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Samuel Obara* (so16@txstate.edu), Samuel Obara, 1518 Ranch Road 12, AP # 807, San Marcos, TX 78666. *The Process and Impact of Implementing Performance Standards in Mathematics.*

The goal of this study was to investigate a middle school coordinated implementation of the Georgia Performance Standards (GPS), a standards-based curriculum using Connected Mathematics Project materials (CMP) and a mandated accountability system. Several themes emerged in relationship to the implementation process. First, teachers' collective participation in the exploration of the GPS, the selection of the CMP materials, a summer professional development workshop specifically tied to the use of CMP materials and the in-school professional development had some impact on the perception of the teachers' need to change. Some elements of the accountability system—for example, pretests and posttests—can be used by the teachers to make instructional decisions. Also, the study indicates that involving teachers at all stages of the implementation process can foster unity among them, which can promote collaboration and reflection. The study identifies both common and individual concerns and issues with respect to these influences. It underscored the importance of teamwork, collaboration and having the mathematics coach on site in bringing about a new vision of the school mathematics program. (Received September 22, 2006)