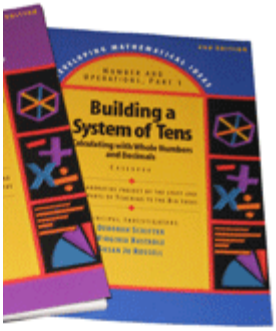
DMI Curriculum and Seminars

The Developing Mathematical Ideas (DMI) Program

About the Professional Development Curriculum

DMI is a commercially published elementary and middle grades (K-8) mathematics teacher professional development (PD) program based on well-established principles of effective PD. Teachers in DMI work together to think about and deepen their understanding of key mathematical ideas, explore students' thinking about "big mathematical ideas" and how they develop, and discuss teaching that supports students to develop deeper and richer mathematical understanding.

The focus of seminar sessions are classroom cases written by teachers that describe students' thinking about mathematical ideas. There are also opportunities to explore mathematics together led by seminar facilitators, to view and discuss videos of math classes, to discuss the work and ideas of your own students, to reflect on your learning by writing your own classroom cases, to analyze mathematics lessons, and to read related research.



The DMI curriculum is the result of a collaboration among the
Education Development Center (EDC), TERC, and The Summermath for Teachers Program at Mount Holyoke College.

There are seven DMI curriculum units. The **Evaluating DMI** study focuses on DMI's initial number and operations units: *Building a System of Tens (BST*) and *Making Meaning for Operations (MMO)*:

- **Number and Operations, Part 1: Building a System of Tens** • Participants explore the base-ten structure of the number system, consider how that structure is exploited in multi-digit computational procedures, and examine how basic concepts of whole numbers reappear when working with decimals.
- **Number and Operations, Part 2: Making Meaning for Operations** • Participants examine the actions and situations modeled by the four basic operations. The seminar begins with a view of young children's counting strategies as they encounter word problems, moves to an examination of the four basic operations on whole numbers, and revisits the operations in the context of rational numbers.

About DMI Teacher Seminars

The DMI PD context models the classroom environment teachers are asked to create. There are eight 3-hour sessions in each seminar. In a typical session, teachers do mathematics together and discuss a written or video classroom case focused on students' thinking about mathematical ideas. Homework assignments ask teachers to bring ideas from the seminar into their classroom, and then reflect on what happened. DMI teachers participate in an inquiry-oriented, learner-centered, PD learning environment that emphasizes mathematical communication, conjecturing, and problem solving using everyday language, concrete materials, visual representations, and mathematical symbols.

Click here to Learn more about the DMI curriculum, DMI teacher seminars, and other DMI Support Activities.

Information for Teachers about Participating in the *Evaluating DMI* Study

Click here if you are a teacher and want to Learn more about being part of the Evaluating DMI study.
Click here if you are a teacher and are ready to Apply to be part of the Evaluating DMI study.