Webinar starts in

2:00

Education Elements

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Spring Forward: Cultivating Educators

Selecting High Quality Instructional Materials with Teacher and Student Voice
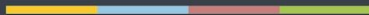
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May 12, 2022

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

Cristina Strunk
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Falls Church, VA

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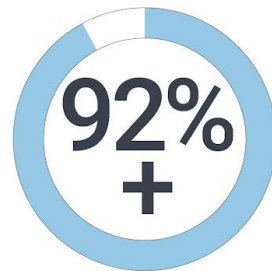# Hi! We are Education Elements

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

10 Years of Experience

1000+ Schools and Districts

90% of our business comes from repeat clients

92%+ of attendees find our workshops excellent or very good

OUR WORK | Responsive Ecosystem

Responsive Classrooms

We help schools and districts design and implement engaging, relevant, student-centered classrooms to meet the needs of all students.

This might look like...

+ **Personalized and Blended Learning**
+ **Competency-Based Education**
+ **New School Design**

Responsive Leaders

We help district leaders, school leaders, coaches, and teacher leaders deepen their knowledge and skills in core innovative leadership competencies.

This might look like...

+ **Innovative Leadership Competencies: District Leader, School Leader, Coach, and Teacher Leader**
+ **100 Day Plan**
+ **Executive Coaching**

Responsive Teams

We help districts build better teams and implement habits for strong team collaboration, decision-making, meetings, and projects in order to achieve their goals.

This might look like...

+ **New School Rules**
+ **New Team Habits**
+ **Teacher Retention**

Responsive Organizations

We help districts build and implement inclusive, responsive, and effective systems and structures to better serve their students and communities.

This might look like...

+ **Strategic Planning**
+ **Culture of Innovation**
+ **New School Rules**

Responsive Tools

We help schools and districts design and use tools in a way that is aligned with their priorities and the specific needs and goals of their stakeholders.

This might look like...

+ **Curriculum Adoption**
+ **Technology Rollout**
+ **Onpoint**
+ **Touchpoint**
+ **Personalized Learning Toolkit**
+ **Responsive Org Playbook**
+ **The NEW School Rules book**
+ **The NEW Team Habits book**

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Overview

- Opening + Overview

- Setting Context

- Embedding Stakeholders Across the Selection Cycle

- Discussion + Closing

Objectives

Offer insights and strategies for key stages of curriculum review cycle

Share resources for future exploration

Collaborate to share practices, barriers, and ideas

Add to the chat:

What are you hoping to get out of our time together?

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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.

Source: EdReports, Why 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."
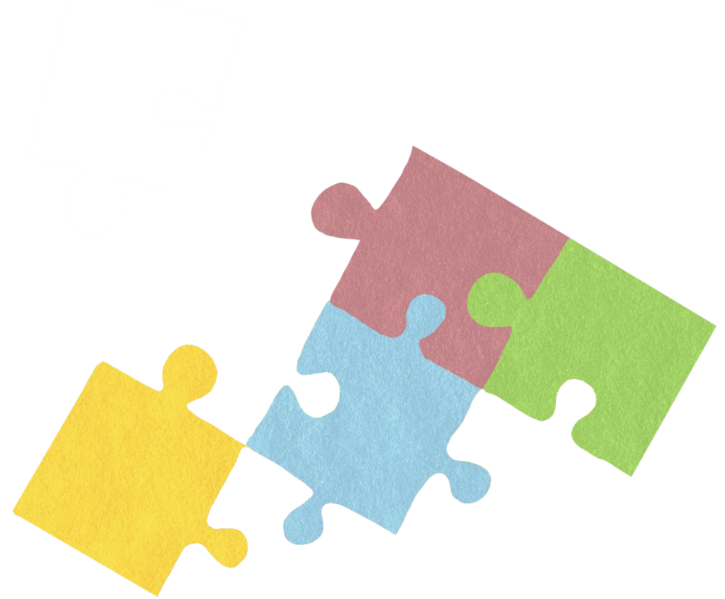
Source: Practice What You Teach, Aspen Institute

stakeholder

stayk-howl-dr

a person with an interest or concern in the project

Our team believes when …

 There is **AUTHENTIC** representation of multiple viewpoints across schools, offices, and the community.

 Multiple inputs will provide a **DIVERSITY** of thought and perspective

 Stakeholders are engaged in **FEEDBACK** AND **DESIGN** then there is **HIGH BUY-IN** and **LOW FRICTION**

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Materials Adoption Cycle

Define

Create shared definition of curriculum, high-quality instruction for content, and vision for curriculum for students, teachers, leaders, and community members.

Evaluate

Consider current curriculum, usage, and engagement against vision for excellent instruction + vision for student experience/outcomes

Implement

Test out new curriculum strategically (consider a pilot group of early adopters, scaled implementation). Gather data on user experiences (student, teacher, leader, community members) through observations, surveys, student work samples.

Select

Review high-quality curriculum options, choose new standards-aligned materials that align with vision using a selection tool. Include professional learning for selection committee on instruction, content, and materials.

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Who Are Our Stakeholders

STUDENTS

FAMILIES

DISTRICT & SCHOOL-BASED STAFF

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Equitable Inclusion

CONNECT
EQUITABLE ENGAGEMENT GUIDE

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info@edelements.com (650) 440 -7860 @edelements
www.edelements.com

Include
Equitable Inclusion Guide

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Engagement Matrix

HIGH

HIGH INFLUENCE
LOW INTEREST

HIGH INFLUENCE
HIGH INTEREST

INFLUENCE

LOW INFLUENCE
LOW INTEREST

LOW INFLUENCE
HIGH INTEREST
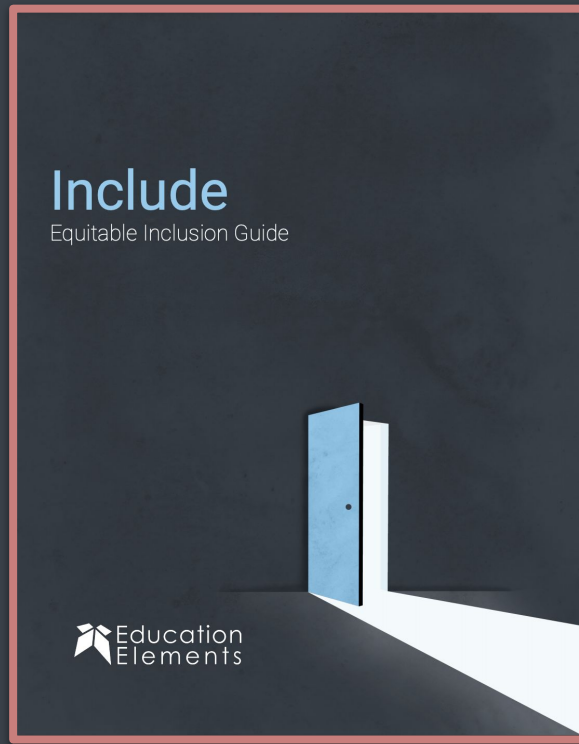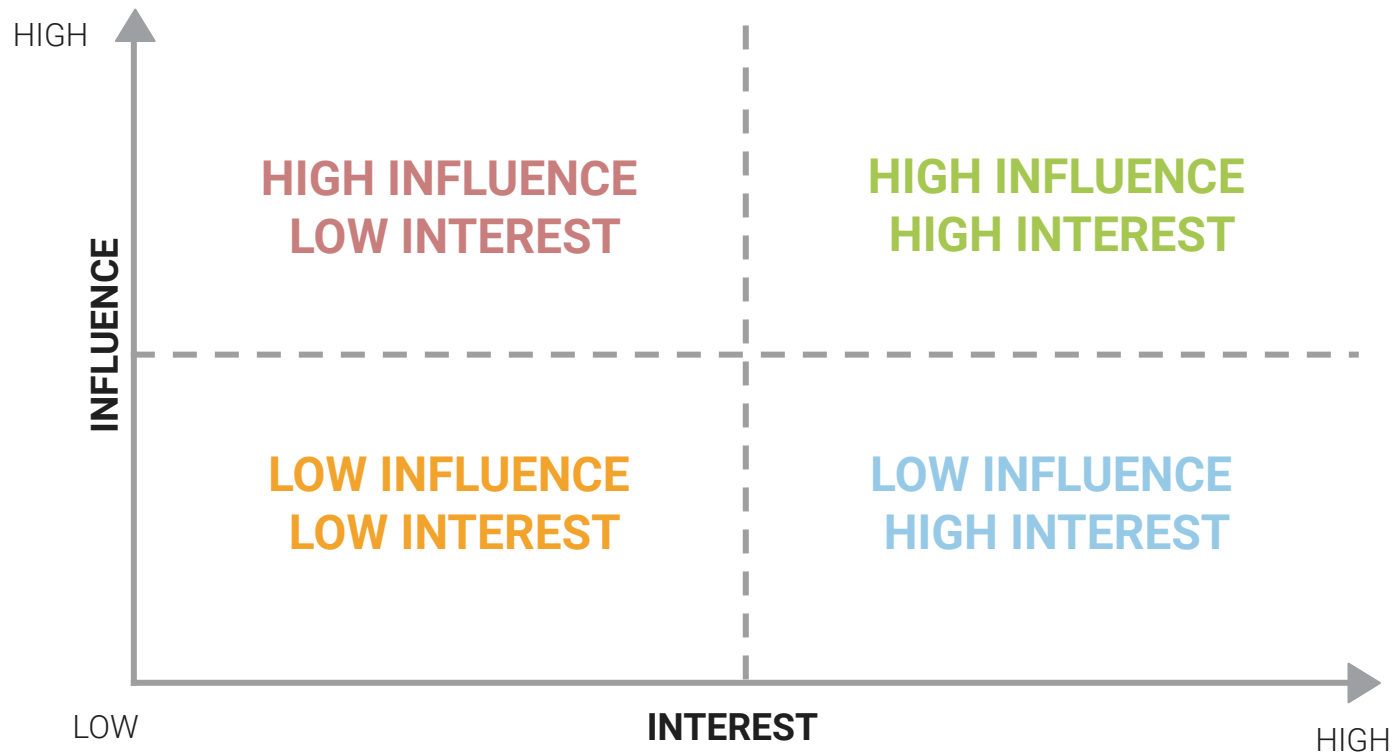
LOW   INTEREST   HIGH

Influence cannot ignore power dynamics

Interest is an assumptions based on our perceptions

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HIGH INFLUENCE + LOW INTEREST

HIGH

INFLUENCE

LOW

**HIGH INFLUENCE
LOW INTEREST**

LOW   **INTEREST**   HIGH
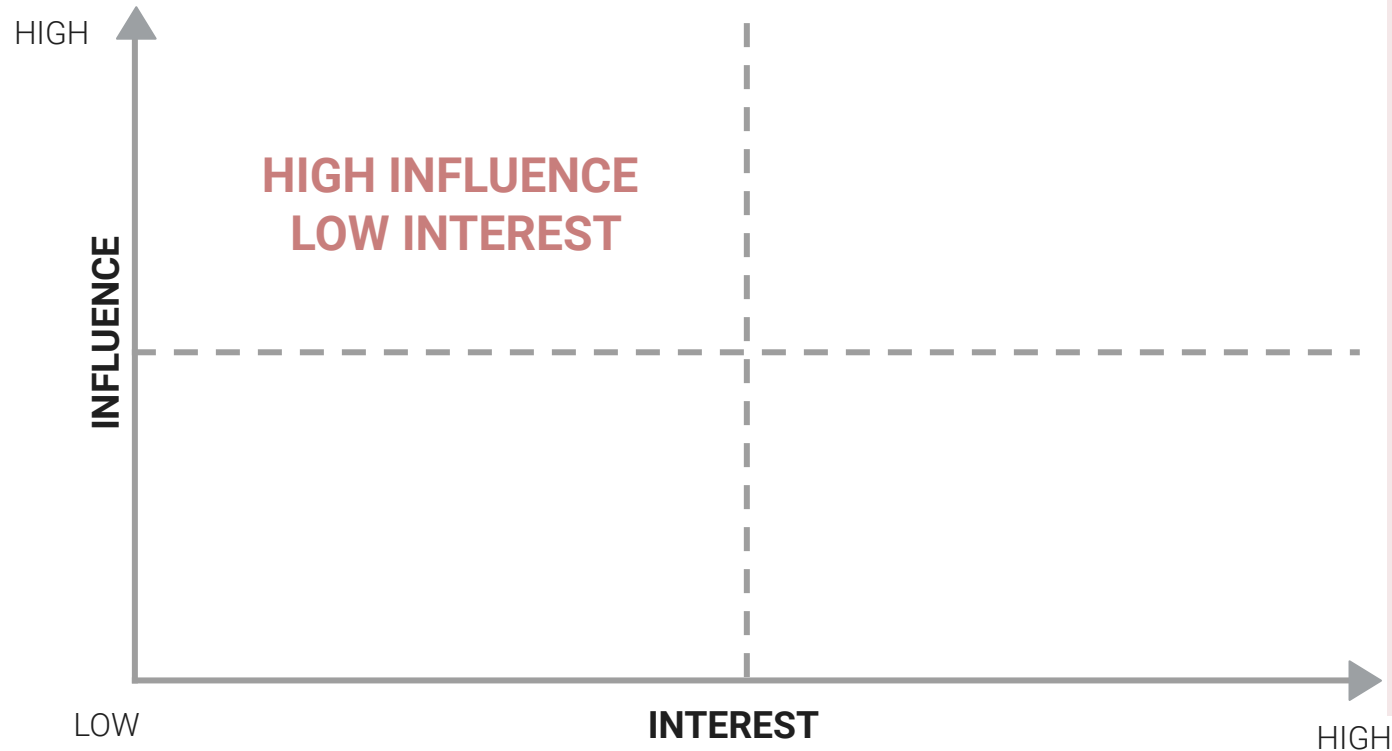
"I need to know things, but not all the things"

What to do:
- Communicate big ideas or themes
- Highlight wins and risks
- Keep communication short

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HIGH INFLUENCE + HIGH INTEREST

GH

INFLUENCE

HIGH INFLUENCE
HIGH INTEREST

LOW

INTEREST

HIGH

"I am deeply impacted, and my support will move things forward"

What to do:
- Incorporate this person as a partner
- Consider expertise and interest in how you engage this person strategically

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LOW INFLUENCE + LOW INTEREST

HIGH

INFLUENCE

**LOW INFLUENCE
LOW INTEREST**

LOW
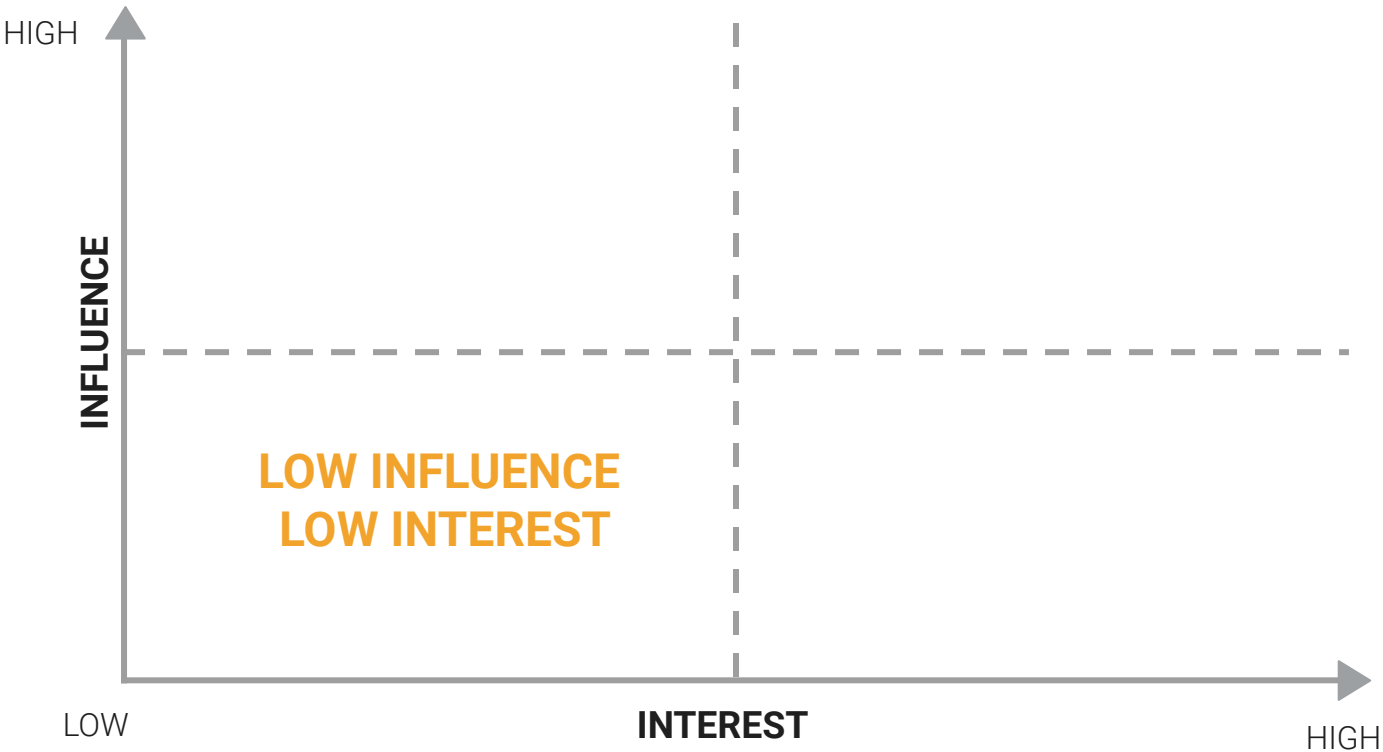
INTEREST

HIGH

"I'm not very interested and don't need to be involved, but don't forget about me"

What to do:
- Consider how you can utilize other stakeholder strategies for this group
- Monitor their interests for any changes

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LOW INFLUENCE + HIGH INTEREST

HIGH

INFLUENCE

INTEREST

LOW INFLUENCE
HIGH INTEREST

LOW

HIGH
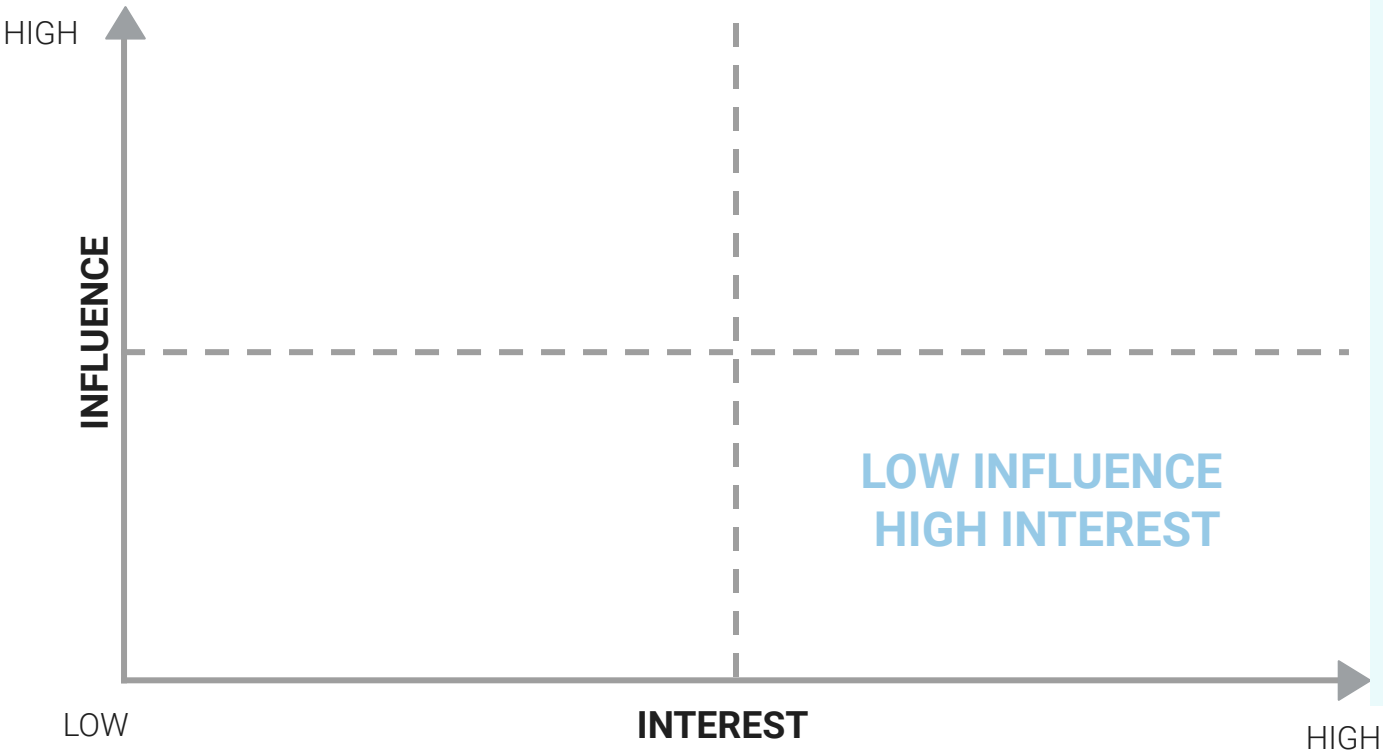
"I am very interested. Don't forget about me!

What to do:
- Incorporate this person as a partner as available to you

- Engage them with specific topics or requests

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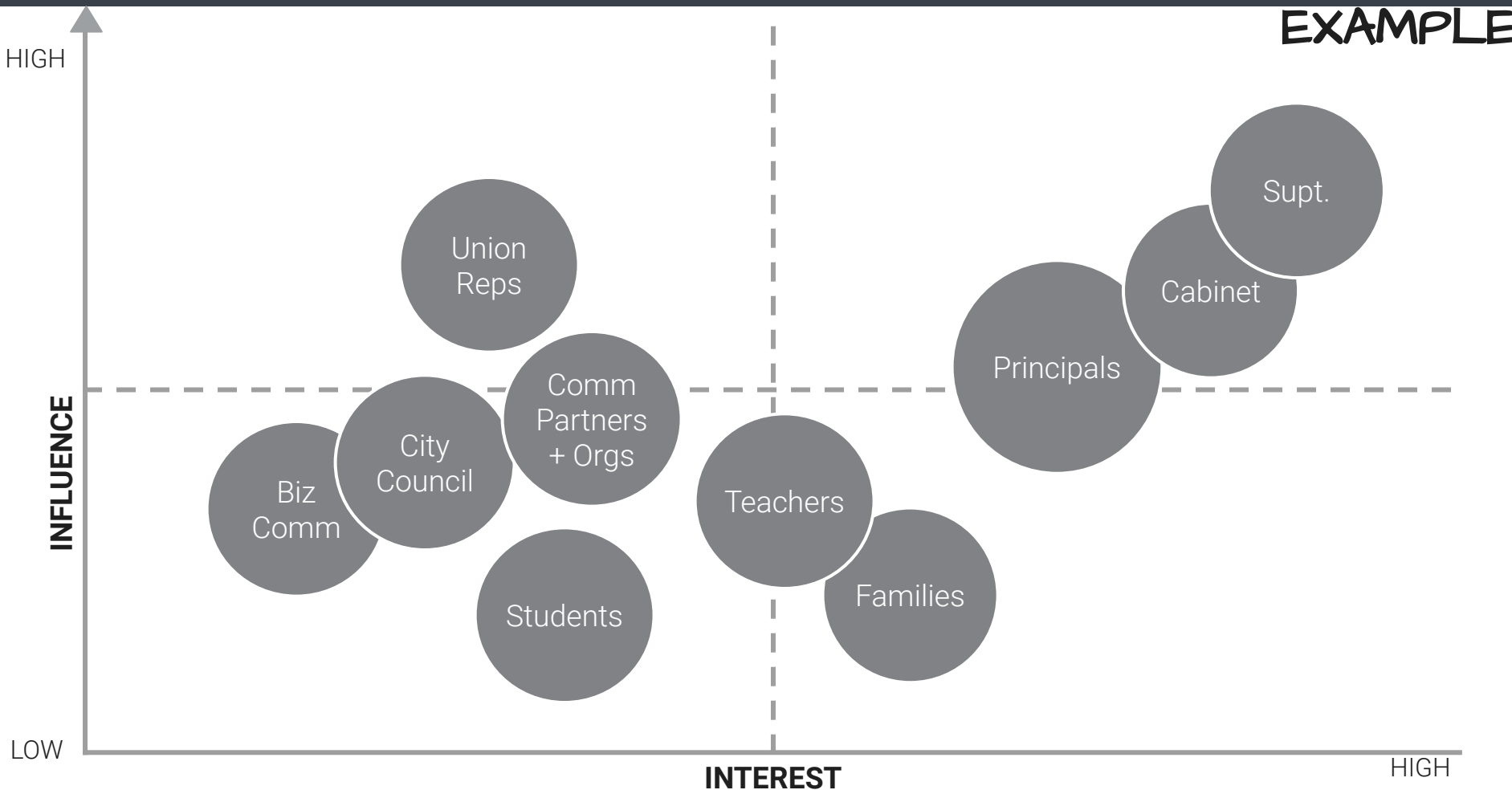
Add to the chat:

Who has traditionally been involved in curriculum decisions in your context? What new voices might add expertise moving forward?

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Define

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Curriculum Ecosystem | The Big Picture

Student Learning Experience

What is true for all instruction in our district? Personalized learning, Research-based practices, project-based learning, etc.

Curriculum Consistency

Vertical and Horizontal alignment, core resources, progression of standards/courses, representation in subject material, grade-and content-specific adjustments

Support Structures

Leadership practices, structure, collaboration time, departments and grade level teams, processes for alignment and support

Progress Monitoring + Accountability

Measuring what students know and can do, and using this to guide systems change. Defining, recruiting, and retaining talent to support the work

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An instructional vision helps to communicate the expectations for teaching and learning and creates a common language for what effective instruction looks like in a classroom.

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The vision should guide...process[es] and serve as a critical lens.

-EdReports

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SHADOWING A

Student or Family

DESIGNING THE APPROACH

Shadowing a student or family is a great way to see the world through their eyes and empathize with their needs. You may be able to discover the experiences of students or families that you otherwise were unaware of. It is a good practice to begin with a pre-conference and end with a post-conference. During the pre-conference, you may take time to build rapport to get to know who you are shadowing. During the post-conference, you may ask questions about the things you observed.

DESIGNING A

Town Hall

DESIGNING THE APPROACH

Town Halls are typically large gatherings of community members with administrators and staff. As mentioned above, there are multiple format options when designing a town hall. You may have multiple segments of your town hall to leverage various strategies.

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Evaluate

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DESIGNING A

Focus Group

DESIGNING THE APPROACH

Focus groups require thoughtful planning to organize and execute successfully. Prior to designing your focus group, you will have already identified the insight you are seeking and the stakeholders you are aiming to engage. Use this information to design your focus group guide, which is the set of questions you will be asking across groups.

DESIGNING A

Targeted Survey

DESIGNING THE APPROACH

Surveys are a helpful tool to gather data from a large number of respondents. However, an effective survey necessitates a thoughtful design. Beginning with your objective, you will want to identify the data points that will help you reach your goal. Your survey should also state the goal for respondents. Surveys are best utilized for closed-ended questions with specific choices (e.g. multiple choice or checkbox). You may have a few text response questions, but if you find that most of your questions are better suited for text response then you may consider shifting to an interview approach.

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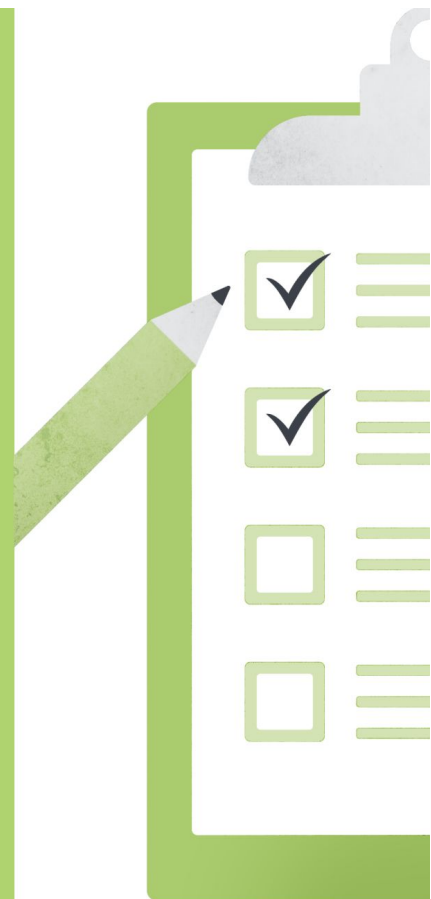
Add to the chat:

What does your evaluation or review cycle look like now? How often are you reviewing

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Select

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Materials Adoption Cycle

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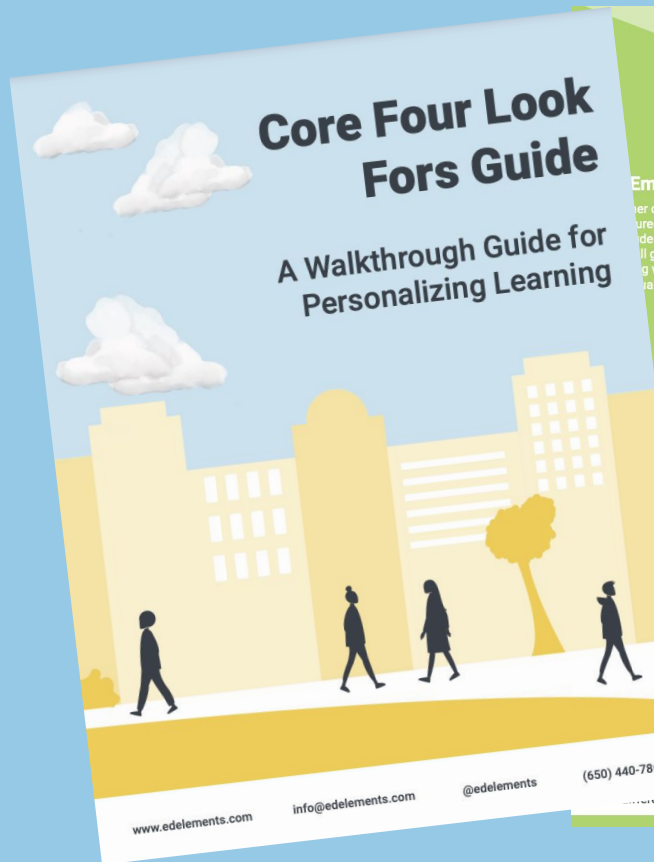
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Materials Selection Cycle Roles

Project Leads

- INSERT NAMES 1-3 people
- Responsible for day-to-day management of the project, including managing planning, logistics, and communication in partnership with other teams, and elevating decisions when needed.
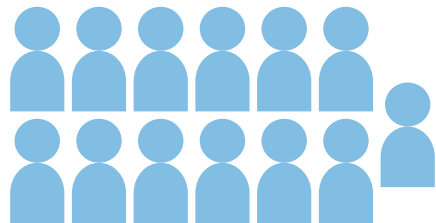
Pilot Team

- INSERT NAMES (varies depending on scale of curriculum pilots)
- Co-designs the district-wide systems to support the curriculum pilot
- Observe implementation, reflect on successes and challenges schools experience, and support as needed.
- Validates the decisions based on stakeholder input.

Advisory Team

- INSERT NAMES (smaller team, focus is flexible depending on pilot)
- Gathers additional stakeholder engagement feedback throughout the process
- Communicates to key groups about progress and learnings of the pilot

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Stakeholder Mapping
+
Equity Lens

Highly represented Highly impacted	Underrepresented Highly impacted
Highly represented Low impacted	Underrepresented Low impacted

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Implement

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Materials Adoption Cycle

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The purpose of learning walks is to check in on personalized learning in a virtual environment, identify trends, and understand how we can better support schools across Loudoun County.

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Learning Walks

- **Learn** about high level trends within a set of look fors

- **Learn** what supports might be needed for teachers, students, leaders

- **Build** opportunities for collaboration and sharing practices

NOT evaluative

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Putting 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

Shared Vision + Alignment for High-Quality Instruction

High-Quality Instructional Materials

Professional Learning for School Leaders + Teachers

Collaborative Lesson Internalization, Planning, + Practice

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Discussion

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Key Considerations

Define

- Do you have an existing Instructional Vision/set of curriculum priorities to guide the process?
- Are there specific grade levels/content areas you will focus on this cycle?
- How might teachers and students provide additional insights at this stage?
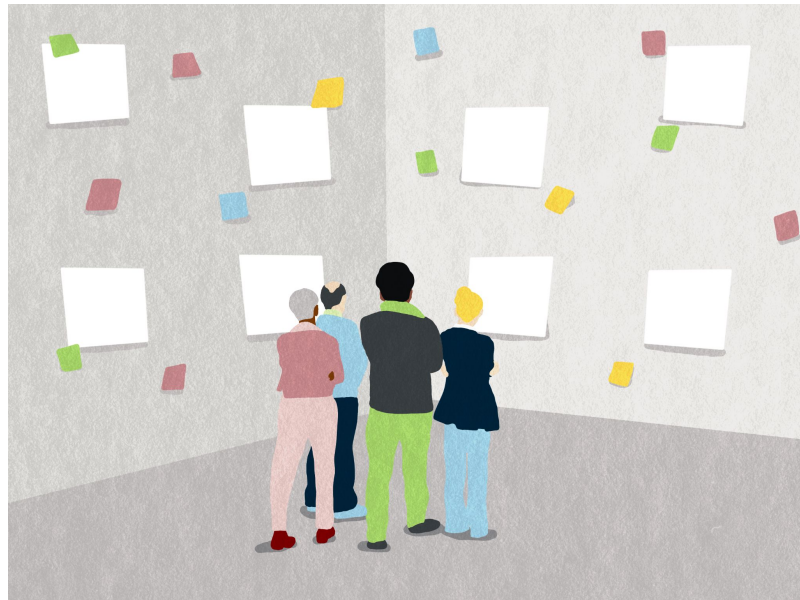
Evaluate

- How might you use student work samples,

Select

-

Implement

- How might you use student work samples, tasks, and other artifacts to embed student voice?

Conversation Rounds

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

Round 2: What are some barriers that your district/school is facing when it comes to adding teacher or student voice to these processes?

Round 3: What are your goals for curriculum in the future?

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Closing

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SPRING FORWARD:
Cultivating Educators

WEBINARS

APRIL 14TH - STRATEGIC PLANNING

APRIL 27TH - TEACHER EXPERIENCE

MAY 5TH - LEADERSHIP

MAY 12TH - CURRICULUM

MAY 18TH - STAKEHOLDER ENGAGEMENT

JUNE 21ST - STRATEGIC PLANNING

CURRICULUM COLLABORATIVE

Coffee Chat Series

Monday, May 16th

Tuesday, May 31st

Tuesday, June 14th

edelements.com/curriculum-chats

In Person Academy

Tuesday, June 28th

Ossining, NY

O PRIDE
in all that we are

edelements.com/curriculum-collab

XanEdu

Tell us what you thought!

edelements.com/webinar-survey

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