

Curriculum Implementation Continuum

Introduction and Purpose

The Curriculum Implementation Continuum is a resource designed to help school and system leaders reflect on and improve the quality of HQIM implementation in their schools as they work toward instructionally coherent practices that lead to student success. The purpose of this framework is to support leaders in analyzing the implementation of curricular materials with intention and in response to student needs for the purpose of building an instructionally coherent system of instruction. Continuous analysis will then inform professional learning efforts to grow teachers in the best instructional practices. While data suggests that over 98% of Louisiana public schools have adopted and purchased high-quality instructional materials in ELA, math, science, and social studies, survey data suggests that only 34% of ELA teachers and 40% of math teachers are using the curriculum for more than 75% of instructional time¹. To ensure that every Louisiana student engages deeply with all grade-level content standards through high-quality curriculum, teachers must prioritize the use of quality instructional materials.


The necessary entry point into using this tool is the selection and purchase of [HQIM resources](#) with an established [HQPL partnership](#). Leaders should start with the Access column and move to the right as they reflect. Every indicator in a previous column must be met to move across the continuum.



Shared Understanding

Curriculum leaders	System and school-level curriculum leaders are educators who support teachers with quality instruction. These roles include but are not limited to principals, assistant principals, curriculum coaches, instructional coaches, master teachers, mentor teachers, etc.
Data	Student data includes all information educators gather about student learning. This includes but is not limited to student work, conversations, lab work, exit tickets, small group performance, classroom assessments, etc.
High-Quality Instructional Materials (HQIM)	High-quality instructional materials are those that fully align with state standards — what students are expected to learn and be able to do at the end of each grade level or course — and provide meaningful instructional support. They include those reviewed by the LDOE , written by the LDOE, or identified as high-quality pilots.
High-Quality Professional Learning (HQPL)	High-Quality Professional Learning (HQPL) is led by a knowledgeable facilitator using a cycle of learning over a period of time and includes ongoing collaboration and coaching, and transfer into classrooms. HQPL begins with student and teacher academic needs and supports the implementation of high-quality instructional materials, leading to increased student outcomes.
Strategic Decision Making	<p>Strategic decision making is the process through which teachers analyze student work through the lens of the curriculum and the demand of the Louisiana Student Standards in planning to address demonstrated student needs. These decisions include but are not limited to lesson timing, scaffolding, intentional grouping, planning small group support for students, and reflecting on data.</p> <p>Teachers make decisions about the curriculum for two reasons:</p> <ol style="list-style-type: none"> 1. To align with the Louisiana Student Standards 2. In response to student needs.
Support Structures	Support structures, as identified by The Louisiana Professional Learning (PL) Roadmap , include three essential professional learning structures: school-system-level Instructional Leadership Teams, school-level Instructional Leadership Teams, and teacher collaboration. These structures follow the High-Quality Professional Learning Cycle which is a type of continuous improvement cycles. Support structures allow for the strategic arrangement of resources (educators, time, materials, etc.) for the purpose of improving student outcomes.

System Leader

			
<p>Access Choose HQIM</p> <ul style="list-style-type: none"> ● Provide HQIM to students, teachers, and principals including all student books, manipulatives, texts, and supplies to conduct investigations. ● Provide adequate HQPL for teachers and school leaders to prepare for the upcoming school year. ● Eliminate all materials or computer programs outside of HQIM. <p>Ensure school leaders</p> <ul style="list-style-type: none"> ● can name and understand the basic structure of the curriculum; ● have identified the next steps they will take to ensure a quality implementation; ● determine and share a vision for implementation including implementation consistent with the expectations of the written lesson; and ● schedule the appropriate number of minutes for each discipline. 	<p>Consistent Use of Materials Meet all prior criteria and</p> <ul style="list-style-type: none"> ● Provide all teachers and leaders HQPL on implementing the curriculum as intended (includes content pedagogy training); HQPL should constitute the majority of the professional learning teachers receive. ● Ensure that any professional learning 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 PL corroborate the instructional approach and strategies in the curriculum) <ul style="list-style-type: none"> ○ Create and implement a plan to train new teachers on the curriculum each year. ○ Ensure school leaders adjust school policies, schedules, etc. to facilitate curriculum training for teachers and formulate a plan for monitoring the quality of implementation. 	<p>Intentional Guidance and Support Meet all prior criteria and</p> <ul style="list-style-type: none"> ● System-level curriculum leaders guide school leaders on how to support teachers in strategic decision-making only for alignment with the LSS and in response to timely student data. ● Provide 100% of teachers with ongoing and differentiated PL on the curriculum. ● Focus school leader feedback conversations on the curriculum. <p>Ensure school leaders</p> <ul style="list-style-type: none"> ● receive training in each selected curriculum; ● create structures for teachers to use student work to respond to students' needs; and ● focus pre- and post-observation conversations on the curriculum, especially teachers' choices about their strategic decisions when implementing the curriculum to meet the expectations of the LSS and to meet students' needs. 	<p>Ongoing Facilitation and Coaching Meet all prior criteria and</p> <ul style="list-style-type: none"> ● Revisit, communicate, and monitor updated implementation expectations for school leaders and teachers. ● Support school leaders in empowering teachers to take full ownership for maximizing student learning, including using information about unfinished learning and progress in learning to make strategic decisions about instruction within the curriculum's intent. ● Ensure teachers give frequent, meaningful, and relevant feedback to students based on their work from the curriculum. ● Ensure teachers describe how each student has or has not met the learning goals and explain their process for strategic decision-making.

School-based Leader



Access	Consistent Support Structures Meet all prior criteria and	Intentional Guidance and Support Meet all prior criteria and	Ongoing Facilitation and Coaching Meet all prior criteria and
<p>Principal clearly articulates</p> <ul style="list-style-type: none"> the name and basic structure of the curriculum; the next steps they will take to ensure a quality implementation; a vision for implementation that is consistent with the expectations of the written lesson; and the schedule the appropriate number of minutes for each discipline. <p>Ensure teachers can access the materials and have undergone initial training for the materials.</p> <ul style="list-style-type: none"> Provide all teachers with quality training on implementing the curriculum “as written” (includes content pedagogy training); curriculum-centered professional learning should constitute the majority of the professional learning teachers receive. 	<ul style="list-style-type: none"> Have identified a focus area of growth and success for teachers in each discipline. Ensure that any professional learning 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 PL corroborate the instructional approach and strategies in the curriculum) and responds to a specific need. <ul style="list-style-type: none"> Create and implement a plan to train new teachers on the curriculum each year. Adjust school policies, schedules, etc., to facilitate curriculum training for teachers and formulate a plan for monitoring the quality of implementation. 	<p>Meet all prior criteria <i>and...</i></p> <ul style="list-style-type: none"> Have clear goals and areas of growth and success for teachers in each discipline. School-level curriculum leaders guide teachers’ strategic decisions only for alignment with the LSS and in response to timely student data. Provide all teachers with ongoing professional learning while engaging in collaborative activities such as unit unpacking and lesson internalization. Ensure all teachers participate in structures such as teacher collaboration that facilitate them using student work to respond to students’ needs. Conduct pre- and post-observation conversations anchored in the curriculum and centered around intentional decisions aligned with the expectations of the LSS and designed to meet students’ needs. 	<p>Ongoing Facilitation and Coaching</p> <p>Meet all prior criteria <i>and...</i></p> <ul style="list-style-type: none"> Empower teachers to take full ownership of maximizing student learning, including using information about unfinished learning and progress in learning to make strategic decisions about instruction within the intent of the curriculum. Ensure teachers give frequent, meaningful, and relevant academic feedback to students based on work from the curriculum. Ensure teachers describe how each student has or has yet to meet the learning goals and the strategic decisions they will make to the curriculum to improve learning.

Teacher



Access	Consistent Support Structures Meet all prior criteria and	Intentional Guidance and Support Meet all prior criteria and	Ongoing Facilitation and Coaching Meet all prior criteria and
<p>Teachers</p> <ul style="list-style-type: none"> • can name and understand the basic structure of the curriculum; • know the next steps they take each day to implement with quality; and • know the school leader’s expectation for daily instruction including planning that is consistent with the design of the HQIM lessons; and • provide the appropriate number of minutes for each discipline during the school day. <p>Teachers can access the materials and have undergone initial training for the materials including training on implementing the curriculum as intended. Curriculum-centered professional learning should constitute the majority of the professional learning teachers receive.</p>	<p>Teachers</p> <ul style="list-style-type: none"> • know the area of reinforcement and refinement for themselves, the grade level, and the school as a whole as related to the subject area taught; • participate in all HQPL opportunities; • follow school policies regarding participation in HQPL structures; • plan through lesson internalization and unit unpacking; and • review and reference student work to reflect on the success of the lesson and plan to address student needs. 	<p>Teachers</p> <ul style="list-style-type: none"> • understand the clear goals and areas of growth and success within discipline(s). • partner with instructional staff on decisions about how to make strategic decisions to the curriculum to improve student learning only for alignment to the LSS and in response to timely student data. • actively participate in ongoing professional learning while engaging in collaborative activities such as unit unpacking and lesson internalization. • participate in structures such as teacher collaboration that facilitate using student work to respond to students’ needs. • internalize pre- and post-observation conversations and receive informal feedback especially related to strategic decisions made with the curriculum to meet the expectations of the LSS and students’ needs. 	<p>Teachers</p> <ul style="list-style-type: none"> • take full ownership of maximizing student learning, including using information about unfinished learning and progress in learning to make strategic instructional decisions within the intent of the curriculum; • give frequent, meaningful, and relevant academic feedback to students based on work from the curriculum; and • describe how each student has or has yet to meet the learning goals and can explain the strategic decision they will make to the curriculum to improve learning.