

**Bibliography for  
Research on Engaging Teachers with Student Instructional Materials in Mathematics**

- Basista, B. & Mathews, S. (2002). Integrated science and mathematics professional development programs. *School Science and Mathematics, 102*(7), 359–70.
- Benken, B. M. & Brown, N. (2008). Moving beyond the barriers: A re-defined, multi-leveled partnership approach to mathematics teacher education. *Issues in Teacher Education, 17*(2), 63–82.
- Chazan, D., Yerushalmy, M., & Leikin, R. (2008). An analytic conception of equation and teachers' views of school algebra. *The Journal of Mathematical Behavior, 27*, 87–100.
- Clark, K. K. & Schorr, R. Y. (2000). Teachers' evolving models of the underlying concepts of rational number. *Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, 22*.
- Empson, S. B. (1999). *Considerations of systemic change and teachers' knowledge of students' novel strategies for whole-number operations*. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Noh, J. & Kang, O. (2007, July). *Exploring the idea of curriculum materials supporting teacher knowledge*. Paper presented at the Conference of the International Group for the Psychology of Mathematics Education, Seoul, Korea.
- Sowder, J. T., Phillip, R. A., Armstrong, B. E., & Schappelle, B. P. (1998). *Middle-grade teachers' mathematical knowledge and its relationship to instruction*. Albany, NY: State University of New York Press.
- Swafford, J. O.; Jones, G. A., & Thornton, C. A. (1997). Increased knowledge in geometry and instructional practice. *Journal for Research in Mathematics Education, 28*(4), 467-83.
- Swafford, J. O., Jones, G. A., Thornton, C. A., Stump, S. L., & Miller, D. R. (1999). The impact on instructional practice of a teacher change model. *Journal of Research and Development in Education, 32*(2), 69–82.