**Overview of the Mathematics Curriculum Analysis Project 2010-2011**

The Mathematics Curriculum Analysis Project, funded by the Brookhill Foundation and Texas Instruments and supported by the Council of Chief State School Officers, started in November 2010 to provide a set of mathematics curriculum analysis tools that will allow K-12 textbook adoption committees, school administrators, and K-12 teachers to analyze mathematics curriculum materials with regard to their alignment to the newly developed Common Core State Standards for Mathematics.

A team composed of the following persons is currently engaged project activities:

William S. Bush (chair), Mathematics Educator, University of Louisville, Kentucky

Diane Briars, President, National Council of Supervisors of Mathematics, Pennsylvania

Jere Confrey, Mathematics Educator, North Carolina State University

Kathleen Cramer, Mathematics Educator, University of Minnesota

Carl Lee, Mathematician, University of Kentucky

W. Gary Martin, Mathematics Educator, Auburn University, Alabama

Michael Mays, Mathematician, West Virginia University

Valerie Mills, Supervisor, Mathematics Education, Oakland Schools, Michigan

Fabio Milner, Mathematician, Arizona State University

Suzanne Mitchell, Administrator, Executive Director of the Arkansas STEM Coalition

Thomas Post, Mathematics Educator, University of Minnesota

Robert Ronau, Mathematics Educator, University of Louisville, Kentucky

Donna Simpson Leak, Superintendent, Rich Township High School District 227, Olympia Fields, IL

Marilyn Strutchens, Mathematics Educator, Auburn University, Alabama

The products of the project include three curriculum analysis tools, a User’s Guide to explain how to use the tools, and a professional development to assist teachers, administrators, and others in using the tools. The three tools under development include: (1) a mathematics content tool focused on determining the extent to which curriculum materials convey important mathematics content sequences across grade levels in the CCSSM; (2) a Mathematics Practices tool to determine if curriculum materials engage support teachers and engage students in the Mathematical Practices of the CCSSM; and a tool that determines the extent to which the curriculum materials support teachers in the areas of equity, assessment, and technology.

The process for developing the tools involves the following: (1) the development team creates drafts of each tool; (2) the tools are field-tested with school administrators and teachers using existing curriculum materials; (3) the tools and User’s Guide are sent to external reviewers including mathematics educators, mathematicians, and school administrators for further review, (4) the development team revises the tools User’s Guide based on feedback from external reviewers; and (5) professional development sessions are designed to assist teachers and administrators using the tools for the textbook analysis process.

The completion date for all products is expected to be June 1, 2011, and the CCSSO will distribute all products to state departments of education after that date.