

1. The recent CSMC Conference focused on two themes: digital textbooks and research priorities related to CCSSM. For each theme, please identify one "take-away" from your perspective (something you learned or an important issue that was raised):

a. Digital textbooks

These talks really highlighted the potential of this medium!

Dan Meyer's talk spoke to the potential for digital texts to be thought-provoking and interactive, but it was also clear that his thinking was limited to a couple of features. Furthermore, Zal Usiskin asked some questions regarding ethics of not showing to potential buyers full features of the digital texts. In short, the presentations on this subject were thought-provoking but limited in terms of both predicting the future of digital texts and their design.

Digital textbooks prompt us to rethink the role of teachers and classroom, not just delivery media of content information.

Digital textbooks is still in its infancy

The real mathematical thinking still goes on inside students minds, whether the medium before them is electronic or not.

The possible use of video clip (of digital textbook) to launch (learning and teaching mathematics)

Very impressive presentation by Dan Meyer--gave us all things to think about. I was most impressed (and took away) the idea of interactive problem solving using video's to engage students.

I was expecting to see more concrete example of digital textbooks, but there was not. Instead, I identified some ideas about how the digital textbooks should be. I think digital textbooks should involve innovation on not only tools but also contents.

Common message from both Patton and Meyers (as well as Jeff S/Travis in LV) is the engagement of digital functionality not only the presence of mathematics in a digital format that matters.

The new challenges faced when reviewing digital textbooks for adoption as a casual thumb test is no longer possible.

The interest of participants in digital textbooks reinforces the need for research on this emerging trend.

I valued Dr. Patton's discussion on how you can use realistic situations to explore mathematics. For instance the cell phone example that multiplication may not necessarily be repeated addition. Additionally, I reflected on the fact that he highlighted that it is not just the touch-screen features, the video and audio, but the order in which these attributes are presented that can be critical to learning. Considering that the first iteration of his study was not welcomed by the preservice teachers, highlights careful thought must be placed in how to motivate individuals to be inclined to use digital textbooks as effective mathematical tools.

Digital textbooks and other media may increase the availability of interesting and rigorous activities, but this may promote a pick and choose mentality that may lead to a loss of a cohesive curriculum.

I like Dan's talk about "design patterns". However the talk leaves us hanging about teachers' role. I think as part of the center mission, we need to think hard about how research can help answer this.

I actually did not see any in action. If they are really cutting edge we ought to be able to see them, not talked about through slides or fumbled through technology that doesn't seem to work. I still have no clue what "deeply digital" really means other than something someone made up to sound scholarly. Some of the reported CSMC work confuses digital texts with continued work on existing calculator technology that may or may not be connected to advances in curriculum (e.g., Core Tools and screen shots?-not really the way to convey "dynamic"). Dan was a motivating speaker, but his examples didn't seem to be different from what a good teacher or speaker, who is tech savvy, could/should do in a classroom that has good access to internet links. His take on design principles warrants some consideration, but I don't really see what the daily curriculum looks like; it sounded a little like it might be 1912 married to 2012.

There seem to be good ideas for ways to enhance the written curriculum through digital media, but the delivery of that content and how these curricula are enacted is not well-understood.

I learned how a younger generation views mathematics as only real-life if it is animated. Dan Meyer said that he is not as engaged when the problem appears on the page. His 5 rules of thumb were very enlightening.

This is not necessarily a researchable question, but I began to wonder what the future classrooms with digital textbooks will look like. Some developers seem to have visions of digital textbooks playing much more active roles in classroom interactions. In the traditional "instructional triangle - teacher/students/mathematics," textbooks (or curriculum) seems to stay in the background. However, in some digital textbooks, textbooks become active field of interactions. Moreover, the nature of interactions between students and teachers (and among students) may change fundamentally. All of that will eventually have some implications to mathematics teacher education - or even whether or not there will be mathematics teacher education.

There is an abundance of opportunity to integrate ideas related to Dan Meyer's talk. The ability to put the "question" up front for students is a key attribute for certain types of problems. However, as Grouws mentioned, we should take all the information with some pause about the importance of sifting through the narrative of a traditionally worded problem as being an important ability for students.

The two presentations related to "digitalizing" curriculum provided some insight into how education may change in the next 10 years. I think it will drastically change, but until the conference this weekend, I did not have specific ideas on how it might change with regard to mathematics. Dan Meyer's presentation really shed some light on how "launching" lessons may potentially change with digital media.

I enjoyed and learned a LOT regarding the different potential design elements that could go into digital textbooks, from Patton's comments and thoughts that have evolved over the past 20 years, to Meyer's promotion of video and the lessons learned by those (e.g. CMP, CPMP, and UCSMP) who have designed textbooks over the past decades. In short, these digital textbooks open up entire new dimensions of possibilities, with dramatic implications for future research. It seems quite apparent that no single vision of digital textbooks will be the "magic bullet", but that perhaps research can investigate trends in the affordances for higher student learning, deeper student understanding, greater student interest in mathematics, and ultimately, higher student achievement in mathematics.

It seemed that both presenters, Patton and Meyers, presented ideas that were supplements to a digital textbook, not a framework for a full text. Patton presented one unit, and I found the follow-up session where what he had discussed in his presentation, to be most helpful. However, there were also valuable nuggets in his presentation-particularly the idea of building upon physical movements used to access technology as a foundation for some mathematical concepts (i.e. scale and multiplication, an aspect of multiplication that is often difficult for some to understand). I currently follow Meyers' blog, and I look forward to hearing his presentation in person. Meyers presented how technology can be used to make interactive presentations or to use video to motivate students. Both of these were interesting presentations, and I can see how their ideas can be incorporated into an interactive digital text.

There is great potential in the merging of curriculum development and digital technologies, but there is also a great deal of diversity among the resultant products-- and thus an embedded threat to such potential. These technologies can be used in ways that re-envision the curricular experience (including teaching, assessment, and learning), but they can also be executed in ways that simply transpose one way of knowing onto another medium. As these technologies emerge and are distributed, there are also clear ways in which equity may be compromised and disparities in access to quality mathematics learning opportunities may be exacerbated.

There is much potential in this area, but it will take a gathering of expertise in many areas (traditional curriculum design, design, general technology, mathematics learning through technology, etc.) to make effective use of the potential. Another challenge we face: the focus of curriculum research is becoming an even faster moving target.

It would be easy to just make the current textbooks digital, but this is an opportunity to revolutionize the printed text. With a digital textbook, many things are possible that were not available in simple print.

While digital textbooks have been a part of conversations, it was enlightening to experience them in action. They appear to be a tool to use, but can still be like traditional textbooks. Yet, I wonder what will it take for students to utilize them without the prompts of instructors. What are those motivators for using digital textbooks?

Dan Meyer's key note address was incredible. I would like to see it made available (with his permission) on the CSMC website or disseminated via Jerry Becker's listserv. From the looks of Travis Olson's presentation, the recent changes to digital textbooks (available for purchase through iTunes) are modest at best.

I think a few things I took away from this theme: / 1). In the area of digital and technology age, we are moving in the right direction by initiating projects related to creating digital interface for teacher and student learning. / 2) How do we get digital textbooks to become more helpful for student learning. Dan was talking about some great features that involve a different experience for the students when learning mathematics. Are the teachers on board? What training do the teachers need to receive to be on board and use these digital textbook effectively?

As a field, we need to consider not just how school mathematics is represented in digital media, but how digital media connects to all aspects of learning theory--specifically, for example, motivation, engagement with/doing of mathematics, and sense-making.

It was interesting for me to know that the dynabooks is aligned with the UDL framework. I would be interested in knowing more about digital textbooks.

The role of the teacher remains unknown.

We need to change our approach and content in planning for digital textbooks. Changing content will require some reclassifications/ and reconceptualization of topics.

Different projects of digital textbooks designing are going on, but limited research on this topics.

Text-to-speech capabiitiy in digital texts may not only help learners for which English is not their native language, but there is evidence that hearing text read in conjunction with reading itself may be helpful for many more students. A design consideration we are now considering in our curriculum design and development work.

I liked hearing about digital textbooks. Admittedly, I have not investigated them very much.

I recognized that digital textbooks can be pedagogical tools, where print textbooks are more of organization and preparation tools.

One thing that I took away from the session was in what ways could digital interfaces of curriculum materials actually create value-added experiences for students beyond just creating a new, more efficient way to interact with text materials. In particular, I see a lot of potential benefits for digital curricula in representing continuous quantities that may be hard to precisely represent in static textbooks and real experiences in the classroom.

That we need to be careful that digital textbooks aren't used as a scanned book, but that we are able to access the power in the technology to help with learning.

b. Research agenda related to CCSSM

There is a lot of work to do and we need to organize ourselves to tackle this systematically using the expertise of the CSMC folks.

Dan Heck's talk listed numerous topics that would be important to research and it's clear that the agenda exceeds the capacity of the field to implement it. I was hoping for a more targeted and perhaps coordinated list of topics.

Very basically: That the CCSSM may afford opportunities for new types of research, and at the same time, may constrain (or eliminate) opportunities for important research that has yet to be done.

There is a lot to do. Who is going to take it on. We need a CCSS Clearing House; one that actually collects, synthesizes and list various reports and research efforts

As many are struggling to know what is going on and what others are doing there would be value in some news and info portal (web-based) perhaps.

To study the learning effect of digital text book (compared with the use of traditional paper textbook)

Dan Heck's presentation provided a number of issues that need to be studied regarding the Common Core. I came away with the realization that there are many in the center that have an interest in this topic and would like to collaborate in some way on some aspect of studying CCSSM.

The agenda was pretty broad, so I paid attention to curriculum. The emphasis on the alignment between curriculum and CCSSM will be challenging, but I believe we have to stick with it.

Positioning for a revision of the CCSSM is a task that must begin now.

Given the breadth of the priority research agenda, the suggestion to coordinate efforts on an online space (e.g., wiki, discussion board, social media site) would be important.

I do believe the list of question provided researchers a lifetime of researchable questions. Dan's presentation left individuals thinking what question can I answer.

The common core is creating a number of interesting research opportunities but we need to coordinate our efforts so as not to needlessly overlap. I think Dan Heck and his group did a nice job outlining potential avenues for future research, but I hope this is not seen as the only needed research.

I also like Daniel' talk about priority research agenda, and our discussions session with him. I think this talk will have more impact on my future work with teachers, math specialist, and State initiatives.

Not much new here. Without funding it will be up to researchers to chip away at what they can within their own research agendas and university allotted research time. CCSSM has a momentum of its own that is

evolving faster than any research can be done to inform it and any research that can be done will likely be too late or ignored, cherry picked, or interpreted to suit political agendas. I think Dan Heck called it like it is.

The mathematical practices seem to be highlighted by mathematics education researchers, especially those in our group. The reality seems to be that teachers and districts may be more concerned with the content standards.

Dan H. said that "There need to be changes and they need to be research-based. So I now understand that we are going to try to make the necessary changes by showing through research what does and does not work.

I wonder what teachers' roles may be in research agenda discussed. More broadly, I wonder what teachers' roles may be for implementing and informing the revisions of the CCSS - I sure hope it will be a revision instead of starting from scratch all over again.

I think that we basically don't know a whole lot of what is going on currently. I think it's important to document, to the degree we are able, what is going on in our localities.

The presentation by Dan Heck made me wonder how teacher education programs will facilitate educating teachers and prospective teachers about the CCSSM.

As we move forward under the influence of the CCSSM, I agree that we should see the document as a living document and that those affiliated with CSMC can position themselves to help in the interpretation and future revision efforts. In terms of future revisions, some can engage in research efforts NOW that can facilitate this "positioning" effort in future years. In terms of content and assessment, it will be of interest to see how different entities (states, organizations, districts, etc.) interpret the document and implement interventions (curricular, etc.) to meet what they see as being in the CCSSM. Analyses into interpretations, addition of the possible 15% additional "standards" (one example is California that has already engaged in this process), and investigating how schools, teachers, and administrators "teach to the test". As was made clear, the SBAC and PARC seem to be harnessing power via their interpretations of the standards, so it will also be fruitful to begin investigating how different states are affected by how these assessment consortia design assessments (in terms of content, structure, and potential treatment of the Standards for Mathematical Practice).

The research paper and presentation by Horizon provided a framework to begin examining the effects of the CCSSM. This is important work to consider.

It seems as if there is consensus that the CSMC research agenda should in some way respond to the CCSSM initiative. But it seems as if broader, older stakeholders should also respond (e.g., NCTM), and that that response should take the fore. Should CSMC work with those other stakeholders for a concerted response-- and plot a research agenda accordingly?

Time is of the essence - if we wait too long, we'll miss many opportunities in what appears to be a significant moment in mathematics education that will likely never happen again.

With the CCSSM, there is renewed motivation for research in many areas. The CSMC conference and Horizon's agenda provided a good start on how to frame research areas in light of the CCSSM.

Since CCSSM is here, this is a great opportunity to assist educators. A research agenda for CCSSM can open door to making this document stronger.

There is clearly much work to be done. i agree with one of the reactors (Doug Grouws) who said it would be useful to have some prioritizing of the research agenda rather than having it be a catch-all for the work that looms for our field.

This was very interesting and helpful. Many angles are available to approach this agenda. Due to the nature of my research, I am most interested in teacher learning and school district adoption processes of the Core Standards.

There is a clear tension for the field between conducting work that can should improve implementation of the CCSSM, and the necessary objectivity to study the CCSSM as a force in the system of school mathematics.

The Priority Agenda presented by Dan Heck reaffirmed the importance of pursuing research in this area. I also think this raised additional questions that can be pursued about the implementation of CCSSM. It will be interesting to watch if there will be funding available to undertake this research.

There remains a need to do at least two things: 1. develop a unifying source of coordinated resources for ongoing and future research related to the CCSSM, and 2. develop manuscripts in a more timely manner (journalism school of thought).

How can we help teachers see possible ways to enact practices in the classrooms via written curriculum materials?

Limited information about learning progressions, and learning trajectories related to CCSSM.

Offers a blueprint for continuation of a center for the study of mathematics curriculum that is organized around satellite research groups that that initially address the most urgent and important questions in the Agenda. As I indicated to Barbara, my plans are to spend time during June seeking possible foundation funding sources to support such a structure as a natural extension of CSMC.

This session reinforced the vastness of research possibilities.

Who is going to take responsibility for the CCSSM? Accolades and criticisms.

I appreciated the agenda that Dan Heck talked about, because it set forth different priorities that will hopefully lead to an improved second iteration of the CCSSM. The agenda seemed overwhelming individually, but perhaps is less overwhelming when I think of the document as guiding the field in general. I'm hopeful that at least aspects of this agenda will contribute to improving the next set of standards.

There is alot that needs to be researched and the time is now. As states, districts and teachers implement CCSSM we are losing valuable data that could be useful for other states.

2. Identify one thing you plan to do as a result of participating in the CSMC Research Conference.

Janine talked about the range of conceptualizations of CCSSM - this is a discussion that I think is worthwhile with pre-service and inservice teachers - what does CCSSM represent to them?

Continue to identify potential collaborators whose work was informally or formally made aware to me at the conference.

Two things: 1) Talk to colleagues about Dan Meyer's work; 2) Include thoughts research frameworks pertinent to digital textbooks in my work on teacher knowledge.

Pursuing funding to create some sort of news venue around the common core implementation and surrounding issues.

I am planning to study the possible use of virtual manipulatives (connected with the digital textbook)

This is my first time to attend the CSMC Research Conference. I am starting networking with people in this field. I believe communicating and networking is important to maximize my learning and future research.

Look for others of additional papers providing readings of different content slices of the CCSSM

It would be interesting to write a 2020 paper identifying that as a year when CCSSM should be revised updated. A strong paper early would plan the seed and hopefully rally folks to engage in discussions that would lead to changes.

My dissertation will focus on digital textbooks.

I plan to do a professional development conference that illustrate digital textbook, and the potential to unpack advance mathematics with tht tool in a high school environment.

I plan to examine the mathematical practices in more depth due to a number of interesting comments that came up in reference to them. I also think that I will look more into the use of digital textbooks as I approach my methods courses.

We will start a PD workshop this summer with K-5 teachers, and then follow up on a few of them in fall 2012-spring 2013. I plan to conduct a case study on "teacher and teaching" as an influence of CCSM. So the priority research agenda can serve as a guideline for me to contribute a small piece in this area.

Continue to chip away.

I plan to email fellow participants various resources that are related to my own curriculum related research. I also plan to continue my research efforts and methodology for studying the enacted

mathematics curriculum (I was encouraged to keep moving forward, patiently, with my data analysis methods).

Find a way to research the implementation of the CCSSM in South Carolina.

I would like to pay more attention to the idea of digital textbooks - what are the philosophical epistemological frameworks?

I have already confirmed with our district mathematics coordinators that they will support and distribute a survey to "take the temperature" of the teachers as related to CCSSM, and the districts efforts to provide newsletters on the CCSSM and related materials.

Engage in discussions with other mathematics teacher educators regarding ideas they have for educating prospective teachers in content courses as well as methods courses on the CCSSM as well as new professional development opportunities for inservice teachers at the K-8 level to address content changes in the CCSSM.

I plan to read more (update myself) on the efforts of the SBAC and PARC, particularly pertaining to the interpretation of the CCSSM (content AND SMP).

I am will be examining the research agenda presented at the conference more closely to consider future research projects. I also will be contacting two people who presented at the poster session for more information related to my research interests in Algebra curriculum.

One thing: To make better use of the network that has formed among CSMC participants.

Collaborating with others interested in researching how the CCSSM are changing U.S. mathematics education.

Take my poster and the feedback I received and write up an article or two to be published. One is a state level journal, the other is an article illustrating the similar impacts that the CCSSM will have on other states.

I plan to look further into CCSSM to assist educators and students.

Collaborate with a few of the participants on researching the impact of CCSS on school mathematics.

Core Standards, teacher professional development and looking into examining different ways in which schools districts take action for Core Standard implementation.

I was alerted to two recent dissertations addressing areas of interest to me within the research agenda related to the CCSSM. I plan to read those dissertations.

As a result of participating in the CSMC conference, the importance of the research I've been pursuing has been reaffirmed. Also, I had an opportunity to speak with other mathematics educators who may be interesting in collaborating on future research ideas.

I plan on contacting researchers that were working on things that I found interesting, for collaboration.

I plan to continue working on a document that will provide critical reading of standards connecting with existing research at the middle school level.

Continue on research on learning trajectories

See two proposed activities in boxes a and b.

Follow up with people who expressed interest in my research project to analyze the algebra strand of high-school algebra textbooks.

Incorporate a "implications of the CCSSM" section as part of my implications for research and teaching section in manuscripts in progress.

One thing I'm interested to continue working on and thinking more deeply about is how technology can be used in student learning and in particular how these experiences can be taken to scale in curricula. For example, Dan Meyer's talk was interesting, but making these experiences he talked about become part of a coherent curriculum is challenging.

I have already used Dan Meyer's presentation with my methods course. They loved it and it made sense to them. More importantly it reinforced the big ideas that I have been teaching. I also plan to do some analysis in the geometry strand specifically with regards to the reorganization and focus on developing congruency from a transformational view point.

3. Based on conference discussions, what do you feel is the highest priority work for CSMC (given appropriate resources) related to one or both of the conference themes?

To coordinate the research related to CCSSM.

Help people to coordinate their research agendas by continuing to query CSMC folks about their research (current and future) and posting updates on the web site.

Perhaps prioritize the "CCSM research agenda" and develop infrastructure to support cross-university work and information sharing regarding possible research projects?

We need a CCSS Clearing House; one that actually collects, synthesizes and list various reports and research efforts and acts as a catalyst in instigating research efforts. It does not need to make judgements.... just initiate, collect, synthesize, etc.

Consider seeking funding to continue the center with the eye towards common core curriculum research.

To study "other characteristics" of electronic textbooks.

Research regarding CCSSM, in my belief, is the more important of the two foci of this conference. I think organizing and engaging CSMC members with research opportunities should be the highest priority for CSMC.

It is really sorry that the fund is ending. However, I think this time is asking expert groups in mathematics curriculum because digital textbook and CCSSM will bring a huge impact. There are lots of work with regard to curriculum development and evaluation.

Supporting research relative to the Priority Agenda for Research on the Common Core that is informed by the Center's curriculum expertise.

Identify a group or encourage someone to develop a draft of a 2020 paper mentioned above.

Since both CCSSM and digital textbooks will require a great deal of research, CSMC could be essential in coordination of efforts and continuing to serve as a repository of information and research tools.

Considering the timeliness of the Common Core, evaluating the implementation of the standards are indeed a priority. Additionally, we must not neglect the fact that we live in a technological era, hence, parallel studies could consider Common Core implementation using digital textbooks.

I think CSMC could serve as a home base for sharing information and research related to these areas.

Conduct research to study the influence of CCSSM. I also think that we need to have a system of documenting all ongoing research projects related to "the influence of CCSSM".

Developing counterpoint (or supporting if that's where the data lead) positions to the current CSMC document.

It seems to me that folks are either scrambling to know what to do about CCSSM or not doing anything at all. With the expertise and organization of our community it seems as though some leadership is needed at the district and school level, an area where I see great potential for advancing our curriculum related research. In other words, communication with practitioners and school leaders need to be central to making decisions about our research agenda.

Work to improve the CCSSM.

Perhaps related to #4, more resources on digital textbooks - not textbooks themselves but who is doing what, etc.

I think ways in which we can think about researching the transition to meaningful digital media is of primary importance. Also, it is necessary for us to be integral in documenting the way in which states are transitioning to the CCSSM -- however, perhaps there may be ways of addressing this by first looking at any frameworks for how previous state standard transitions were handled.

The one item that stands out the most is setting a research agenda that will position multiple scholars in a way that they we can help inform and support both the interpretation of the current CCSSM and future possible iterations of the document. Also among the top, in my view, should be the suggested construction of a digital social environment for future CSMC discourses (particularly as CSMC changes in its structure and administration).

Both of these themes, CCSSM and digital texts, are timely and important. I am wondering about combining the two themes for future work - see question 4 below.

Most likely it is the research agenda related to CCSSM, but within that, the priority should likely be catalyzing the conversation around a concerted response (perhaps like the catalyst conference held a few years ago).

Becoming involved in the development of assessments related to the CCSSM (if it's not too late). Documenting and studying the impact of implementation of the CCSSM.

It seems that you could pull together an argument for another round of NSF funded textbooks that are "Standards-based" (as in CCSSM) and digital.

The CCSSM research agenda should be the top priority at this time. CCSSM is here and many are already tearing the document a part; thus, research may better inform educators and developers.

I suggest to monitor the impact of the CCSS in the years to follow. I realize that this is a broad description of "priority work" but it is an inarguable that CCSS will dwarf digital textbooks or any other technological advancement.

I think there are a few ideas were discussed. By the way, I wanted to ask Barbara is it would be possible to put up on the CSMC website the names of all the graduate students, fellows (and their affiliations). That'd be very helpful in finding each other after we graduate to create collaborative projects. The highest

priority perhaps is to continue our work in examining the role of curriculum in K-12 education, especially now with Core Standards. Perhaps the role of the textbooks is going to change if we are moving to a more digital interface. Perhaps the role and the knowledge of teachers' is going to change as we move along this path. This is a very interesting time of educational evolution. With curriculum being at the heart of everything, there is plenty that we can do as a center. I think an idea of having a "curriculum journal" is a very important one, so I hope those efforts would result in positive outcome.

Given the likely expansion of digital curriculum materials--including research-based, commercial, and "free-lance" offerings--in response to the CCSSM it seems very important that CSMC highlight and support research that investigates these materials as *curriculum materials* that communicate what it means to represent, engage with, and make sense of mathematics, to counter what is likely to be a superficial interpretation of digital materials as technology-enhanced activities that are interesting to students or more relevant to their lives.

Continue studying the impact implementation of CCSSM; on student achievement? on teacher implementation? professional development etc.

I believe that the highest priority should be focused on examining the affect of CCSSM on the curriculum.

Related with digital textbooks: we need to learn more about "What features of an electronic teacher guide do teachers use that is unique to an electronic platform?" and "In what ways electronic medium might support students' learning?"

Specifying some topics and do in-depth research on learning trajectories related to the topics.

Conduct design and efficacy studies around "deeply" digital school mathematics texts and initiate a systematic program of research around the Research Agenda related to CCSSM.

Encouraging research on implementation of CCSS-M. Connecting people with similar interests. Continuing the dialogue.

Doing research to highlight areas that need revising in the CCSSM. We need to make a case for it now. Given the swiftness of its creation, we need to prepare now for when revisions are allowed.

Two things I would like to see is how teachers enact curricula in light of the CCSSM. For example, what is the impact of the CCSSM on the enactment of different math curricula (NSF funded or not). The other priority I could see is around implementation of the practices and how written curricula support or not the implementation of the mathematical practices.

I think continuing to research CCSSM and it's impact on teachers and students.

4. What future events do you suggest that CSMC organize and sponsor (assuming available resources)?

A conference in which we can focus on the CCSSM reports and make a plan for tackling parts of the research agenda.

Perhaps a conference focused on researching the rollout of the CCSSM.

I always think that it is important to somehow connect the research and practitioner communities. As a former teacher, I can say that (unequivocally) I did not feel I had any avenues to explore learn from math education research

We talked about an international conference on digital textbooks, but I am not sure there is enough yet to really share and talk about. Many of the U.S. textbook companies are not willing to share anything that has not been officially released or published.

No idea yet...

Another international conference as well as conference concerning textbook development in the CCSSM era

I saw there were some similar research among CSMC members. I think CSMC can connect those people and construct some smaller groups who have similar interests.

Continue to encourage collaborative efforts among the early career folks.

The proposed international conference focused on digital textbooks would be very helpful.

I do believe similar conferences of this nature ought to be encouraged. Presentation of results should be shared at international conferences.

I would like for working conferences to be sponsored focused on some of the research agenda items. This would allow people to get together and produce work that is much needed.

I would like to see CSMC organize a conference about "the influence of the CCSM for mathematics", where mathematics educators share their research in this area.

A third international conference seems reasonable provided there are GOOD examples of digital texts or their use from other countries. If this conference represents the best of what the U.S. has to offer and other countries are following our lead, we should probably wait a decade or two.

The suggestion to host a web-based resource site is one that keeps being raised (at almost every CSMC conference meeting I've been to, I believe). This development work should be funded. Also, bringing the community together to advance our knowledge of and make progress toward priority issues in the field is

always needed. I suggest the CSMC hosts more working meetings so that with our goals and research agenda we can work together to make progress toward meeting those goals.

Continued annual meetings. It's valuable to me to keep up to date on the research that everyone is working on. The collaboration is priceless!

I like the idea of international conference focusing on digital textbooks. Actually, it does not have to be an international conference. I think we need to examine more carefully about the idea. I wonder if we are going to have "Benny" all over again.

I think another conference with these foci is key. Also a way in which CSMC could facilitate a "journalistic" mentality to research, that is, having us members of CSMC be the reporters on the ground as to what is happening. I think the traditional model for "journals" might not fit here -- I still think this resource could be peer-reviewed (or peer-edited), but it would be a way in which we could share timely (perhaps not the best research design) information of what is happening in a vastly more timely fashion than the traditional format generally allows for.

If funds are available in 2013, I suggest another CSMC research conference, as there will no doubt be more information and developments regarding both digital textbooks and implementation efforts regarding the CCSSM.

It would be interesting to bring a group of researchers together to discuss framing a research agenda regarding digital texts. It actually might be interesting and valuable to create a research and development group that applies for funding to create a more constructivist digital textbook. It seems that Algebra I as defined by the CCSSM would be a good place to start.

See above. If possible, a meeting that brings NCTM and other major stakeholders into conversation around research related to the CCSSM would seem like a helpful next step.

A session to coordinate current work related to the CCSSM research agenda presented. Another international conference.

The annual conference has always been a very productive meeting. It helps keep the community intact and provides a research focus for our small group.

Future topic could focus on STEM as it relates to No Child Left Behind, Race to the Top Funds, CCSS...

I would like to see a short conference organized around the themes of the research priorities document in which researchers are brought together, work in small groups on various pieces of the agenda, propose studies that address key components of the agenda, and work collaboratively to write grant proposals to fund their work.

I think these meetings in Arizona have been tremendously helpful and fruitful. I think CSMC, if resources are available, could grow even larger hosting Curriculum meetings at NCTM and or AMTE (with different focus on curriculum issues) inviting key players in the field to come and participate as well and keeping the conversations alive and progressing.

I would suggest that CSMC work to maintain a presence at existing professional meetings (NCTM Preession, AMTE, AERA, PME-NA). Collecting information about sessions that CSMC-affiliated researchers are presenting and disseminating that information within the community would provide a way for CSMC researchers to remain abreast of one another's work, and a reception at various meetings would aid in keeping people in touch with one another. An annual compilation of publications and possibly other accomplishments (grants, awards, new positions, etc.) of CSMC researchers would also help the community stay aware of one another's work.

I am intrigued by the idea of another International Conference. I think this can be informative as we move forward toward a national curriculum and inlight of the possibilities of digital textbooks. What are other countries doing in these areas? What changes have they made since our first international conference?

I believe there needs to be a conference on curriculum and digital textbooks from an international perspective.

initiation of working groups. Opening up room for various collaborations.

Conference about curriculum development

Assuming some encouraging responses with respect to proposed work in 1b above, prepare a preproposal to interested foundations outlining justification for, nature of, significance of, and timeline for center organization and proposed research.

Anything that gets people together, talking, networking, make connections among research ideas.

Research conferences and gatherings at national meetings. We need to keep the networking that currently exists among the doctoral fellows alive.

I enjoyed the Phoenix conference, it would be nice to have a similar conference in the future.
