

## Feedback on what it takes to implement

This feedback is based on UIC CMSI Evaluation Project researchers working in CMSI schools as of February 3, 2004. At this point we have active research underway in 14 schools with one pending. Eleven of the active schools are Intensive Support Schools with 8 in math and 3 in science. Feedback comes from field research staff who have completed interviews with principals and specialists and begun talking to teachers in focus groups (4 completed), shadowing specialists (5 completed) and making other observations of work underway at IS Schools. More detailed analysis of data collected at these schools is forthcoming in reports on the implementation. However, the researchers are comfortable sharing the following feedback grounded in the data collected to date.

In answer to the question ‘What is essential for a IS School to implement a CMSI curriculum?’ we believe the following issues are critical.

1. There needs to be someone available to all implementing teachers on a regular basis who can help them grow in their understanding of the specific curriculum and the subject matter covered in the curriculum.
  - a. We do not have a clear sense at this time of the optimum design for who does this support and how it is organized. However we can share some initial information related to this.
    - i. In our IS Schools, we judge that 8 schools rely heavily on the specialist support of implementing teachers; in 1 school we do not see heavy reliance, and in 2 schools we need more information before we can make a determination on this.
      1. In the schools where we not promising work of specialists, they appear to be in classrooms at least half-time and have pre- and post- conversations with teachers about this classroom time.
      2. In addition to time spent in classrooms, we note effective specialists spending time on organizing professional development sessions for their teachers, holding parent meetings, assisting teachers with materials management, and attending OMS meetings and professional development in curriculum for themselves.
      3. Specialists comment and observation suggests that principal support and communication is an important factor in how effective specialists can be.
    - ii. The work of OMS facilitators has not been raised spontaneously as specialists and teacher talk about everyday classroom implementation. However,
      1. Specialists have spoken about support they have received from facilitators
      2. Through observation or specialist comment, we have know a few facilitators are interacting effectively with teachers in classrooms or professional development sessions at the schools.
    - iii. The work of MS Coaches has not been raised spontaneously as specialists and teacher talk about everyday implementation.
2. Management of the curriculum materials is very challenging and teachers need:
  - a. Someone to support and help them troubleshoot as they work with the curriculum’s physical materials. This includes
    - i. helping them navigate the various texts
    - ii. organizing the lab supplies and manipulatives for their day-to-day teaching
    - iii. ordering and/or finding auxiliary supplies
    - iv. sharing supplies across classrooms
    - v. ensuring access to essentials like photocopying, overhead projectors and slides, etc.