

Louisiana Believes

Putting the Curriculum
Implementation Scale into Action:
Math

Supervisor/Principal Collaboration

November 2017



Outcomes

In this session, we will:

- Identify the components of a long-term, strategic plan for math curriculum implementation
- Identify barriers to implementing a quality mathematics curriculum and, more importantly, methods to overcome such barriers (through strategic planning)
- Analyze current LDE supports (tools, webinars, in-person trainings, Content leader work) to plug these into a strategic plan

Agenda

- Why Curriculum Matters
- Curriculum Implementation Scale
- Moving Up the Scale
- Making a Plan
- Reflections and Next Steps

Why Curriculum Matters

Read [“Teaching From a Textbook Makes My Class More Student-Centered”](#)

Discuss:

- What in the excerpt affirmed your thoughts about curriculum?
- What in the excerpt challenged your thoughts about curriculum?
- What is the value of a high-quality curriculum to student learning?

Why Curriculum Matters

Scale

- An equitable baseline of rigor presented to students (strong books, tasks, and questions in front of students regularly)
- Teachers said they use materials easiest to find, those tended to be poor quality

Guidance from others and our teachers

- Research suggests training alone has very little impact
- High performing international systems have standards, curriculum, and assessments
- Teachers called on us for more support implementing new content and strategies

What curriculum work is not to us

- An obsession with a scripted, identically implemented initiative
- One required program for every school and every teacher
- Taking away from teacher creativity and choice (strong programs promote teacher choice and adaptation, giving them guidance on how to maximize both)

Why Curriculum Matters

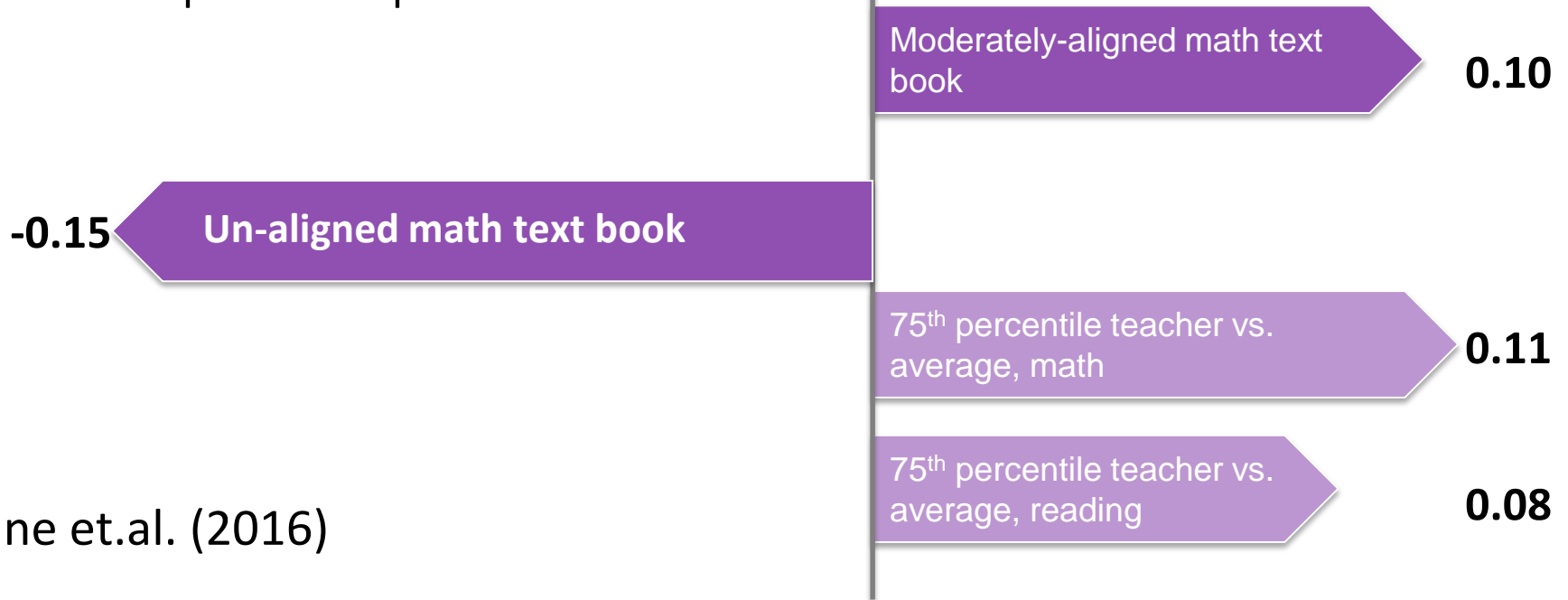
“Curriculum reform is one of the best areas for productivity gains, since instructional materials can provide relatively high increases in student achievement relative to costs.”

- **Matthew Chingos and Russ Whitehurst**, Policy Researchers.

Why Curriculum Matters

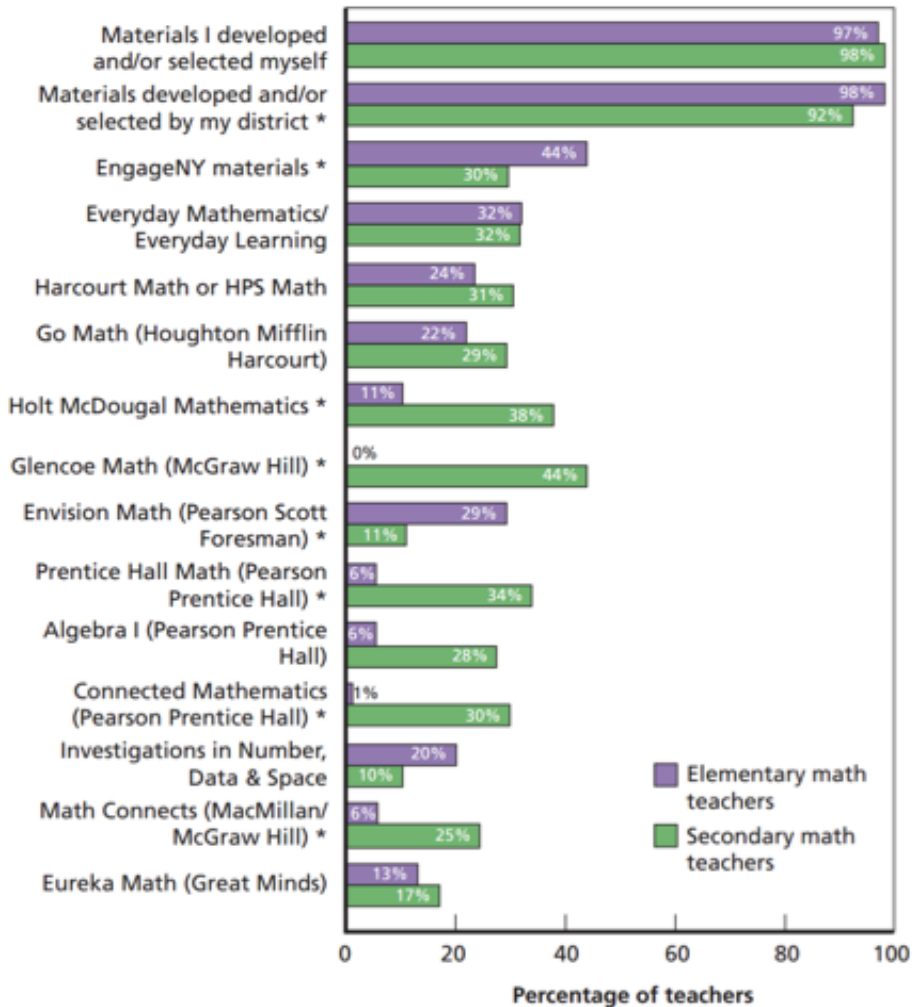
The impact of a moderately-aligned math textbook is almost as much as replacing an average teacher with a teacher in the 75th percentile.

The “spread” between a moderate-aligned text book (0.25 standard deviations) is equal to 10 percentile points.



Kane et.al. (2016)

Why Curriculum Matters



Almost all teachers develop or choose their own instructional materials.

Source: Opfer, Kaufman, and Thompson (2016).

Why Curriculum Matters

Most assignments do not meet the expectations of the Standards.

4%

Tasks push student thinking to higher levels.

5%

Tasks are highly aligned to the standards.

16%

Tasks require citing evidence from text.

38%

Tasks are aligned to the appropriate grade-level standard.

Source: The Education Trust (2015).

Why Curriculum Matters

If we know all of this (students are struggling, research says this matters a lot, we know teachers can't possibly do this on their own)...

And my job is to do everything in my power to help more students access meaningful instruction...

And my teachers are telling me they need better tools...

Why wouldn't we aggressively take on curriculum reform?!

Why Curriculum Matters

Vision: Every student in Louisiana, every day, builds their knowledge of the world, reads meaningful texts, expresses their ideas through writing and speaking, and attempts complex math problems.

Goals:

- Every teacher has access to a top tier curriculum (free and open)
- >80% of districts adopt a top tier curriculum as program of choice
- Every math and ELA teacher (>20,000) receives direct from content experts, curriculum-based professional development (not through layers or train the trainer)

Why Curriculum Matters

Instructional Materials Review (IMR)

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 7.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Criteria 1 – 4), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Focus on Major Work		
	2. Consistent, Coherent Content		
	3. Rigor and Balance		
	4. Focus and Coherence via Practice Standards		
II: Additional Alignment Criteria and Indicators of Quality	5. Alignment Criteria for Standards for Mathematical Content		
	6. Alignment Criteria for Standards for Mathematical Practice		
	7. Indicators of Quality		

FINAL DECISION FOR THIS MATERIAL: **[Choose one: Tier I, Exemplifies quality; Tier II, Approaching quality; Tier III, Not representing quality]**

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Curriculum Implementation Scale

Review the [Curriculum Implementation Scale](#) and determine your school's current level of implementation.

Curriculum Implementation Scale

CURRICULUM IMPLEMENTATION SCALE

LEVEL 0	<ul style="list-style-type: none">• Does not consistently meet criteria for Level 1 across site/school/system
LEVEL 1 <i>Teachers have access to high quality curricula</i>	<ul style="list-style-type: none">• Choose a high-quality, standards-aligned curriculum (e.g., Tier 1 curriculum, ELA Guidebooks) Provide Tier 1 curriculum and materials to teachers and principals with adequate time for them to prepare for the upcoming school year.<ul style="list-style-type: none">» Eliminate Tier 3 or standards-unaligned materials from classrooms.» Ensure principals can articulate 1) the name, tier and approach of the chosen curriculum; 2) the next steps they will take to ensure a quality implementation.
LEVEL 2 <i>Teachers have basic training that equips them with the knowledge and skill to use the curriculum "as written"</i>	<ul style="list-style-type: none">• Meet criteria for Level 1 and...• Provide 100% of teachers with quality training on how to implement the chosen curriculum "as written" (includes content pedagogy training); curriculum-centered PD should constitute the majority of PD teachers receive.<ul style="list-style-type: none">» Ensure that any professional development above and beyond that which is directly related to the curriculum does not contradict the curriculum (i.e. the instructional approach and strategies in the PD corroborate the instructional approach and strategies in the curriculum.)» Create and implement a plan to train new teachers on the curriculum each year.» Ensure principals adjust school policies, schedules, etc. to facilitate curriculum training for teachers.

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Moving Up the Scale

We are going to explore specific steps a school or district can take to move through the Curriculum Implementation Scale, starting from a Level 0.

(our example is based on the implementation of Eureka Math)

Moving Up the Scale: from 0 to 1

LEVEL 1

Teachers have access to high quality curricula

- Choose a high-quality, standards-aligned curriculum (e.g., [Tier 1 curriculum](#), [ELA Guidebooks](#))
Provide Tier 1 curriculum and materials to teachers and principals with adequate time for them to prepare for the upcoming school year.
 - » Eliminate Tier 3 or standards-unaligned materials from classrooms.
 - » Ensure principals can articulate 1) the name, tier and approach of the chosen curriculum; 2) the next steps they will take to ensure a quality implementation.

1. Provide all teachers with the teacher version of the curriculum and the appropriate Louisiana Guide to Implementing Eureka - these are the most important resources at this level
2. Remove all other Tier 3 curricular resources
3. Send all principals (and possibly other administrators) to an LDOE-lead Eureka Principal Institute

Moving Up the Scale: from 1 to 2

LEVEL 2

Teachers have basic training that equips them with the knowledge and skill to use the curriculum "as written"

- Meet criteria for Level 1 and...
- Provide 100% of teachers with quality training on how to implement the chosen curriculum "as written" (includes content pedagogy training); curriculum-centered PD should constitute the majority of PD teachers receive.
 - » Ensure that any professional development above and beyond that which is directly related to the curriculum does not contradict the curriculum (i.e. the instructional approach and strategies in the PD corroborate the instructional approach and strategies in the curriculum.)
 - » Create and implement a plan to train new teachers on the curriculum each year.
 - » Ensure principals adjust school policies, schedules, etc. to facilitate curriculum training for teachers.

1. Identify potential "champions" and send them to an LDOE-lead Eureka Teacher Institute
2. Plan for a full-scale redelivery of the Eureka Teacher Institute
3. Create structures and time to allow teachers to effectively plan for the delivery of instruction, not for compliance
4. Utilize LDOE Content Modules to build capacity in teachers

Moving Up the Scale: from 2 to 3

LEVEL 3

Instructional staff facilitate and support the process of teachers modifying the curriculum to better meet students' needs.

- Meet criteria for Level 2 *and...*
- Instructional staff guide decisions about how to make thoughtful modifications to the curriculum to improve student learning.
 - » Provide 100% of teachers with ongoing and differentiated training on the curriculum.
 - » Ensure 100% of teachers participate in structures that facilitate them using student work to modify the curriculum to better meet students' needs.
 - » Ensure principals focus post-observation conversations on the curriculum, especially teachers' choices about how they are modifying the curriculum to meet students' needs.

1. Utilize the walk-through tool from the Eureka Principal Institute to focus observations and feedback on implementation of the curriculum
2. Identify teachers who are implementing the curriculum as is, experiencing success with the curriculum and identify areas for increased capacity, strategically rolling out LDOE resources (e.g., Companion Docs, Guide to Rigor, etc.)
3. Identify teachers who are struggling to implement and create a plan to support (e.g., peer observations, further training, etc.)

Moving Up the Scale: from 2 to 3 (continued)

LEVEL 3

Instructional staff facilitate and support the process of teachers modifying the curriculum to better meet students' needs.

- Meet criteria for Level 2 and...
- Instructional staff guide decisions about how to make thoughtful modifications to the curriculum to improve student learning.
 - » Provide 100% of teachers with ongoing and differentiated training on the curriculum.
 - » Ensure 100% of teachers participate in structures that facilitate them using student work to modify the curriculum to better meet students' needs.
 - » Ensure principals focus post-observation conversations on the curriculum, especially teachers' choices about how they are modifying the curriculum to meet students' needs.

4. Train teachers on LDOE's Eureka Remediation Tools

5. Utilize PLCs to conduct Module studies, grounded in the LSS and LEAP 360 reports and item sets

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Making a Plan

Work with your table groups to draft a plan using the given template. Be prepared to share your plan with the group.

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Next Steps

- Revisit the [Curriculum Implementation Scale](#) and identify the current level of implementation
- Take your draft plan back to your school/district and solicit feedback
- Identify the largest barriers in your way and a plan to work around them

Math Resources



K-12 MATH
PLANNING

[Math Tools on the Math Planning Page](#)

Understand the Standards

- K-12 Louisiana Student Standards for Math
- Teacher Companion Documents (*updated K-8*)
- Focus Documents
- Rigor Documents

Implement the Eureka Curriculum

- Louisiana Eureka Guides (*updated*)

Help Students who Struggle

- Remediation Guides
- Eureka Remediation Tools (*new*)

Assess the Standards

- [LEAP 360](#) (diagnostics, interims, EAGLE)
- Summative Assessment Guidance

Year-long Planning

- Sample Year Plans
- Sample Middle School Accelerated Plans

Contacts

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