MAS is a culturally attentive research and development project across several western states. The professional learning materials developed in the MAS project brought together 70 mathematics teachers, teacher-leaders, and paraprofessionals in regional learning teams that met for 100 hours across one year to examine and engage in: (1) mathematical practices centered in problem solving and representation processes, (2) strategies to support language development in mathematics instruction for students with diverse learning needs, (3) the design and use of small group instructional activities for students. Two studies are reported. One is about the development of mathematics knowledge for teaching (MKT) and intercultural awareness among participants. The other is a quasi-experimental study of middle school student learning outcomes in the target mathematics of the MAS project: patterns and covariation in early algebra learning.