EDITORIAL

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This past September I had the privilege of attending a conference supported by the National Science Foundation, the University of Maryland Center for Mathematics Education, and by the publishers of a variety of mathematics curriculum materials. The conference, *The Future of High School Mathematics: New Priorities and Promising Innovations,* brought together leaders of state and local school system mathematics programs, mathematicians and other STEM professionals, curriculum developers, educational researchers, and education policy-makers for in-depth discussion of the challenges and opportunities for innovation in high school mathematics. The conference focused on the following key questions:

- What are the most important mathematical concepts, skills, and reasoning methods that students of different interests and prior achievement should master in the high school years so that they are well prepared for college, the world of work, and effective citizenship in the 21st century?
- What instructional practices hold greatest promise for effective teaching of mathematics to the diverse student population in U. S. high schools?
- What practices in assessment of student understanding and skills most effectively advance teaching and learning and provide an evidence base for important educational policy decisions?
- What practices in teacher professional development and school change hold greatest promise for meeting the challenge of implementing best practices in mathematics education curriculum, teaching, and assessment?

Keynote speakers included David Mumford, Professor in Brown University's Division of Applied Mathematics, Suzanne Wilson, Chair of the Michigan State University's Department of Teacher Education, Cathy Seeley, a senior fellow at the Charles A. Dana Center and past-president of the National Council of Teachers of Mathematics, David Bressoud, DeWitt Wallace Professor of Mathematics and Computer Science at Macalester College and the current president of the Mathematical Association of America, and Steve Rasmussen, co-founder and chief executive officer of Key Curriculum Press.

Conference participants were also able to attend several breakout sessions in which they were able to discuss the future of high school mathematics curricula, the future of high school mathematics teaching, and the future

of high school mathematics assessment. Other breakout sessions provided overviews of various innovative mathematics curriculum projects.

Participants were also asked to volunteer to serve on a variety of working groups that grew out of the conference.

For more information on the conference you may go to the following website:

`http://www.education.umd.edu/mathed/conference/index.html`