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Exploring the curriculum implementation plateau.

Remillard, Janine T. (ed.) et al., Mathematics teachers at work. Connecting curriculum materials and classroom instruction. London: Routledge (ISBN 978-0-415-99010-3/hbk; 978-0-415-89936-9/pbk; 978-0-203-88464-5/ebook). Studies in Mathematical Thinking and Learning Series, 245-265 (2009).

From the text: We explicate the notion of a curriculum implementation plateau in relation to the use of standards-based curriculum materials. To do this we draw on our experiences in the BIFOCAL (Beyond Implementation: Focusing on Challenge and Learning) project, in which we worked with teachers who were users of such materials. Viewing curriculum materials as a key resource for instruction, we attend to the ways in which BIFOCAL teachers talked about the materials and worked to improve their teaching practice in relation to them. Viewed from this perspective, the curriculum implementation plateau can be seen not merely as a technical problem related to fidelity of implementation but rather as an instructional problem related to the use of curriculum materials and also (at least somewhat) independent of the specific curriculum materials in use.

Classification: D30 D40 B70

Keywords: curriculum materials; curriculum implementation; instructional tasks; instructional strategies