

TABLE OF CONTENTS

PREFACEix
1. INTRODUCTION	I
<i>Jeremy Kilpatrick</i> , University of Georgia, Athens, Georgia	
2. WHAT RESEARCH SAYS ABOUT THE NCTM STANDARDS	5
<i>James Hiebert</i> , University of Delaware, Newark, Delaware	
SECTION 1: RESEARCH ON PRINCIPLES AND STANDARDS	25
3. MAKING MATHEMATICS REASONABLE IN SCHOOL	27
<i>Deborah Loewenberg Ball</i> , University of Michigan, Ann Arbor, Michigan <i>Hyman Bass</i> , University of Michigan, Ann Arbor, Michigan	
4. TEACHING, TEACHERS' KNOWLEDGE, AND THEIR PROFESSIONAL DEVELOPMENT	45
<i>Denise S. Mewborn</i> , University of Georgia, Athens, Georgia	
5. CLASSROOM AND LARGE-SCALE ASSESSMENT	53
<i>Linda Dager Wilson</i> , University of Maryland, College Park, Maryland <i>Patricia Ann Kenney</i> , University of Michigan, Ann Arbor, Michigan	
6. DEVELOPING MATHEMATICAL POWER IN WHOLE NUMBER OPERATIONS	68
<i>Karen C. Fuson</i> , Northwestern University, Evanston, Illinois	
7. FRACTIONS AND MULTIPLICATIVE REASONING	95
<i>Patrick W. Thompson</i> , Vanderbilt University, Nashville, Tennessee <i>Luis A. Saldanha</i> , Vanderbilt University, Nashville, Tennessee	
8. FACTS AND ALGORITHMS AS PRODUCTS OF STUDENTS' OWN MATHEMATICAL ACTIVITY	114
<i>Koen Gravemeijer</i> , Freudenthal Institute, Utrecht, The Netherlands, and Vanderbilt University, Nashville, Tennessee <i>Frans van Galen</i> , Freudenthal Institute, Utrecht, The Netherlands	

9. ON APPRECIATING THE COGNITIVE COMPLEXITY OF SCHOOL ALGEBRA: RESEARCH ON ALGEBRA LEARNING AND DIRECTIONS OF CURRICULAR CHANGE	123
<i>Daniel Chazan</i> , University of Maryland, College Park, Maryland	
<i>Michal Yerushalmy</i> , University of Haifa, Haifa, Israel	
10. STASIS AND CHANGE: INTEGRATING PATTERNS, FUNCTIONS, AND ALGEBRA THROUGHOUT THE K–12 CURRICULUM	136
<i>Erick Smith</i> , Ithaca College, Ithaca, New York	
11. TEACHING AND LEARNING GEOMETRY	151
<i>Douglas H. Clements</i> , State University of New York at Buffalo, Buffalo, New York	
12. DEVELOPING UNDERSTANDING OF MEASUREMENT	179
<i>Richard Lehrer</i> , Vanderbilt University, Nashville, Tennessee	
13. REASONING ABOUT DATA	193
<i>Clifford Konold</i> , University of Massachusetts Amherst, Amherst, Massachusetts	
<i>Traci L. Higgins</i> , TERC, Cambridge, Massachusetts	
14. RESEARCH ON STUDENTS' UNDERSTANDINGS OF PROBABILITY	216
<i>J. Michael Shaughnessy</i> , Portland State University, Portland, Oregon	
15. REASONING AND PROOF	227
<i>Erna Yackel</i> , Purdue University Calumet, Hammond, Indiana	
<i>Gila Hanna</i> , Ontario Institute for Studies in Education of the University of Toronto, Toronto, Ontario	
16. COMMUNICATION AND LANGUAGE	237
<i>Magdalene Lampert</i> , University of Michigan, Ann Arbor, Michigan	
<i>Paul Cobb</i> , Vanderbilt University, Nashville, Tennessee	
17. REPRESENTATION IN SCHOOL MATHEMATICS: LEARNING TO GRAPH AND GRAPHING TO LEARN	250
<i>Stephen Monk</i> , University of Washington, Seattle, Washington, and TERC, Cambridge, Massachusetts	
18. REPRESENTATION IN SCHOOL MATHEMATICS: CHILDREN'S REPRESENTATIONS OF PROBLEMS	263
<i>Stephen P. Smith</i> , Northern Michigan University, Marquette, Michigan	
19. REPRESENTATION IN SCHOOL MATHEMATICS: A UNIFYING RESEARCH PERSPECTIVE	275
<i>Gerald A. Goldin</i> , Rutgers University, New Brunswick, New Jersey	
SECTION 2: PERSPECTIVES ON TEACHING AND LEARNING	287
20. IMPLICATIONS OF COGNITIVE SCIENCE RESEARCH FOR MATHEMATICS EDUCATION	289
<i>Robert S. Siegler</i> , Carnegie Mellon University, Pittsburgh, Pennsylvania	

21. SITUATIVE RESEARCH RELEVANT TO STANDARDS FOR SCHOOL MATHEMATICS	304
<i>James G. Greeno</i> , Stanford University, Stanford, California	
22. A SOCIOCULTURAL APPROACH TO MATHEMATICS REFORM: SPEAKING, INSCRIBING, AND DOING MATHEMATICS WITHIN COMMUNITIES OF PRACTICE	333
<i>Ellice Ann Forman</i> , University of Pittsburgh, Pittsburgh, Pennsylvania	
23. BALANCING THE UNBALANCEABLE: THE NCTM STANDARDS IN LIGHT OF THEORIES OF LEARNING MATHEMATICS	353
<i>Anna Sfard</i> , University of Haifa, Haifa, Israel	
 SECTION 3: THE CREATION OF <i>PRINCIPLES AND STANDARDS FOR SCHOOL MATHEMATICS</i>	 393
24. USING RESEARCH IN POLICY DEVELOPMENT: THE CASE OF THE NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS' <i>PRINCIPLES AND STANDARDS FOR SCHOOL MATHEMATICS</i>	395
<i>Joan Ferrini-Mundy</i> , Michigan State University, East Lansing, Michigan	
<i>W. Gary Martin</i> , Auburn University, Auburn, Alabama	