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""Teacher End-of-Year Questionnaires""""Teacher Interviews""; ""Student Information Form""; ""Importance of the Instruments Documenting Instructional Practices""; ""Documenting the Intersection of the Taught and Assessed Curriculum""; ""How we use These Data""; ""Importance of the Opportunity-to-Learn Form""; ""Issues in Using UCSMP Instruments and Plans for Further Research""; ""Notes""; ""References""; ""Table 2.2. Characteristics of Teachers and Schools Using the Field Trial Edition of the Third Edition UCSMP Geometry""; ""Figure 2. 1. Portion of Chapter Evaluation Form.""

""Figure 2. 2. Boxplots of percent of lessons taught by 12 UCSMP Geometry teachers.""""Figure 2. 3. Variation in lesson coverage in UCSMP Geometry by 12 teachers (gray indicates the lesson was taught).""; ""Figure 2. 5. Chapter Evaluation Form questions related to instructional practice asked for every chapter.""; ""Figure 2. 4. Percent of exercises assigned by UCSMP Geometry teachers by question category (based only on lessons taught).""; ""Table 2.3. Questions About Reading and Writing and Codes for Responses""

""Table 2.4. Values of Indices for Reading and Writing in Mathematics for Teachers Using UCSMP Geometry""""Figure 2. 7. Selected questions about frequency of use of instructional practices from the End-of-Year Teacher Questionnaire.""; ""Figure 2. 6. Selected questions about instructional objectives from the End-of- Year Teacher Questionnaire.""; ""Figure 2. 8. Opportunity-to-Learn responses from 12 UCSMP Geometry teachers (A a€? L) on two multiple-choice posttests (gray indicates the teacher responded YES).""; ""Figure 3. 1. Innovation configuration maps and components.""; ""CHAPTER 3""

""Using Concerns-Based Adoption Model Theory to Develop Tools to Examine Variations in Mathematics Textbook Implementation""

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