



Fostering Algebraic Thinking: A Guide for Teachers, Grades 6-10

By Mark Driscoll

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Fostering Algebraic Thinking is a timely and welcome resource for middle and high school teachers hoping to ease their students' transition to algebra. Drawing on his experiences with three professional development programs, author Mark Driscoll outlines key "habits of thinking" that characterize the successful learning and use of algebra. He offers strategies teachers can use to cultivate these habits of thinking and guidelines for assessing students' development.

Fostering Algebraic Thinking is organized according to the critical challenges algebra teachers face. Excerpts from discussions among the classroom teachers who participated in the professional development projects help place these issues in context. Each chapter also includes activities to encourage teachers to reflect on how they think about algebra and how that thinking informs their practice. There are also samples and analyses of student work to help teachers identify patterns of algebraic thinking along with questions and strategies that can be used to guide and extend students' thinking.

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Editorial Review

Review

“This book can be an important tool in our collective effort to improve the quality of mathematics instruction.”—Mathematics Teacher

About the Author

Mark Driscoll is a nationally recognized leader in mathematics education who designs instructional resources and professional development materials that build mathematics teachers' capacity to enhance students' understanding and improve their learning outcomes. He is the author of Mathematical Thinking and Communication (2016), Fostering Geometric Thinking (2007), Fostering Algebraic Thinking (1999), as well as The Fostering Geometric Thinking Toolkit (2008) - all published by Heinemann. Mark is the Managing Project Director of Leadership for Learning Innovation at Educational Development Center (EDC) in Waltham, MA. He received his Ph.D. in mathematics (differential geometry) from Washington University in St. Louis and taught mathematics at Logos School, an alternative high school in inner-city St. Louis. He has been a member of the writing team for NCTM's Assessment Standards for School Mathematics and served as Editor of Mathematics Education Leadership, the journal of the National Council of Supervisors of Mathematics, from 2003 - 2007. Mark has been named the recipient of the Ross Taylor/Glenn Gilbert National Leadership Award from the National Council of Supervisors of Mathematics (NCSM). The award recognizes Mark's contributions to mathematics education over four decades as well as his work at EDC.

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