

ABSTRACT

This qualitative research study documents the lived and reported experiences of a math specialist and elementary math teachers while integrating the math program *Investigations in Number, Data, and Space* into a K-5 curriculum. The study follows the researcher as she transitions from a classroom teacher working with students to that of math specialist working with teachers. As the author facilitates the implementation of *Investigations*, she examines the influences of teacher concerns, teachers' knowledge of the program, classroom experiences, the role of professional development, and the influence of her role, as the math specialist, in the implementation process. As the research progresses, the author looks at the role of small study groups focusing on the inquiry method of teaching. The researcher found the use of the study groups to be an effective strategy, which she will continue to use while implementing *Investigations* into the curriculum.