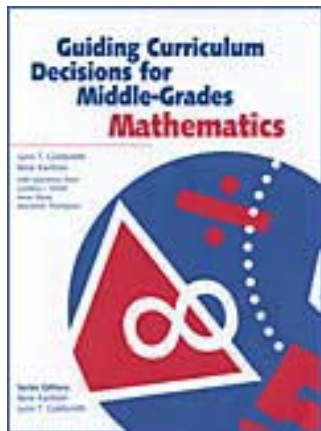


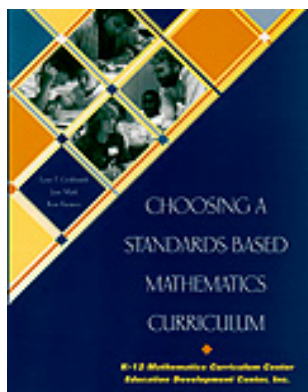
Reviewing and Selecting Middle School Mathematics Curriculum Materials Annotated List of Resources

Goldsmith, L.T. & Kantrov I. (2001). *Guiding Curriculum Decisions for Middle-Grades Mathematics*. Portsmouth, NH: Heinemann.



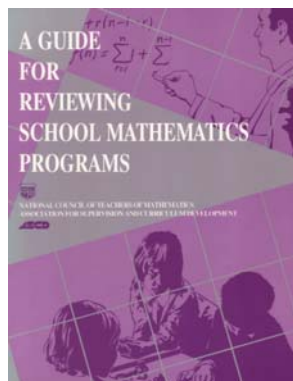
This handbook is designed to guide middle school teachers, principals, and curriculum leaders through the mathematics curriculum selection process, helping them choose and use curricula that promote high standards of student achievement. A set of questions for curriculum decision-making is posed that corresponds to a framework focused on three priorities: (1) academic rigor, (2) equity, and (3) developmental appropriateness. Vignettes drawn from interviews with practitioners suggest what exemplary curricula look like in action and the kinds of professional development that help teachers implement them. Also included are profiles of high-quality curricula that illustrate the qualities identified in the framework as well as information on additional curricula and professional development resources available in print and online. (<http://www.heinemann.com>)

Goldsmith, L. T., Mark, J., & Kantrov, I. (1998). *Choosing a Standards-Based Mathematics Curriculum*. Portsmouth, NH: Heinemann.



This guide addresses curriculum selection and implementation and offers ideas to help work through both of these phases. The focus for the selection phase is on assembling a selection committee, assessing resources and needs, and creating guidelines and criteria for evaluating different programs. The curriculum implementation section focuses on ways districts can work toward successful use of the materials they have purchased, supporting teachers, and building community buy-in and assistance. This guide presents a comprehensive view of curriculum selection and implementation. The purpose is to convey a range of issues that may be confronted, decisions that will have to be made, and strategies that need to be determined, and to offer a variety of procedures and processes that others have found useful. (<http://www.heinemann.com>)

Blume, G. W., & Nicely, R. F., Jr. (Eds.) (1991). *A Guide for Reviewing School Mathematics Programs*. Reston, VA: National Council of Teachers of Mathematics.



The National Council of Teachers of Mathematics designed this guide to enable school district personnel to analyze their mathematics programs by identifying and listing critical elements in the areas of goals, curriculum, instruction, evaluation, and teacher and administrator responsibility. The guide is intended to: (1) stimulate critical analysis of content, methodology, assessment, and management issues related to the K-12 mathematics program; (2) identify some of the major desired directions for the K-12 mathematics curriculum; (3) help districts identify discrepancies between what is and what could be; and (4) point out directions for change. (<http://www.amazon.com>)