

***Recommendations for the 2005-06 CMSI Strategic Plan for Elementary Schools:
Shaping the Roles of Staff Who Visit Schools in Support of Teachers Implementing Curriculum****

School-Based Specialists

- I. **Schools should have a qualified school-based Specialist.** Schools with Specialists who are skilled at providing teachers in-classroom coaching implement more successfully in their first year than other schools (7,9,19).
- II. To promote the success of school-based Specialists, OMS should address
 - A. **Specialist selection.** All Specialists selected and hired need to have appropriate credentials (4,7,19). OMS involvement in this process needs to assure that Specialists are qualified.
 - B. **Specialist training.** Specialist training needs to be diversified to meet the needs of Specialists. Specialists have different levels of experience, different strengths and weaknesses, and schools with different types of challenges (7,19).
 - C. **Specialist role definition and accountability.** Specialist influence on successful implementation is based on the CMSI model of the role with a full-time freed position. Many other schools (yet to find implementation success) do not use this model (9,19).
 - D. **Principal training.** Schools with principals supportive of the Specialist implement more successfully than other schools (9). Some principals in probation schools have not used the CMSI model to shape their implementation efforts and/or a Specialist role (19). Some principals in Intensive Support and Readiness schools ask for information and tools for assessing the implementation of CMSI curricula (4,9).

Coaches and Facilitators

- III. To promote the success of OMS-based Coaches and Facilitators, OMS should address
 - A. **Intensity** of support for schools. Successfully implementing schools cite the value of the intensive support a school-based Specialist gives (7).
 - B. **Consistency** of OMS-based staff supporting schools. Current centralized mentoring by Coaches and Facilitators are carried out in diverse ways (3,19,20). The OMS vision for these positions and monitoring and coordination of these positions could be improved (4,19).
- IV. Given these and other data, the UIC CMSI Evaluation Project suggests the following strategies
 - A. **Create an inventory of the needs of all schools** using CMSI materials based on Coach/Facilitator knowledge.
 - B. **Devise support plans for each school.** These should include a calendar of planned visits to schools—submitted to both the OMS Lead Team and the schools.
 - C. **Support plans should include intensive support tailored to schools' needs.** For example, plans likely should involve visiting schools over a period of contiguous days and/or including Facilitator and Coach support at after school meetings.
 - D. **Enacting the plan** will be done by the CMSI instructional teams of Facilitators (and Coaches if possible).
 - E. **Monitoring** the planned support should OMS Lead Team observation of instructional teams.

OMS-Based Specialists

If schools cannot have a qualified school-based Specialist, the following issues should be addressed so to have strong OMS-based Specialists with the most likely chance for success.

- V. To promote the success of possible OMS-based Specialists, OMS should address the same issues noted above in point III. Given these and other data, the UIC CMSI Evaluation Project suggests the following strategies for shaping a program with OMS-based Specialists.
 - A. **Existing Specialists should be interviewed** and only those with appropriate skills in leadership, content and curricula re-hired. Data on the work of each Specialist should be collected from principals, teachers, and Coaches
 - B. **No more than two schools** should be assigned per Specialist
 - C. **Two-week blocks of time** spent at a school may increase the effectiveness of support. This would promote
 - The ability to support each school in more intensive time blocks
 - The increased ability to monitor/evaluate Specialist work
 - The decrease in lost travel time between schools
 - Time for schools/teachers to work on Specialist recommendations

* Additional details on each recommendation are found in the cited reports (see back of page).

***Recommendations for the 2005-06 CMSI Strategic Plan for Elementary Schools:
Shaping the Roles of Staff Who Visit Schools in Support of Teachers Implementing Curriculum****

Reports:

1. CMSI/CUSP Leadership Academy, August 29, 2003
2. CMSI/CUSP University-based Teacher Professional Development Courses, August 29, 2003
3. CMSI Elementary Instructional Area Math/Science Coaches, December 15, 2003
4. CMSI/CUSP Leadership: A Year after the Leadership Academy, August 31, 2004
5. CMSI/CUSP University-based Teacher Professional Development Courses, August 31, 2004
6. Report A: Data, Methods & Overview, CMSI/CUSP Elementary School Development, 2003-2004, August 31, 2004
7. Report B: The Specialist Report, CMSI/CUSP Elementary School Development, 2003-2004, August 31, 2004
8. Report C: Professional Development and Showcases, CMSI/CUSP Elementary School Development, 2003-2004, August 31, 2004
9. Report D: Exploring Implementation-Intensive Support & Readiness Schools, CMSI/CUSP Elementary School Development, 2003-2004, August 31, 2004

Data Briefs:

10. Lessons learned from OMS Leadership Academy, October 24, 2003
11. Preliminary descriptive analyses: CMSI Intensive Support School First Wave teachers survey--Summer 2002, Draft January 26, 2004
12. Feedback on what it takes to implement, February 3, 2004
13. Observations of CMSI Curriculum-Specific Professional Development Workshops, Summer 2003, February 19, 2004
14. OMS Facilitators and staff insights on scale-up of CMSI elementary school activities, February 24, 2004
15. Specialist Reflection Summary, March 22, 2004
16. Perspectives on CMSI-supported Curricula: Comparing Backgrounds of School-Based Instructional Leaders, April 5, 2004
17. Description of CMSI High School Initiative Goals, Components & Actors, March 8, 2004
18. Algebra Problem Solving Teachers Talk About Their Experiences, December 2004, January 4, 2005
19. Status of CMSI Elementary School Implementation: Considerations for OMS Budget Planning, January 13, 2005
20. Issues Raised by Instructional Area Math Science Elementary Coaches at a CPS Office of Mathematics and Science Meeting on April 23, 2004, April 29, 2004
21. Chicago Teachers Project: Everyday Math Teacher Professional Development, January – June 2004, June 2, 2004.