

Participating Teachers

Mobility among mathematics teachers at Suburban High School is limited, so teachers are relatively experienced. Also, Mrs. Sullivan, who served jointly from 1984 through the spring of 1998 as mathematics supervisor for the school district and as high school mathematics department chair, had advocated adoption of both *Visual Mathematics* (Foreman & Bennett, 1991) at the middle school and the *Integrated Mathematics Program* (Fendel, Resek, Alper, & Fraser, 1997) at the high school. During that time, Mrs. Sullivan recruited teachers whose philosophy was broadly compatible with the teaching methods used in these two curricula.

Professional Development

Even before their school adopted the IMP, teachers at Suburban High School had received extensive professional development in problem-centered instruction. Each summer from 1993 through 1995, nearly all mathematics teachers from both the feeder middle school and the high school participated in 30 hours of professional development centering around the Visual Mathematics middle school curriculum. Once they had adopted the IMP curriculum, teachers at the high school received additional professional development to that curriculum. In general, teachers attended 30 hours of professional development on utilizing the IMP curriculum each summer for four consecutive summers, beginning with a course in 1996 focusing on the first IMP textbook, and ending with a course in 1999 focusing on the fourth IMP textbook. Some teachers attended additional short workshops during the school year. Teachers who joined the mathematics faculty subsequent to 1996 also have enrolled in 30-hour courses focusing on each of the IMP textbooks, beginning with Book 1.

Planning Time

Under the traditional schedule, teachers at Suburban High School had available one 43-minute planning period per day. Under the semestered block schedule this was increased to a planning period consisting of one 80-minute block per day.