

**Chicago Teachers Project
Everyday Math Leadership Training Project, 2007**

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Introduction

This data brief presents the findings of one strand of the Chicago Teachers Project (CTP), which was funded by the Illinois Board of Higher Education (IBHE). The PRAIRIE Group of the Department of Education at the University of Illinois at Chicago completed the external evaluation of two strands of the CTP: (1) the Urban Teacher Education Program (UTEP) and (2) the Everyday Math Leadership Training (EMLT) project. This data brief presents the findings of the EMLT project. The majority of this evaluation focused on the EMLT efforts and outcomes.

The EMLT prepares leaders to support math instruction in the larger context of the Chicago Math and Science Initiative (CMSI) in the Chicago Public Schools (CPS). Attendees of the EMLT also participate in the CMSI whether they are teachers, school-based specialists, citywide specialists, facilitators, or Area Math and Science Coaches. For those who have formal leadership roles (school-based specialists, citywide specialists, facilitators and Area Math and Science Coaches), the EMLT enhances their understanding of Everyday Math, ability to support math instruction, and facilitate professional development.

Evaluation Method

Two guiding questions framed the external evaluation of the EMLT:

- a) How has the EMLT affected school-based specialist roles as leaders supporting math instruction in their schools?
- b) How do school-based specialist roles affect student achievement and classroom math instruction?

The data used to answer *Question a* consisted of interviews of: three school-based specialists who have attended the EMLT in the past, labeled throughout the data brief as “Past Attendee”, three school-based specialists who are new in the EMLT, labeled throughout the data brief as “Present Attendee,” and three school-based specialists who have never attended the EMLT, labeled throughout the data brief as “Non Attendee.” The data used to answer *Question b* will include an analysis of ISAT data provided by the Office of Math and Science in a forthcoming report from the Department of Program Evaluation at Chicago Public Schools.

After collecting and analyzing data from the nine interviews, the PRAIRIE group developed a survey based upon the leadership characteristics and activities reported by the specialists. This survey was disseminated to this year’s (06-07) EMLT participants (n= 27) at the last spring session of the EMLT. The surveys were intended to generalize the findings from the nine interviews. Throughout the data brief, we distinguish the interview data from the survey data. The survey data will help to answer *Question a*.

The first sections of the data brief (pp. 1-10), describe the role of specialists and the effect of the training including specialist interviews and survey responses only from the specialists. However, the end of the data brief (pp. 10-13) concerning the EMLT over time and the quality of the EMLT includes survey data from all

of the participants in this year's EMLT (e.g., teachers, school-based specialists, citywide specialists, facilitators, and area math and science coaches) and integrates data from past CTP evaluations.

Findings

The Role of Specialists

The overarching role of a specialist is to support math instruction. 100% of the specialists surveyed felt that the EMLT was either very helpful or somewhat helpful in improving their ability to support math instruction. This section of the data brief will address how specialists support math instruction and the role of the EMLT in improving specialists' abilities to support math instruction.

1. Facilitating professional development to teachers

Specialist Interviews

All but one of the school-based specialists conducted professional development sessions in their schools.¹ Conducting professional development within the school was also a prominent function of the specialist as all nine of the specialists interviewed stated they conducted professional development at their schools. Specialists primarily provided professional development on restructured or half day in-services. Six of the specialists discussed the frequency of professional development they provided, which ranged from twice a year to once or twice a month. Three of the specialists admitted that they did not provide as much professional development as they wanted to, as one specialist explained that other things took priority at professional development: "There is not a lot of time; there [are] so many things that need to be [included in] PD" (Past Attendee).

Four of the specialists talked specifically about offering professional development related to the ISAT. These specialists, for example, assisted teachers with extended response questions at professional development:

[At our professional development, I] Really delve into extended response, have them do an extended response, talk about it and then grade it and that would take up a chunk of time reaching consensus on how they come to that mark that they got for the different areas, what was the strategy or strategic knowledge and content knowledge so we will do that, given the opportunity (Past Attendee).

The last one [PD] I did was on ERQs [Extended Response Questions] for the ISAT...I wanted to make sure the teachers were really seeing what the students had to do so I basically had them do an ERQ and we talked about that because the teachers were missing the little things like the reasons why...a lot of reasons that the kids write is "because it was easy" or "because that is how you get the answer" and that's not what we want and a lot of teachers were missing that. And I know for myself I got a lot out of actually doing an ERQ and trying to figure out the reasons why I do the math and that really helped me so if that really helped me it is going to help them so that's why we did that (Past Attendee).

Specialists also planned professional development around aspects of the curriculum such as assessment, games, materials (e.g., calculators), math teaching in general, or "what the principal says she wants to talk about" (Non-Attendee).

¹ This specialist wanted to conduct professional development; however, her principal did not use any of the restructured time for math professional development.

Six of the specialists mentioned that they frequently split their professional development time with other teachers (e.g., literacy) and other content areas (e.g., technology) For example, one specialist explained that literacy issues took up most of the professional development time at her school:

But most of the time is taken up by the literacy, but I have put in some time and... I have done them on half days too (Past Attendee).

Survey Data

The survey results confirmed the range of frequency in which specialists conducted professional development. Similar to the interview data, survey responses revealed that other professional development topics included various aspects of math instruction; 100% of specialists conducted professional development on assessment, while 83% of specialists conducted professional development on the math curriculum, student work and general math concerns. All of the specialists surveyed confirmed that they share their professional development time with others.

Questions for Discussion

1. Considering that one of the main responsibilities of specialists is to facilitate professional development at their schools, how does the EMLT prepare specialists to facilitate Everyday Math professional development?
2. In light of the amount of professional development specialists provide concerning assessment/ISATs, how does the EMLT prepare specialists to facilitate professional development on this topic?
3. How does the EMLT complement the CMSI in enabling specialists to deliver effective professional development at their schools?

2. Spending time in classrooms

Specialist Interviews

In addition to facilitating professional development, specialists also spent time in classrooms co-teaching and/or modeling lessons. Specifically, eight of the specialists talked about how they co-taught with teachers.

Four of the specialists (including both attendees and non-attendees) currently modeled lessons for teachers. Three specialists modeled lessons only when the teachers asked for it. For example, one specialist who modeled lessons in the beginning of the school year transitioned to co-teaching later in the school year. She explained, “In the beginning I will do the modeling and then as I go I try to transition so we will co-teach so now we are in the co-teaching stage and I am ready to let them go” (Non-Attendee). Similarly, another specialist only modeled lessons at the request of teachers, especially for newer teachers:

I haven’t modeled that much this year. They haven’t really asked me to do that. I was modeling for some of the newer teachers that hadn’t taught before I was doing a lot of that at the beginning of the year or like until December when everything hit the fan. So I was doing that because there are some teachers who did not know how to do the EM, pacing the lessons, get everything done in one hour, so that helped (Past Attendee).

One of the specialists did not model lessons anymore after he noticed early on that the teachers did not seem to pay attention when he modeled lessons:

They weren’t doing what they should be doing as I was modeling the lesson....I’ve talked to a couple of Specialists at the CMSI meetings and ...some of the people agreed with that. And somebody mentioned that it’s better...they actually do a lot of co-teaching as opposed to modeling...In that co-teaching, there may be a session where they’re in front of the class and they’re the lead teacher doing

whatever has to be done and then halfway through the lesson, they switch and they kind of defer to the back and that teacher is supposed to go up front and kind of lead the lesson to see if they picked up some of the things you were doing...that you're already discussed before you do the lesson...[I have] found that co-teaching and preplanning lessons to me have been more beneficial than modeling (Present Attendee).

Survey Data

100% of the surveyed specialists stated they both co-taught and modeled lessons in classrooms.

Questions for Discussion

1. What messages does the EMLT provide to specialists regarding how best to support math instruction? Does the EMLT encourage a gradual shift away from modeling toward co-teaching?
2. How does the EMLT reinforce the tenets of the CMSI in preparing specialists to support math instruction (via co-teaching, modeling, etc.)? Does the progression from modeling to co-teaching support a sustainable model of high-quality math instruction?

3. Attending Grade Level Meetings

Specialist Interviews

All of the specialists attended grade level meetings with teachers. Six of the specialists talked about the particular grade levels they attended. One of the specialists, for example, attended all of the grade levels on a weekly basis (Past Attendee). Another specialist primarily met with the third grade teachers because of the ISAT (Past Attendee). One specialist explained that she used to attend grade level meetings at every grade level but the reading specialist meets with the primary grades teachers and the upper grades teachers tend not to meet. Due to the infrequency of grade level meetings, this specialist does not attend many meetings. (Past Attendee).

Two other specialists noted they had to spilt grade level meeting time with the reading specialist, one specialist attended grade level meetings that were just for math and science (Both Non- and Past Attendees). Despite having to split time with the reading specialist and the principal, one specialist felt that he received some time at every grade level meeting to check in with teachers:

Majority of the time I get some time in there...even it's just checking to see how things are going in your classroom. Do you need me for anything? Do you need any materials? (Non-Attendee).

Specialists' roles varied in the grade level meetings. Five of the specialists described looking at student data and work related to assessments (i.e., Benchmark or ISAT) in grade level meetings. All of the specialists surveyed responded that they looked at student data and work related to assessments in grade level meetings.

Consistent with all of the professional development sessions specialists attended, three specialists mentioned that their grade level meetings involved discussions regarding extended response. One specialist explained that they focused a lot on extended response since it was stressed at all of their professional development sessions, including the EMLT:

What we do is now actually we're looking at data much more and student work and the extended response which has been stressed so much at our meetings and of course even in the school so we're focusing a lot on doing the extended response (Past Attendee).

Depending on the time allocated to them, specialists also spent time in grade level meetings discussing teachers' concerns about math, sharing what the specialists learned from professional development, and conducting professional development with teachers.

Survey Data

All of the specialists, both surveyed and interviewed, attended grade level meetings with teachers. However, unlike the interviewed specialists who ranged in whether they attended all grade level meetings in their school, all of the surveyed specialists stated they attended all grade level meetings.

<i>Questions for Discussion</i>
1. How does the EMLT prepare specialists to participate in grade level meetings?
2. Considering the frequent discussion of extended response questions during grade level meetings, how does the EMLT prepare specialists to address this issue?

4. Non-Math Related Responsibilities

Specialist Interviews

In addition to their responsibilities in supporting math instruction, five of the nine specialists interviewed reported having other non-math related responsibilities. These activities ranged from supporting science instruction to coordinating special events to subbing in the classrooms. The following comments illustrate just a few of these non-math related activities:

... the Technology coordinator, and Science specialist...[I] go to other out-of-school meetings... Academic Olympics, Golden Teachers Program (Non-Attendee).

I am on the 8th grade graduation committee, I did open house my second week here, grandparents brunch, math night, which I love,...and I did mother's day brunch and that last activity was the 8th grade graduation dance and last night we did golf after school...(Attendee).

Survey Data

The specialist surveys confirmed that specialists do have non-math related activities in addition to supporting math instruction. From the surveys, the specialists revealed that: 50% of them also support science instruction, 50% of them also coordinate special events, 33% of them coordinate technology, 66% of them have administrative responsibilities, 33% substitute teach, and 50% of them teach a class.

<i>Questions for Discussion</i>
1. Considering the multiple responsibilities of specialists, how does the EMLT prepare specialists to effectively and efficiently use their limited time to support math instruction?
2. How does the EMLT work with the CMSI to support specialists' roles as math leaders in their schools?

Commonalities and Differences among the Specialists

Upon meeting with these specialists, common themes and differences became apparent. The themes are revealed in this section to provide a greater understanding of who these specialists are in relation to each other and the common professional development they attended and barriers they faced in supporting math instruction. All 9 specialists shared that several external influences affected their capacities to support math instruction in their schools. The predominant obstacles included insufficient time, non-math related responsibilities, lack of administrative support, and that math was not a priority at their school. By examining

these shared qualities of this group of specialists, we can better understand both the backgrounds of the specialists and the constraints upon their roles.

1. Professional Development Attendance

All of the specialists that we interviewed stated that they had been attending professional development for at least one year. Eight out of nine specialists had attended the curricular professional development and some advanced professional development geared toward leadership or specialists. Curricular professional development includes the Summer Professional development for new and/or experienced users for a specific CMSI curriculum and professional development held during the school year (either on a Saturday or after-school) specific to a CMSI curriculum. Similarly, seven of the nine specialists had attended professional development which was offered by the Citywide Math Specialist, or their Area Math and Science Coach. Professional development offered by the Citywide Math Specialist or Area Math and Science Coach is labeled in the table as “OMS Sponsored PD”. Specialist professional development is professional development specifically geared to school-based math specialists; it is not curriculum specific. All nine of these specialists attended Specialist professional development.

Table A. Number of specialists Attending CMSI Professional Development by number of years

	1 Year	2 Years	3 Years	4 Years
Number of specialists in our sample (n = 9) attending professional development	3	1	2	3

Table B. Number of specialists attending professional development by type (i.e., Curricular, OMS, Specialist)

	Curricular PD	OMS Sponsored PD	Specialist PD
Number of specialists in our sample (n = 9) attending professional development by type	7	7	9

Questions for Discussion

1. Considering the high attendance at professional development, how do the EMLT and CMSI developers align their professional development sessions? How do they complement each other? How do they avoid overlapping?

2. Limited Time to Support Math Instruction

Specialist Interviews

All of the specialists, regardless of whether they attended the EMLT, noted time as a constraint to supporting math instruction in their schools. The limited amount of time affected specialists’ abilities to support teachers in their classrooms, conduct professional development in their schools, and discuss math in grade level meetings:

Usually [on] half days [I conduct professional development]. Not as much as I would like. There is not a lot of time—there is so many things that need to be PDed. I haven’t been getting into their [teachers’] rooms as much as I want too. Now [early Spring] I am going to start ...it’s been very busy these last few weeks. I am not sure what is going on, but I am not getting as much as I want too so I

really want to start that. We just had the Math Olympics this week so that took two days right there (Past Attendee).

[The] biggest challenge to me is trying to work with every teacher in the building on some sort of consistent basis. And still give them a beneficial amount of time...if you looked at my schedule...every classroom they only see me 1 day out of the week if I'm able to get there. Some classrooms, let's just say if I was in 210 today working with math and let's say we were doing a lesson and...lesson carried over to the next day, then it might be beneficial for me to be in that classroom both days, 2 days in a row. But if I try to do that for every teacher, it's real hard to get everybody (Present Attendee).

As discussed earlier in this data brief, specialists frequently facilitate school professional development and support math instruction in classrooms. However, the limited time available restricts specialists' abilities to perform both of these responsibilities. Six specialists also felt that limited time hindered them from talking about math in grade level meetings. Due to the brevity of such meetings, specialists felt the grade level meetings could not facilitate extensive dialogue about math:

We have grade level meetings but you can't really get into what is going on because you have forty minutes but it depends on if people are on time because they have to drop their kids off so you really get 25 minutes because they have to leave to go and pick up the kids so you really don't have much time to really [have a conversation] (Present Attendee).

Common planning time is still only 40 minutes with the teachers. By the time the teachers drop their students off to the prep class and get downstairs to wherever we're at, a good 40 minutes might be down to 30-35 minutes...kind of pressed for time...(Non-Attendee).

Survey Data

In the survey responses, all of the school-based specialists responded that they talked about Everyday Math in grade level meetings. However, the frequency in which they discussed Everyday Math varied dramatically: 33% discussed math on a weekly basis, 33% discussed math on a biweekly basis and 33% discussed math on a monthly basis. The varying frequency in which they discussed Everyday Math could be related to the amount of time available for the grade level meetings; however, the survey did not address the duration of grade level meetings.

<i>Questions for Discussion</i>
1.Considering time restrictions, how does the EMLT prepare specialists to effectively and efficiently support math instruction?

3. Math is Not a High Priority

Specialist Interviews

Another obstacle in supporting math instruction, is the feeling that math is not a high priority in the schools. Four specialists' comments revealed that as a result of math as a lower priority, they may have less time to talk about math at grade level meetings, less professional development, or less administrative support. The following comments demonstrate the effects of math as a lower priority:

I did not [go] to grade level meetings. I was doing that and going over benchmark assessment and doing that with each individual grade level. But reading has taken over the grade level meetings also (Past Attendee).

I co-teach, I model, I have workshops...but most of the time is taken by the literacy specialist...(Present Attendee).

And I try to say to her [the principal] that this is a math and science school. We are a math and science school. And I try to tell her math and science is important. Math doesn't count as much as reading in their eyes even though it still counts for the AYP and the promotional criteria. I know. I fight that all the time, I am tired of fighting that (Non-Attendee).

In combination with the limited time available to support math instruction, math is not valued as much as literacy further limiting specialists' capacities to support math instruction.

Survey Data

Although the survey did not address math as a lower priority in the schools, as mentioned earlier, all of the specialists surveyed shared their professional development time with others.

<i>Questions for Discussion</i>
1. What is the role of the EMLT in promoting math as a high priority in the schools?
2. How can the CMSI and the EMLT work together to promote math as a high priority in the Chicago Public Schools?
3. How can the EMLT and CMSI professional development sessions prepare specialists for supporting math instruction in schools where math is not as high of a priority?
4. What messages can OMS and District leaders to support mathematics as a priority?

4. Talking with Colleagues

Specialist Interviews

In comparing interviews with specialists who had attended or were attending the EMLT to their colleagues who had never attended the EMLT, two common themes arose: the value of speaking with other specialists and the need for strategies of how to work with teachers. Specialists who had attended or were attending the EMLT reported that the training addressed these two issues providing them both with time to dialogue with other specialists and strategies to support teachers' math instruction. However, specialists who had not attended the EMLT stated they received little time to converse with colleagues and few strategies to work with teachers from the other professional development they attended. In tandem with the little training they received on those two topics, these specialists stated the continuing need for a forum to speak with other specialists and learn strategies to work with teachers.

Regarding having the time to speak with other specialists and share stories, suggestions and strategies to support instruction, five specialists who attended or were attending the EMLT stated they were provided with ample time to engage in such discourse. The following comments illustrate the EMLT's effect in fulfilling this concept:

Math leadership training that I attended... lot of it was material I feel that I already knew... what I liked about it was conversations with colleagues (Past Attendee).

... I need the moral support. It's just being able to go and talk to people with the same concerns...Just being able to get away to brainstorm and say "Oh, we are still here." Because being the only math person in the school is difficult and I start to second guess myself like maybe they are right, and I am wrong so I need a base (Past Attendee).

In contrast to the specialists who had attended the EMLT, two specialists who had not attended the EMLT stated they had little time, if any, to dialogue with other specialists. In response to what they would like to gain from professional development, two specialists stated:

[If I had] the discourse and the conversations with the specialists throughout the city...if nothing else, it [would] help...stress reliever I guess you could say...other people have the same situation that you have...[so I] don't feel as bad...[I would] come back with that extra burst of energy that you need for the teachers you have to work with (Non-Attendee).

Sharing and reflecting on what we do. As specialists in what we are doing because that is because we are doing all of this stuff and does it work? Does it work with children? (Non-Attendee).

Survey Data

Similar to the responses from specialists who had attended the EMLT, 67% of specialists surveyed stated that they attended the EMLT so they could collaborate with other teachers and specialists from different schools. One of the surveyed specialists responded "I was able to talk to other math leaders and get helpful hints, suggestions, etc." from the EMLT.

The difference between the specialists who attended the EMLT from those who had not attended that training implies that the EMLT may fill a void by providing a forum for specialists to form learning communities and learn from each other.

<i>Questions for Discussion</i>
1. How does the EMLT facilitate dialogue among specialists? 2. How does CMSI professional development session replicate the EMLT model to encourage such conversation?

5. Learning to Work With Teachers

Another difference between current or past attendees and non-attendees concerned the strategies needed to work with teachers to support their math instruction. Specialists who attended the EMLT felt that the training provided them with effective strategies to work with teachers. These specialists did not report problems entering teachers' classrooms. However, the specialists who did not attend the EMLT said they received little support on how to work with teachers and, perhaps consequently, reported trouble entering teachers' classrooms.

Four specialists who attended or were attending the EMLT stated that one lesson they gleaned from the EMLT involved strategies on supporting teachers' math instruction:

Some of the ideas that were presented along with the topics of actually how to approach teachers [were helpful in the training]. Being very flexible and being very sensitive to individual's needs because you are working with a variety of people so you have to have that approach of sensing what's going on... I think that was one point that was made very clear...It's a learning situation (Present Attendee).

I always learn more about EM as a curriculum and I understand more of what the author's intent was. It's a lot for teachers to grasp. It's math; it's good math, but it's teaching whole standards of math across the standards. And I think a lot of teachers, it's still new for them. It seems so enormous, and I think they just want to have reassurance, and I feel more able to reassure them because I understand the program better. The better I understand it, I feel much more comfortable saying things with conviction ...I think the training helps you to understand the curriculum. And

how do I present it in the best way to help new teachers understand how this curriculum works (Present Attendee).

One specialist stated that the EMLT specifically helped him to conduct effective professional development that would meet his teachers' needs. In particular, the training helped this specialist:

...keep things in more digestible amounts...we are given perhaps an hour or hour and a half to present some information and what I am trying to do is bring maybe [a] six hour presentation that I have sat through and condense it into an hour and a half so it's just too much. I think too much information [makes] the teachers shut down so you kind of pick and choose...[I] try to keep them busy, and I think that has held true throughout with EM and especially with [the instructors]. They have always kept it where you are busy doing something it wasn't just them explaining something like a direct instruction approach it was "now you are going to do an activity, and we are going to discuss the activity." And I think it is important for them to actually do it...that will give a better chance for them to go back to the classroom and do it in the room when you are not there (Present Attendee).

While specialists who have attended the EMLT learned strategies to work with teachers, two specialists who did not attend the training felt they received few strategies and struggled to support teachers' math instruction. In regards to other professional development they attended, specialists stated the following:

The trainers talked [to] us about how to be a math specialist. The different hats you would have to wear. How you can go into a classroom and the different roles and tactics that you might have to perform...[we] talked about, in group discussion, the different problems people have had and how you go about resolving those problems. That's pretty much it. They don't talk much about it (Non-Attendee).

[I would like PD to address] ways to influence...to get the teachers involved I think. I would need more strategies to get the teachers involved and doing the math curriculum (Non-Attendee).

These comments reveal the little time devoted to discussing strategies to work with teachers at the professional development these specialists attended and the desire for more training on this topic. Two of the three specialists who had never attended the EMLT stated that entering teachers' classrooms and supporting their math instruction were their biggest challenges or obstacles:

The other biggest obstacle is...I don't like to intrude on teachers. I don't want to force my way into your room...say "I'm coming in to observe you...to model...co-teach." When I was in the classroom, teachers were knocking on my door all the time..."I need help with this," "can you show me how to do this," "can you show me this." Once I was pulled out of the classroom, that kind of died out, and I kind of regret that (Non-Attendee).

The biggest [challenge] is trying to be supportive without putting a lot of undue stress and pressure on them [the teachers] because we are in testing and I don't want to add to that...I told the principal [that] some teachers are not where they should be, but I think that it's ok. I feel it's ok because they are taking their time to make sure that the kids understand some concepts and in the end that is going to be better than just going by the pacing...the teacher has to do what is right for her students so I don't want to impinge on their creativity because they have a degree and know something too, and I really just want to be a help--a support (Non-Attendee).

These specialists struggle with entering teachers' classrooms as a support rather than as a monitoring structure or an intrusion. As illustrated by their comments, the EMLT may fill some void regarding strategies on how to support teachers' math instruction by collaborating with teachers.

<i>Questions for Discussion</i>
1. How does the EMLT address how specialists gain entry to classrooms and work with teachers?
2. How do EMLT and the CMSI professional developers work together to uniformly address strategies for specialists to work with teachers?

The EMLT Over Time

The above sections of this data brief provide a snapshot into the participants of the EMLT over time in comparison to their colleagues who have not attended the EMLT. This section will look at the EMLT itself over time and its content.

1. Helpfulness of EMLT

Overall, participants in the 06-07 EMLT stated that they found the EMLT helpful. Table C breaks down the survey results regarding the quality of the EMLT.

Table C. Helpfulness of EMLT

	Very Helpful	Somewhat Helpful	Not Helpful	Not Applicable
Improve Math Instruction	63.0%	33.3%	3.7%	0%
Improve Understanding of EM	59.3%	33.3%	3.7%	3.7%
Improve Facilitation of PD at school	37.0%	44.4%	4.8%	14.8%
Improve facilitation of PD during summer	59.3%	33.3%	3.7%	3.7%
Improve discussion about math at grade level meetings	59.3%	37%	3.7%	0%

As illustrated by Table C, 96.3% of participants responded that the EMLT was either very or somewhat helpful in improving their math instruction or improving their ability to support math instruction, 92.6% of participants responded that the EMLT was either very or somewhat helpful in improving their understanding of EM, 81.4% of participants responded that the EMLT was very or somewhat helpful in improving their facilitation of PD sessions at their school, 92.6% of the participants responded that the EMLT was very or somewhat helpful in improving their facilitation of PD during the summer and 96.3% of participants responded that the EMLT was very or somewhat helpful in improving their discussion about math at grade level meetings.

Echoing the responses of this survey, previous evaluation data briefs from 2004-05 and 2005-06 relay a similar message: the high quality of the EMLT. As stated by the 2004-05 data brief, “The Everyday Math leadership training exhibited many of the components of high quality professional development... [participants] were complimentary of the format, content and trainers of the workshops.” Similarly, the 2005-06 data brief stated that on a Likert scale of 1-4 (1 is strongly disagree and 4 is strongly agree), participants, collectively, gave the EMLT a 3.28 in response to the statement “The training I have received has increased my ability to function as a leader in the district/school in math instruction.” Similarly, participants gave the EMLT trainers a collective score of 3.74 in responding to the statement “Please rate the

quality of the leadership trainers who you have encountered in Everyday Math Leadership Training (1 is weak and 4 is excellent).”

2. Differentiation/Special Education Should Be Addressed

Further, the surveys from 2006-07 and written reflections from 2005-06 similarly state that participants want more information and training regarding assessment and differentiation for special populations specifically students with disabilities, students who are English Language Learners, and students in split-grade level classrooms.

Over the past two years participants have commented that they would also like differentiation of the EM curriculum to be addressed by the EMLT. The 2005-06 evaluation data brief, revealed that 11% of the participants would like to better understand how to differentiate the EM curriculum specifically to meet the needs of students with disabilities. Written reflections included statements noting the desire for the following topics to be addressed: differentiating for special education students and English Language Learners, split classrooms and inclusion of students with special needs. As observed by one of the external evaluators, special education/differentiation was not addressed at any of the four sessions of the Everyday Math Leadership Training by the Everyday Math trainers in 2006.

The desire for differentiation continued into the 2006-07 EMLT as revealed by the surveys given to the participants. According to the survey, 92.6% of the participants wanted differentiation to be addressed by the EMLT. More than any other topic listed on the survey, differentiation was the most highly ranked topic EMLT participants wanted to understand. In their comments, 10 participants elaborated on why differentiation needed to be addressed by the EMLT especially in reference to students with special needs, students who are bilingual and students who are in split grade-level classrooms. Special education, the most highly referenced area of need, was referenced in these comments:

- “Hopefully with EDM3 there will be less questions/concerns with implementation in special education classrooms, but it continues to be a major concern.”
- “This is what teachers mostly ask for help with special education implementation, [it] needs to be addressed.”
- “I often hear from special education teachers that the program is too difficult for many or most students.”
- “I think there needs to be more training/materials to help special education students.”

Participants also commented that they needed training not only in how to address special education issues in the classroom setting but also how to address special education or differentiation questions while facilitating professional development:

- “Many people have asked in past professional development sessions about special needs implementation”
- “When I have presented in the past my participants who teach special education have a lot of concerns/stresses.”

The need for further information on differentiation especially in regards to students with disabilities continued into the 2006-07 EMLT cohort.

Participants also commented on the need for further training in reference to differentiation for students in split-grade level classrooms and students who are bilingual. For example, one participant commented “Bilingual teachers often have split grades and need to address how to teach both grades during math time. SPED teachers also may have 3-5 grade levels in their classroom and want help with differentiating.” While to

a lesser extent than special education, participants commented that they also need training on differentiation for their bilingual and split-grade level classrooms.

<i>Questions for Discussion</i>
1. How does the EMLT address differentiation?
2. How does the EMLT and the CMSI work together to address differentiation in professional development?
3. How does the CMSI and EMLT use information from previous reports (i.e. The Special Education Databrief, the 2005-06 CTP databrief, etc.) which address the need for professional development about differentiation?

3. Assessment Should Be Addressed

According to the 2005-06 data brief, 15% of the participants wrote in their written reflections that they wanted more information regarding assessment to be addressed in the EMLT. Specifically participants listed that they wanted the EMLT to address: assessment tools and ideals, centers suggestions, assessment:

- “My colleagues are often concerned with how to grade students.”
- “Many teachers tell me that most of their students are failing the EDM assessment.”

Out of 33 written reflections from the 2005-06 cadre of EMLT participants, 15% specifically requested that assessment be addressed in the EMLT.

The desire for assessment to be addressed by the EMLT continued into the 2006-07 EMLT cohort. 59.3% of survey respondents requested assessment to be addressed by the EMLT. In their comments, participants stated they wanted to know more about assessment in relation to both facilitating professional development and fielding questions about assessment in Everyday Math and in supporting teachers in their schools in using assessments. Regarding professional development, participants commented:

- “The assessment is always difficult to present because it is so subjective. How should that be presented?”
- “Assessment continues to be a major factor with Everyday Math in my school--I would like to look deeper into assessment.”

For the past two years, assessment has continued to be a topic which participants would like addressed by the EMLT.

<i>Questions for Discussion</i>
1. How does the EMLT address assessment?
2. How does the EMLT and the CMSI work together to ensure that assessment is addressed in professional development sessions?