1. Falls Church (VA)—operating an algebra “boot camp” 2. Douglas County (CO)—helping struggling algebra students 3. Palo Alto (CA)—algebra for all students 4. Falls Church (VA)—contents of honors algebra 5. Douglas County (CO)—professional development in secondary mathematics 6. CT SEA—state education agency perspective on algebra <p>Plus materials related to media items.</p>	<ol style="list-style-type: none"> 1. Guide for reviewing algebra course success rates and determining strategies for support. 2. Approach for systematic analysis of student errors. 3. School self-assessment inventory of practices in place to support struggling algebra learners.