## Bibliography for Research on Engaging Teachers in Analyzing Mathematics Classroom Instruction

- Basista, B. & Mathews, S. (2002). Integrated science and mathematics professional development programs. *School Science and Mathematics*, *102* (7), 359–70.
- Goldsmith, L. T. & Seago, N. (2007, July). Tracking teachers' learning in professional development centered on classroom artifacts. Paper presented at the Conference of the International Group for the Psychology of Mathematics Education, Seoul, Korea.
- Lin, P. J. (2002). On enhancing teachers' knowledge by constructing cases in classrooms. *Journal of Mathematics Teacher Education*, 5(4), 317–349.
- Santagata, R. (2009). Designing video-based professional development for mathematics teachers in low-performing schools. *Journal of Teacher Education*, 60(1), 38–51.
- 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.
- Vale, C. & McAndrew, A. (2008, June). Deepening the mathematical knowledge of secondary mathematics teachers who lack tertiary mathematics qualifications. Paper presented at the Annual Conference of the Mathematics Education Research Group of Australasia, Brisbane, Queensland, Australia.