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**Brown, Stacy A.; Pitvorec, Kathleen; Ditto, Catherine; Kelso, Catherine Randall**

**Reconceiving fidelity of implementation: An investigation of elementary whole-number lessons.**

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Summary: Recent research on mathematics reforms in the United States indicates that the reforms are not yet widely implemented. Generally, this claim results from looking at the extent to which teachers use curricular materials or engage in particular classroom practices. This article moves beyond disparate questions of use and practice to examine interactions between teachers and curricula as evidenced by their enactments of whole-number lessons from a Standards-based curriculum. Specifically, we analyze videorecorded 1st- and 2nd-grade classroom lessons in terms of students' opportunities to reason and communicate about mathematics. This analysis indicates that the level of fidelity to the written curriculum differs from the level of fidelity to the authors' intended curriculum during lesson enactments. Drawing on this analysis, this article explores how curricula support and hinder teachers as they engage students in opportunities to learn mathematics and how teachers' instructional moves and choices impact the enactment of curricula.

*Classification:* D32

*Keywords:* classroom interaction; curriculum; elementary education; reform in mathematics education; whole numbers