**Proposed Announcement to be posted at MSPnet**

Textbooks, textbook problems, and laboratory activities provide a wide range of activities that physics teachers can conduct and that students can perform. However, even the high-quality instructional materials that are now available for instruction require skilled teachers if they are to be integrated within a coherent curriculum (*America’s Lab Report*, 2005); the intentions of a curriculum developer are interpreted by teachers. By neglecting the teacher a gap exists between intention and enactment. In the resulting model, information flows from the developers through the teachers and the role of the student is to perform the tasks; learning will occur in some classes and for some students, but not for all. As described by Ball and Cohen (1996), missing from this model is the informed interaction of the teacher with these materials that can lead to a successful enactment of a curriculum.

Effective enactment requires preparation for improvisational interactions between teachers and students and between student peers. This preparation must be a deliberate, constructive reflection on what to listen for and observe and how to respond to these observations. In this way the teacher develops the capacity to shift some decision-making to the student, as is required if inquiry-based materials are to function as intended, and to act in response to those decisions. Information originating with the student and actions based on a teacher’s professional judgment can be integrated so that the curriculum materials become “agents of instructional improvement.”

Thirty-one curriculum development projects were completed by thirty-six teachers participating in the *College Ready Math-Science Partnership*. Their stories of enactment and curriculum resources provided to support their work are available at <http://techphysics.org/CR> . Their stories address these questions:

• What learning objectives are supported by these materials?

• What is your role as a teacher in their use? What is the role of the student?

• What will the student bring to instruction and how will this be confirmed?

• What challenges will students need to confront in these materials and how will the presence of these challenges be revealed?

• What instructional sequences will create a scaffold from which students can successfully interact with these materials?

In addition to work products developed by *College Ready* participants, data are provided at this site that demonstrate the embrace of more student-directed, effective instructional methods by most members of this *Partnership*.

***References***

*America’s Lab Report,* Susan R. Singer, Margaret L. Hilton, and Heidi A. Schweingruber, *Editors*, Committee on High School Science Laboratories: Role and Vision, National Research Council, 2005.

Ball, D.L. and Cohen, D.K., *Educational Researcher*, 25(9), 6-8, 1996.