

**ZMATH 2013a.00134**

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**Using “lack of fidelity” to improve teaching.**

Math. Teach. Educ. 1, No. 1, 71-101 (2012).

Summary: The author presents a procedure for learning from variations that occur when instructors implement lesson plans designed by others. This kind of variation, occurring in many classrooms every day, can provide a source of information for improving curriculum, both in terms of instructional activities for students and especially in terms of clarifications for instructors to support more effective implementation. The author provides detailed descriptions, in the context of a mathematics course for preservice K-8 teachers, for using implementation variations in a practical, research-based way to study and improve teaching. The goal is to build an accumulating knowledge base for teacher education. Examples are presented to illustrate how increasingly rich lesson plans, based on observing implementation variations, can move toward achieving this goal.

*Classification:* B50 D39

*Keywords:* curriculum implementation; continuous improvement of teaching; teacher preparation; learning goals; student’s lack of understanding