

## **Reflecting Understanding: Science Teachers' Descriptions of Curriculum Reform**

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During the 2005-2006 school year an innovative reform science program called Project-Based Inquiry Science (PBIS) was used by 77 sixth-grade teachers in 40 public middle schools in New York City for the first time. We conducted interviews with a sample of participating teachers about their experiences with the materials. Teachers described their successes and perceived benefits of the program, along with the multiple challenges they faced, including content, management, administration, and philosophical differences. Interview analyses revealed that the ways in which teachers described their experiences reflected their understandings of inquiry and reform on multiple levels. The results can be used to inform future professional development efforts around this and other science reform programs.