



A Simple Guide to Adopting a New Curriculum

When + how to get started

September 21, 2022

WELCOME | Introductions



IN THE CHAT:
Share your name,
district, and role



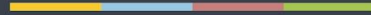
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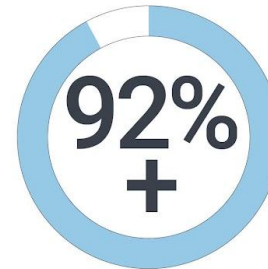
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Hi! We are Education Elements

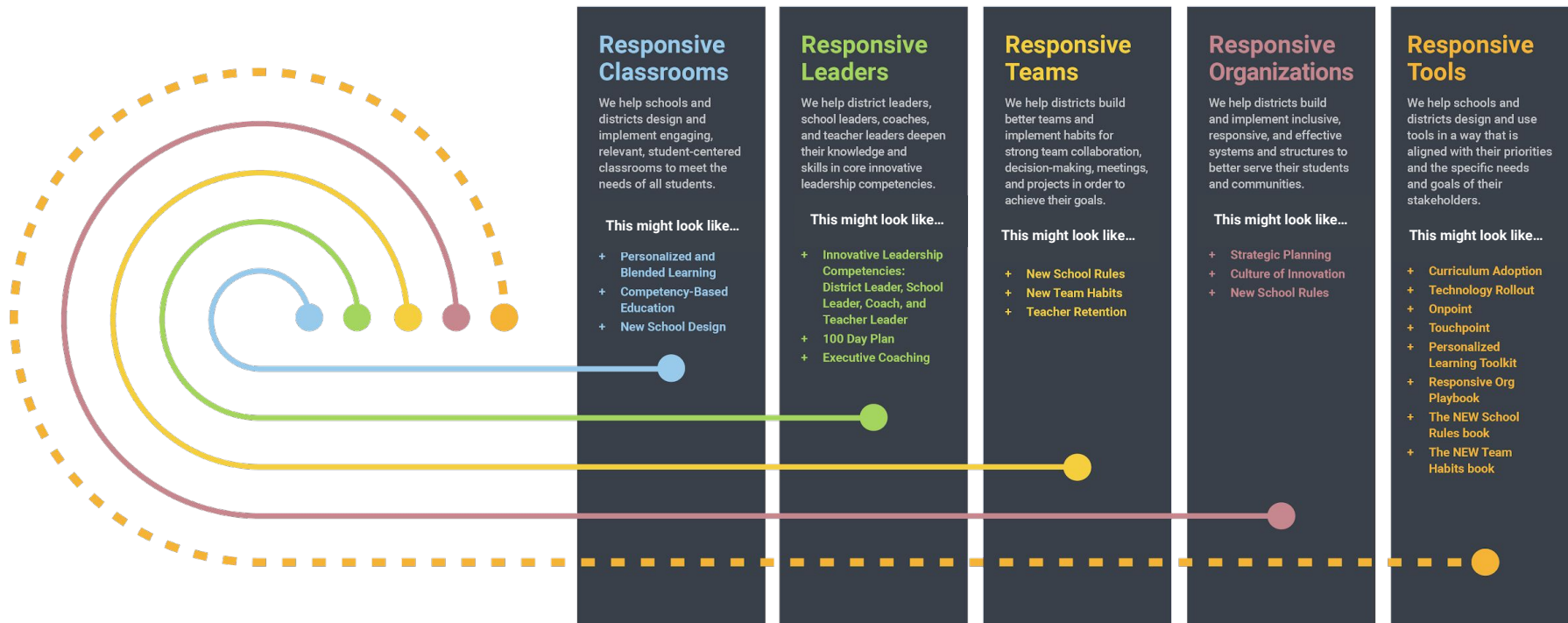


WE ARE AN EDUCATION CONSULTANCY, THAT HELPS TRANSFORM SCHOOLS AND DISTRICTS



of attendees find our workshops excellent or very good


OUR WORK | Responsive Ecosystem



Overview

- **Current State** of Instructional Materials [5 minutes]
- **Step 1:** Creating a Shared Vision [5 min]
- **Step 2:** Selecting HQIM [5 min]
- **Step 3 +4:** Determining Your Professional Learning Strategy and Opportunities for Internalization [10 min]
- **Step 5:** Monitoring Progress [5 min]
- Discussion + Closing [15 min]

Objectives



Offer insights and strategies for adopting new curriculum

Share resources for future exploration

Collaborate to share practices, barriers, and ideas

Grounding Ourselves in the Why

High-Quality Materials Support Strong Instruction

A study of **5 diverse school districts** across the country followed nearly **4,000 students** to learn more about their experiences.



Most students—and especially students of color, those from low-income families, those with mild to moderate disabilities, and English language learners—spent the vast majority of their school days missing out on four crucial resources: grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.

Students spent more than 500 hours per school year on assignments that weren't appropriate for their grade and with instruction that didn't ask enough of them—the equivalent of six months of wasted class time in each core subject.

TNTP. (2018). *The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It*

CURRENT STATE | Materials Matter



TEACHERS SPEND 7-12 HOURS PER WEEK

searching for and creating instructional resources (free and paid), drawing from a variety of sources, many of them unvetted.



96%

OF TEACHERS

use Google to find lessons and materials.



Nearly 75%

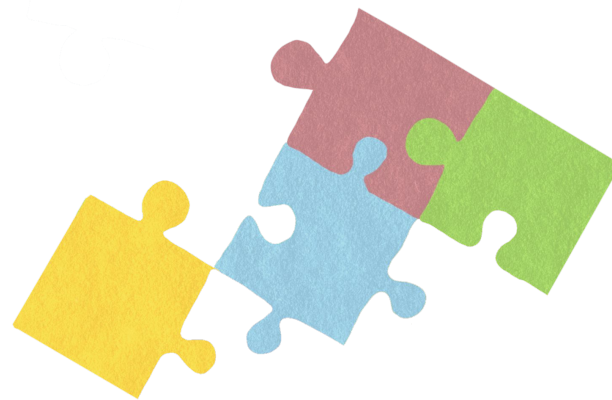
OF TEACHERS

use Pinterest to find lessons and materials.

CURRENT STATE | Materials Matter

“When average teachers use excellent materials, student learning results improve significantly. Research also documents that many teachers do not have access to strong, standards-aligned curriculum; in fact, most teachers spend hours every week searching for materials that haven’t been vetted and aren’t connected to ongoing, professional learning activities in their schools. Ensuring teachers have high-quality, rigorous materials is an effective and affordable tool for improving student learning outcomes at scale.”

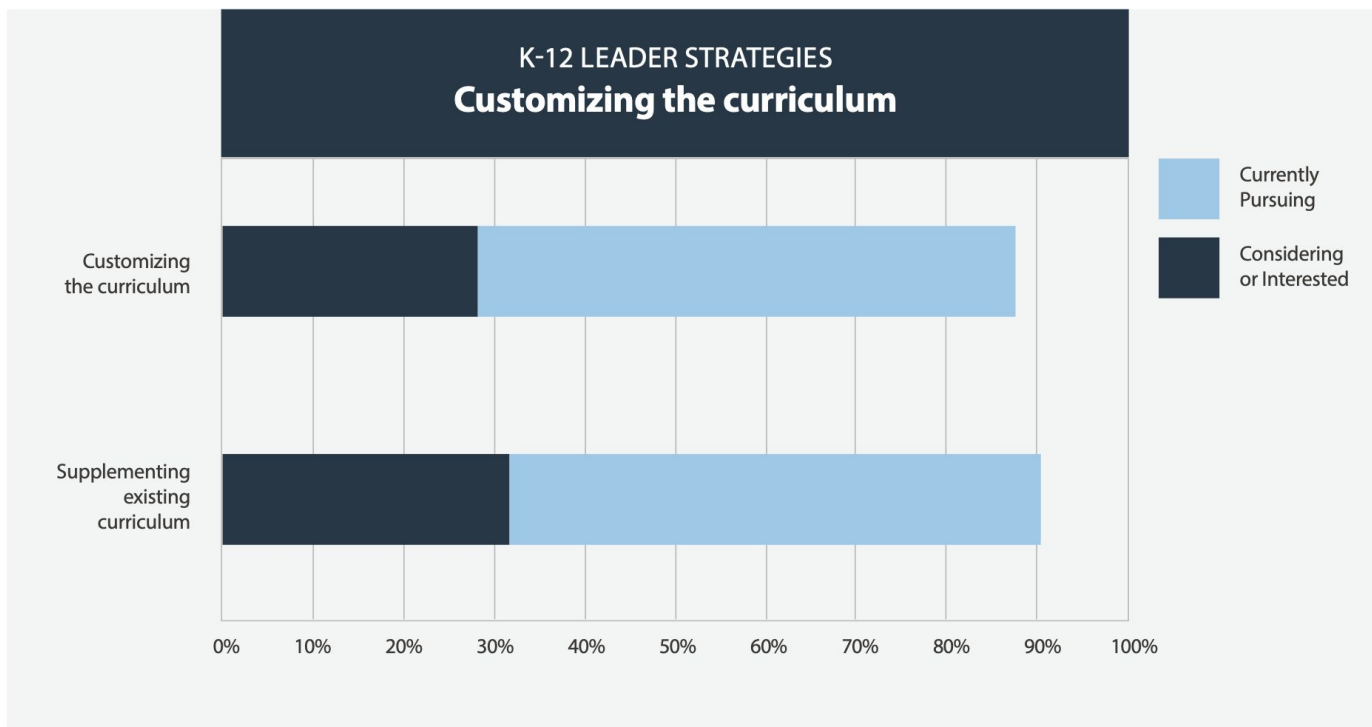
Source: [Practice What You Teach](#), Aspen Institute



K-12 Pulse Survey I What's On Your Mind

Download the report here: edelements.com/lp-k-12-leader-pulse-survey

More than 200 educators across 40 states responded to a national poll in December 2021 to share what was top-of-mind as they looked ahead to 2022 and planned for the upcoming school year.



Zoom Poll →

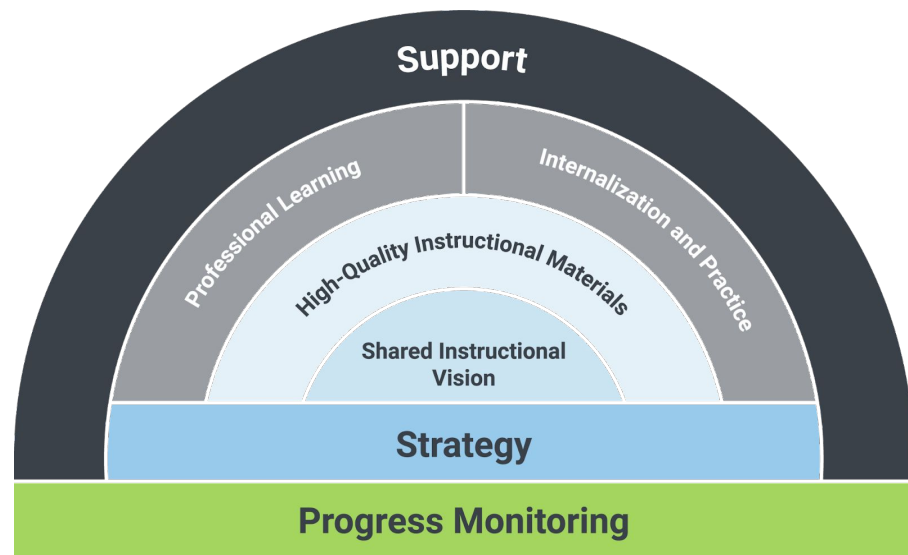
Where are you in the adoption process?

Step 1: Creating a Shared Vision

Step 1 | Creating a Shared Vision

Many of the most successful districts have one thing in common, **they have a clear and shared vision for what strong instruction looks like in their classrooms.**

Departments, school leaders, and teachers all understand the vision and know how their actions contribute to the district's vision.



Creating a Shared Vision

Guiding Questions

- What are your **shared beliefs** about the instructional experience for students and teachers?
- What do you **expect to see** when you go to classrooms?
- Are there **non negotiables** that must be a part of the instructional vision?
- What **local context** is important to this vision of instruction?

Creating a Shared Vision

What does this look like in practice?

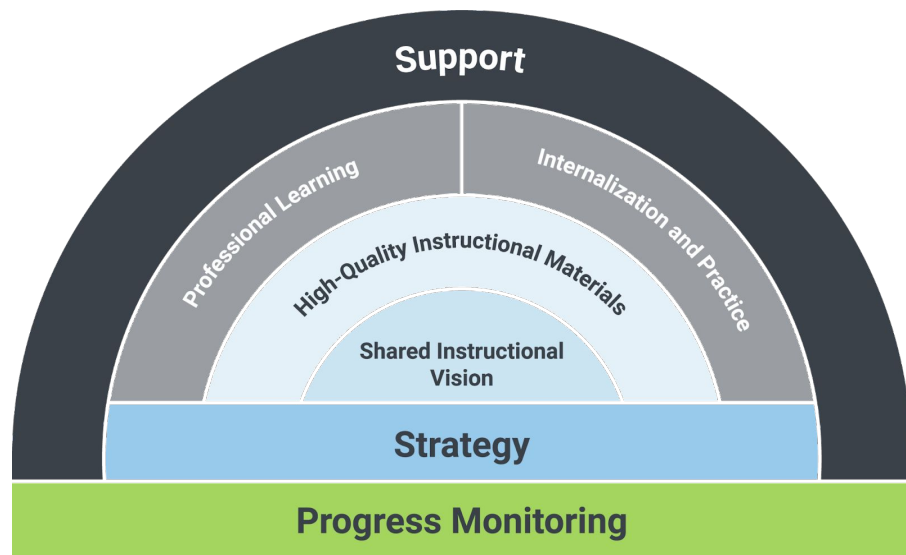
- **The District** has a clearly articulated vision for what high-quality instruction looks like
- **Departments** within the district are aligned on the vision and understand the role they play in supporting teachers and school leaders to achieve it
- **School leaders** are aligned on instructional expectations and how to support teachers at various levels and entry points
- **Teachers and teacher leaders** understand the expectations for their specific content-area and have a clear understanding of what strong instruction look likes in practice

Step 2: Selecting HQIM

Step 1 | Selecting Materials

Though it has taken years, the current market for HQIM is strong; and now it presents states, districts, and educators with a different set of challenges: so many options.

How do you select the best materials to meet your needs and context, and how do you leverage these materials to foster student-centered learning?



HQIM I Materials Matter

IES :: WWC What Works Clearinghouse



Sources: [WWC](#), [EdReports](#), [Louisiana DOE](#), [EdCuration](#)

Selecting HQIM

Domains to Consider When Self-Assessing or Selecting New Materials

- **Gateway Criteria** Do your materials align with the state standards at the level of rigor defined by the standard? For example, in the ELA and social studies curriculum, you should assess whether texts are both quantitatively and qualitatively complex.
- **Horizontal Alignment** Do your materials give all students extensive work with grade-level problems through practice, collaboration, summative, and formative assessments?
- **Instructional Supports** Do your materials provide appropriate research-based strategies and scaffolding that will allow all students to productively struggle, yet directly experience the complexity of the task?
- **Vertical Alignment** Are your materials aligned across grades, and do tasks across grade levels develop in complexity?

Selecting HQIM

Key Outcomes to Consider

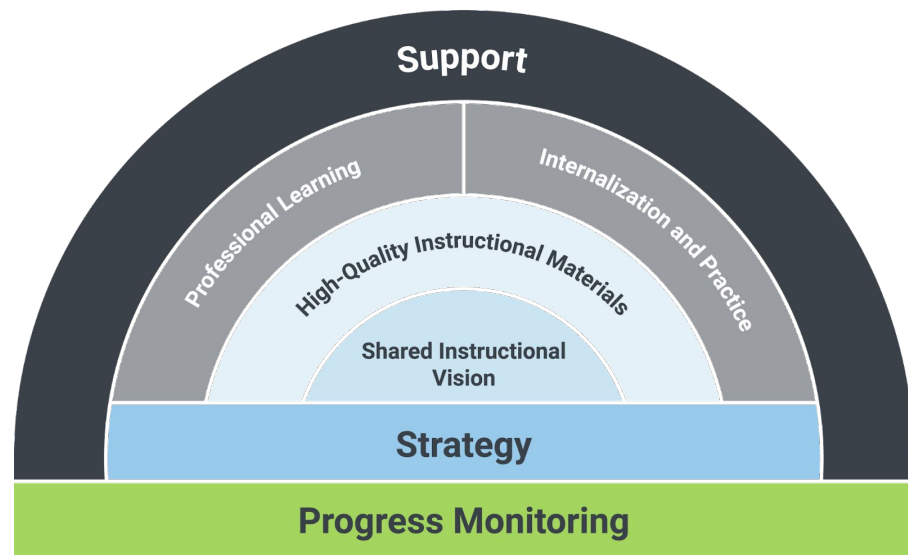
- Increased **buy-in** from teachers
- Saved money over time
- **Saved time** for teachers in finding and creating materials
- **Improved student outcomes**
- Set clear expectations for rigor and **standards-alignment**
- Added additional lever for equity—**doesn't leave student experience up to chance**
- Ensured materials are aligned to **key priorities**

Steps 3+4: Developing a Professional Development Strategy + Opportunities for Internalization

Steps 3+4 | Pulling the Pieces Together

"A primary role of school systems is to create the conditions in schools through which teachers can become experts at teaching the curriculum they are using and adapting instruction to the needs of their particular students."

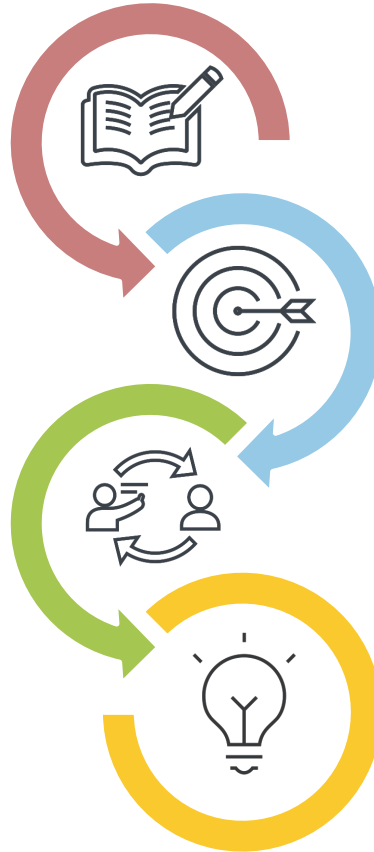
Source: [Practice What You Teach](#), Aspen Institute



Professional Learning in Practice

At the **district** level, *all* teachers are provided with onboarding that includes professional learning around skills and pedagogy

At the **school** level, leaders and teachers have opportunities to participate in content-specific professional learning with their peers, grounded in practice with the actual instructional materials they will be using with their students.



The **district** shares - either by offering or connecting to external sessions - opportunities for teachers and leaders to participate in professional learning focused on state standards, content-specific materials, and/or the curriculum teachers will be leveraging with multiple points of entry based on teacher skill/tenure.

Faculty meetings and/or other **school**-level designated times are leveraged for building teacher knowledge and capacity with implementing standards-aligned instruction aligned to the district's vision

Developing a Professional Development Strategy

Questions to get consider

- **What vendor-led opportunities do we need to plan for?**
 - Many publishers offer full-day institutes for teachers and leaders but you'll want to be mindful of timing as summer dates can book up well in advance!
- **Where can your internal professional development team lean in?**
 - Think about more nuanced PD for teachers - what are those bite-sized sessions you can offer that will support teachers with effective implementation?
 - Who internally has the expertise to build and lead sessions?

Providing Opportunities for Lesson Internalization

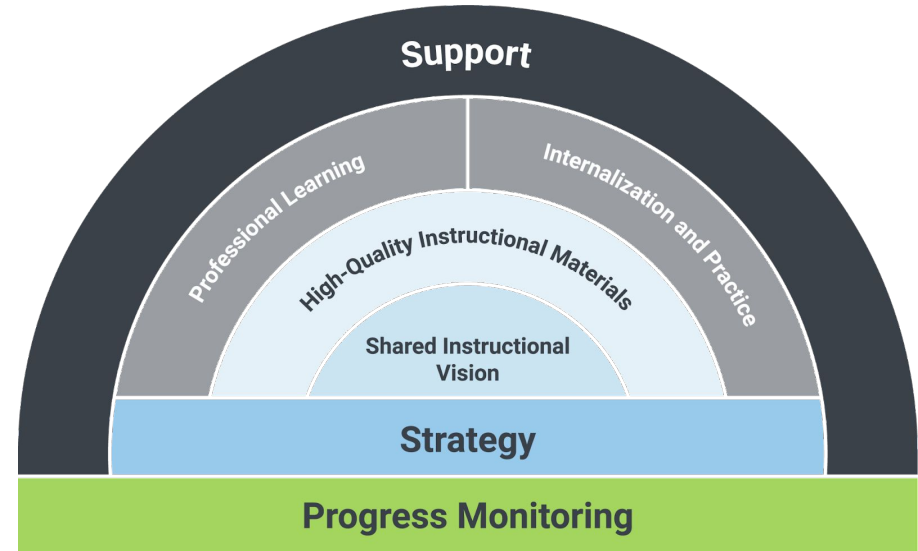
What does this look like in practice?

- The district provides **guidance on the “why”** behind lesson internalization and practice
- **Planning documents** for units, lessons, and assessments **exist and are readily accessible** by teachers and leaders
- School **master schedules supports common planning/PLCs**
- Teachers have access to and **clear expectations** around the use of planning docs and pacing guides
- There is regular **classroom observation and feedback** grounded in the district’s vision for strong instruction
- PLC meetings follow **protocols** that allow teachers and teacher leaders opportunities to **internalize curricular resources** and practice

Step 5: Monitoring Progress

Steps 5 | Monitoring Progress

How will you monitor the progress of curriculum implementation, inform professional learning and support, and identify any bright spots or opportunities for growth that need to be escalated and/or addressed?



Monitoring Progress

Questions to consider asking during Learning Walks

In addition to research-based content agnostic questions:

- Was the teacher using the district provided resources?
- Was the lesson within 5 days of recommended pacing?
- Did the teacher maintain the integrity of the lesson?
- Overall, did the lesson meet the full expectations of the state standards?

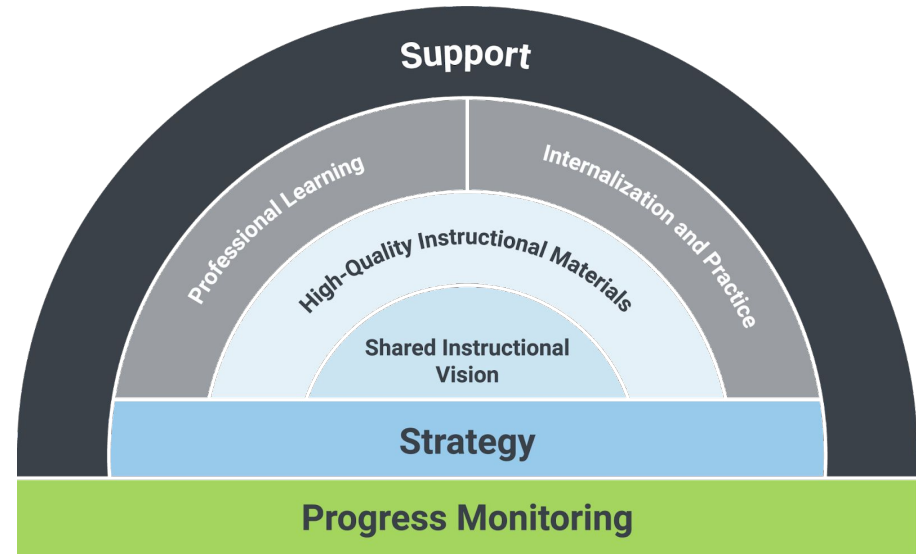
Discussion

Conversation Rounds

Round 1: What is resonating with you from the session?

Round 2: Which of the steps do you consider to be a strength? Why?

Round 3: What are some barriers that your district/school is facing when it comes to adopting new materials?



Closing

Tell us what you thought!

edelements.com/webinar-survey

Connect with Education Elements on social media to continue the conversation, or subscribe to our blog for more resources about educating through 2022.



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