

**ZMATH 2007e.00138**

**Tarr, James E.; Chavez, Oscar; Reys, Robert E.; Reys, Barbara J.**

**From the written to the enacted curricula: the intermediary role of middle school mathematics teachers in shaping students' opportunity to learn.**

Sch. Sci. Math. 106, No. 4, 191 (2006).

Summary: In this paper is reported the extent of textbook use by 39 middle school mathematics teachers in six states, 17 utilizing a textbook series developed with funding from the National Science Foundation (NSF-funded) and 22 using textbooks developed by commercial publishers (publisher-generated). Results indicate that both sets of teachers placed significantly higher emphasis on Number and Operation, often at the expense of other content strands. Location of topics within a textbook represented an oversimplified explanation of what mathematics gets taught or omitted. Most teachers using an NSF-funded curriculum taught content intended for students in a different (lower) grade, and both sets of teachers supplemented with skill-building and "practice" worksheets. Implications for documenting teachers' "fidelity of implementation" (National Research Council, 2004) are offered. (Contains 3 tables and 7 figures.) (ERIC)

*Classification:* C73 D43 U23

*Keywords:* textbooks; teachers; achievement; middle school teachers; comparative analysis

doi:10.1111/j.1949-8594.2006.tb18075.x