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**Considerations and limitations related to conceptualizing and measuring textbook integrity.**

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, 70-84 (2009).

From the text: We discuss our approach to measuring teachers' use of district-adopted textbooks for a large-scale research study of the use of middle school mathematics curriculum materials and its relation to student achievement. We argue that such documentation is necessary in order to study the impact of particular textbooks on student learning. In the next section, we high-light problematic aspects of the construct of "fidelity of implementation," as discussed in current literature on teachers' textbook use, and introduce an alternative construct we call textbook integrity.

*Classification:* D30 U20

*Keywords:* use of textbooks; curriculum materials