

1035-97-1770

**Samuel Obara\*** (so16@txstate.edu), 601 University Drive, San Marcos, TX 78666.

*CLASSROOM EXPERIENCES WITH NEW CURRICULUM MATERIALS DURING THE IMPLEMENTATION OF PERFORMANCE STANDARDS IN MATHEMATICS: A CASE STUDY OF TEACHERS COPING WITH CHANGE.*

Abstract

A qualitative case study was conducted to investigate the classroom experiences of three 6th grade teachers and their mathematics coach as they worked with new curriculum materials during the implementation of new state-mandated performance standards in mathematics. Several themes emerged relative to the implementation process. Teachers' collective participation in the exploration of the new standards, selection of the curriculum materials, participation in a summer professional development workshop specifically tied to the use of the new materials, and the creation of an in-school professional development program had some impact on the teachers' perception of the need to change. The data suggest that the intended curriculum was successfully implemented; however, despite their acknowledgement of the need to change their practice, and in contrast to their belief that considerable change had occurred, the change in the teachers' instructional practice was minimal. (Received September 20, 2007)