

## 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 Advisory Panel Final Report

**Department of Education, Washington,  
DC.**



## **National Mathematics Advisory Panel Final Report:**

*Foundations for Success* United States. National Mathematics Advisory Panel, 2008 **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 suggests 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 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 *Special Issue on Foundations for Success* American Educational Research Association, 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

**The National Mathematics Advisory Panel Report** United States. Congress, United States House of Representatives, Committee on Education and Labor, 2018-01-17 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

**Math Running Records in Action** Nicki Newton, 2016-06-17 In this new book from popular consultant and bestselling author Dr Nicki Newton you ll discover how to use Math Running Records to assess students basic fact fluency and increase student achievement Like a GPS Math Running Records pinpoint exactly where students are in their understanding of basic math facts and then outline the next steps toward comprehensive fluency This practical book introduces a research based framework to assess students thinking and move them toward becoming confident proficient flexible mathematicians with a robust sense of numbers Topics include Learning how often to administer Math Running Records and how to strategically introduce them into your existing curriculum Analyzing and interpreting Math Running

Records for addition subtraction multiplication and division Using the data gathered from Math Running Records to implement evidence based research driven instruction Evaluating students speed accuracy flexibility and efficiency to help them attain computational fluency Each chapter offers a variety of charts and tools that you can use in the classroom immediately and the strategies can easily be adapted for students at all levels of math fluency across grades K 8 Videos of sample running records are also available for download at <https://guidedmath.wordpress.com/math-running-records/videos> Blackline masters are available on the Running Records Dropbox at <https://bit.ly/3gnngIq>

**Handbook of Research on Field-Based Teacher Education** Hodges, Thomas E., Baum, Angela C., 2018-10-26 Teacher education is an evolving field with multiple pathways towards teacher certification Due to an increasing emphasis on the benefits of field based learning teachers can now take alternative certification pathways to become teachers The Handbook of Research on Field Based Teacher Education is a pivotal reference source that combines field based components with traditional programs creating clinical experiences and on the job learning opportunities to further enrich teacher education While highlighting topics such as certification design preparation programs and residency models this publication explores theories of teaching and learning through collaborative efforts in pre Kindergarten through grade 12 settings This book is ideally designed for teacher education practitioners and researchers invested in the policies and practices of educational design

**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 *Quality Instruction and Intervention Strategies for Secondary Educators* Brittany L. Hott,2023-03-17 *Quality Instruction and Intervention Strategies for Secondary Educators* offers a summary of evidence based instruction followed by the most up to date empirically validated interventions for students with and at risk for disabilities in grades 6 12 Featuring key questions case studies essential vocabulary and tools that can be used in the classroom this practical text is ideal for pre and in service teachers After reading this book general and special educators alike will be able to describe the components of effective instruction and intervention in each of the content areas reading mathematics writing science and social studies access empirically validated materials and locate resources for continued learning Federal Register ,2008-07-18

*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 National Mathematics Advisory Panel Report* United States Congress House of Repre,2025-05-22 The BiblioGov Project is an effort to expand awareness of the public documents and records of the U S Government via print publications In broadening the public understanding of government and its work an enlightened democracy can grow and prosper Ranging from historic Congressional Bills to the most recent Budget of the United States Government the BiblioGov Project spans a wealth of government information These works are now made available through an environmentally friendly print on demand basis using only what is necessary to meet the required demands of an interested public We invite you to learn of the records of the U S Government heightening the knowledge and debate that can lead from such publications 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

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