

***Welcome!
Please be sure to
sign in.***

Louisiana Believes

Curriculum Implementation, part 4

Supervisor Collaborations

March 2017

Objectives

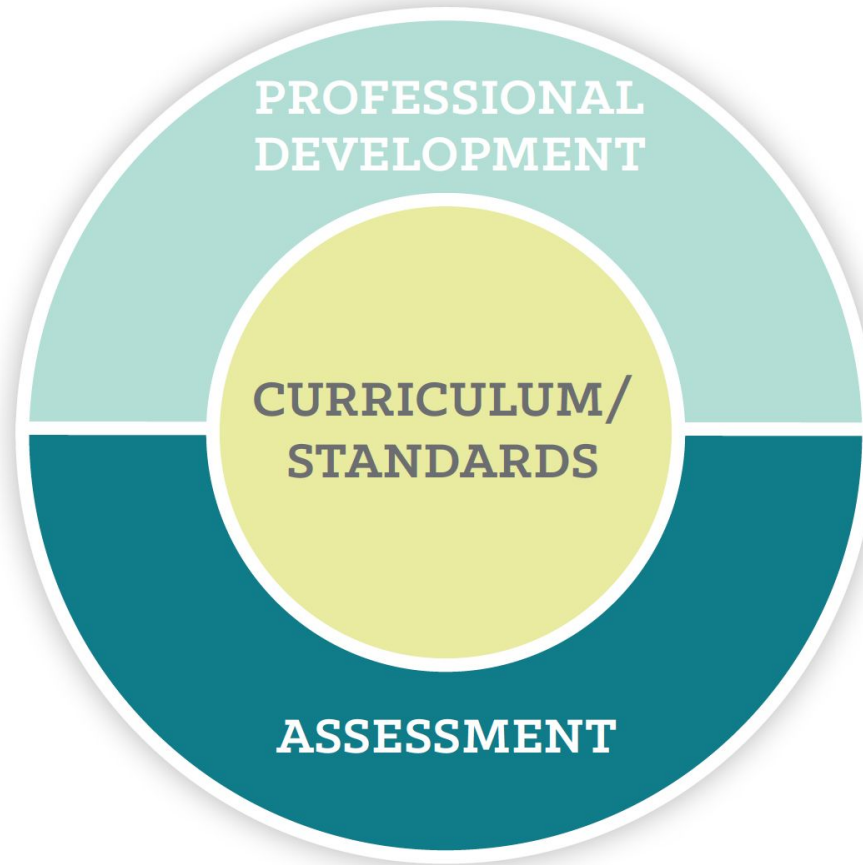
- Develop a logical sequence for PD to address the most pressing needs in ELA and math
- Receive feedback on your LEA's draft 2017-2018 PD plan from other supervisors
- Describe the next steps necessary to finalize your 2017-2018 PD plan

Agenda

- Revisiting Our Vision
- Creating Your 2017-2018 Professional Development Plan
- 2017 Summit
- Next Steps
- Appendix

Revisiting Our Vision

Cohesion Matters



Curriculum Implementation, parts 1, 2 & 3

[Part 1](#) of this series focused on the power of selecting a high-quality curriculum and the importance of determining the extent to which teachers are implementing that curriculum effectively using the [curriculum implementation scale](#).

- **Level 0:** Teachers are using lower quality curricula
- **Level 1:** Teachers have access to high-quality curricula
- **Level 2:** Teachers have basic training that equips them with the knowledge and skill to use the curriculum “as written”
- **Level 3:** Instructional staff facilitates and supports the process of teachers modifying the curriculum to better meet students’ needs.
- **Level 4:** Teachers take full ownership for using information about student needs and performance to drive modifications to the curriculum and instruction.

Is it a linear progression? Yes.

Curriculum Implementation, parts 1, 2 & 3

In [part 2](#), we discussed the importance of providing professional development to teachers that is *grounded in content* and *helps them implement high-quality curriculum effectively*.

In [part 3](#), we discussed the criteria of strong PD plans:

- **Focuses on what matters most:** tied to the high-quality curricula and tools teachers use every day.
- **Provides coherent, cohesive, ongoing professional development:** logical scope and sequence; ongoing.
- **Leverages pre-existing structures and local educators and vendors with proven track records of success:** builds LEA capacity and engages with vendor who provide PD on high-quality curriculum.

And you received a sneak peak of a couple of tools to help you build your 2017-2018 PD plan.

- PD plan checklist
- PD Vendor Guide
- PD planning template

Curriculum Implementation, parts 1, 2 & 3

Discuss with a colleague what you have done differently in your work as a result of attending the first three parts of this series. (2 min)



Creating Your 2017-2018 Professional Development Plan

2017-2018 School System Planning Guide

The [School System Planning Guide](#) is designed to support school systems as they create academic plans for the 2017-2018 school year and leverage resources available from the LDOE.

Focus Area: High-Quality Classroom Teaching (p. 7)



Choose high-quality curricula in all subject areas and grade levels, including math, English language arts, early childhood, and social studies



Streamline the use of high-quality assessments to reduce overall testing and improve the quality of tools used



Provide regular, ongoing professional development for educators that is rooted in a curriculum and informed by student work

2017-2018 School System Planning Guide



PHASE 2: Plan & Align Resources (Feb-May)

*Recommended
actions to address
common gaps*

- Adopt a **high-quality curriculum** in math, ELA, social studies and early childhood.
- Select a small number of **standards-aligned, non-summative assessments**; eliminate non-aligned and redundant assessments.
- Select curriculum-centered professional development using the **PD Vendor Guide**, and create a year-long scope and sequence for trainings.
- Institute school-based learning groups (e.g. PLCs) and focus meetings on examining student work and using the curriculum.
- Identify excellent teachers to serve in leadership roles (**Teacher Leader**, mentor, principal).
- Train **principals** to implement a system of content-rich **goal setting, observation, feedback, and school-based support**.
- Establish or deepen partnerships with **teacher preparation providers** to meet workforce needs.
- Make **workforce decisions** (e.g., compensation, tenure) to retain highly-effective teachers and leaders.
- **Align 2017-2018 budget to fund these initiatives and projects.**

Strong Professional Development Plans

Focus on what matters most

- Link directly to the [*quality curricula and tools*](#) used in classroom instruction on a daily basis.
- Focus on what matters most in each content (see appendix)
- Link directly to the district's/school's *instructional priorities*

Provide coherent, cohesive, ongoing professional development

- Provide teachers with *multiple* opportunities to engage with an *intentional scope and sequence* of learning.

Leverage pre-existing structures and local educators and vendors with proven track records of success

- Increase internal capacity by *developing the knowledge and skill of local educators* (e.g. Teacher Leaders) to lead ongoing professional development.
- Engage vendors who can provide *ongoing, curriculum-based* training and support.

Create Your 2017-2018 PD Plan

[PD Planning Guide](#) *NEW*

Step 1: Diagnose

Use the [curriculum implementation scale](#) to diagnose where your schools and school system are along the path to providing teachers with [high-quality curricula](#) and PD that helps them use their curricula effectively.

Step 2: Provide Teachers with High-Quality Curricula

If you haven't done so already, ensure teachers have access to [high-quality curricula](#) and all of the materials necessary to implement those curricula (e.g. class sets of texts, math manipulatives, etc.).

Step 3: Identify Specific Issues with Curriculum Implementation

Observe classrooms and interview teachers to determine which elements of the curriculum teachers are having trouble implementing successfully and/or consistently. Create a prioritized list of content- and curriculum-specific issues that, if addressed, would enable teachers to use their curriculum more effectively.

Step 4: Create an Intentional Sequence of Curriculum-Based PD

Using the information gathered in step 3, create an intentional sequence of PD topics, starting with more foundational skills and layering on to build teachers' skill over time.

Create Your 2017-2018 PD Plan

Step 5: Identify PD Structures and Providers

Determine which structures and providers you will leverage to deliver the professional development from step 4.

- How can you use pre-existing structures (e.g., professional learning communities, professional development days) to accomplish the PD from step 4?
- Who is best equipped to build the skills of teachers? Where might you leverage [external vendors](#)? Where might you leverage local talent including but not limited to Teacher Leaders?

Step 6: Draft Your Plan

Use the [PD planning template](#) to describe the focus or objective, facilitator, and audience for each PD structure over the course of the year.

Step 7: Refine Your Plan

Evaluate the strength of your 2017-2018 PD plan using the [PD plan checklist](#). Reach out to your network team if you would like additional support or feedback on your plan.

Create Your 2017-2018 PD Plan: Practice

Select a group:

- 3-10 ELA
- K-5 math
- 6-9 math

Step 1: Diagnose

Use the curriculum implementation scale to diagnose where your schools and school system are along the path to providing teachers with high-quality curricula and PD that helps them use their curricula effectively.

Step 2: Provide Teachers with High-Quality Curricula

If you haven't done so already, ensure teachers have access to high-quality curricula and all of the materials necessary to implement those curricula (e.g. class sets of texts, math manipulatives, etc.).

Create Your 2017-2018 PD Plan

Step 3: Identify Specific Issues with Curriculum Implementation

Observe classrooms and interview teachers to determine which elements of the curriculum teachers are having trouble implementing successfully and/or consistently. Create a prioritized list of content- and curriculum-specific issues that, if addressed, would enable teachers to use their curriculum more effectively.

Directions: work with your group select the five top issues that you see teachers struggling with when working with Eureka or Guidebooks and the missing teacher knowledge and skills leading to that issue. Write each issue on a Post-It note.

[Sample](#)

Create Your 2017-2018 PD Plan

Step 4: Create an Intentional Sequence of Curriculum-Based PD

Using the information gathered in step 3, create an intentional sequence of PD topics, starting with more foundational skills and layering on to build teachers' skill over time.

Directions: work with your group to create a logical scope and sequence of the knowledge and skills that would address one of the common issues you're seeing in classrooms related to curriculum implementation.

[Sample](#)

Create Your 2017-2018 PD Plan

Step 5: Identify PD Structures and Providers

Determine which structures and providers you will leverage to deliver the professional development from step 4.

- How can you use pre-existing structures (e.g., professional learning communities, professional development days) to accomplish the PD from step 4?
- Who is best equipped to build the skills of teachers? Where might you leverage [external vendors](#)? Where might you leverage local talent including but not limited to Teacher Leaders?

Create Your 2017-2018 PD Plan

Pelican Parish

Pelican Parish is in the process of creating their PD plan using the suggested scope and sequence. They have the following structures available in their district:

- Most schools have a weekly PLC structure, often led by the schools' teacher leaders
- A week of teacher PD days in August, prior to the beginning of the school year
- Monthly principal meeting
- Most schools have four full PD days throughout the year
- Principals observe and give feedback to teachers at least twice a year

Directions: Discuss with your group:

- How could Pelican deliver this content given the calendar and parameters they have?
- Who might Pelican leverage to deliver this PD. [External vendors](#)? Local talent including school and district employees such as teacher leaders?

Create Your 2017-2018 PD Plan

Step 6: Draft Your Plan

Use the [PD planning template](#) to describe the focus or objective, facilitator, and audience for each PD structure over the course of the year.

Step 7: Refine Your Plan

Evaluate the strength of your 2017-2018 PD plan using the [PD plan checklist](#). Reach out to your network team if you would like additional support or feedback on your plan.

Directions: Use the [PD plan checklist](#) to evaluate the draft plan you brought with you today. Get feedback from your partner.

- In what ways is your plan already strong?
- What tweaks do you want to make to strengthen it?
- Where are you stuck and in need of additional input or ideas?
- What's your timeline for getting that and from whom?

2017 Summit

2017 Teacher Leader Summit

SAVE THE DATE: The [2017 Louisiana Teacher Leader Summit](#) will take place **June 6-9 at the Morial Convention Center in New Orleans**. This event will bring together 5,000 educators and content experts from across the state to share their knowledge, learn new skills, and prepare for the upcoming 2017-2018 school year.

Summit Objectives

- **Improve the everyday practice of educators in Louisiana** by building their knowledge and skill in key areas related to their role
- **Provide opportunities for educators to collaborate and share best practices**
- **Introduce high-quality resources and professional development** that can be adopted and scaled in schools and districts across Louisiana
- **Foster a culture that celebrates and engages** educators and **empowers and inspires** them to take on an even greater leadership role within their classrooms, schools and districts

2017 Teacher Leader Summit

Tuesday, June 6, 12:00-5:00

- School system/LEA supervisors
- School counselors
- Early childhood lead agency supervisors
- Principals

Wednesday, June 7, 8:30-5:00[¥]

- School system/LEA supervisors
- School counselors
- Early childhood lead agency supervisors
- Principals
- Teacher Leaders
 - ELA*
 - Math*
 - Social Studies*
 - Science*
 - ELL*
 - SpEd

Thursday, June 8, 8:30-5:00[¥]

- Plenary
- Principals[†]
- Teacher Leaders
 - ELA*
 - Math*
 - Social studies*
 - Science*
 - ELL*
 - SpEd
- Teacher Leader-led sessions for all subjects and grades

Friday, June 9, 8:30-11:45

- Teacher Leader-led sessions for all subjects and grades

[¥] Lunch provided

* Full-day, vendor-led sessions for Teacher Leaders; pre-registration required

[†] Full-day Eureka Institute for principals; pre-registration required

2017 Summit: Vendors

ELA:

- ANet (guidebook support)
- The Writing Revolution (guidebook support)
- Common Lit (ed tech guidebook support)
- TextHelp (ed tech guidebook support)
- EL Education (new full program under review, grades K-2)
- Great Minds (new program under review, grades K-8)
- American Reading Company (Tier I foundations program, grades K-2)
- Amplify (CKLA) (Tier I foundations program, grades K-2)
- Pearson myPerspectives (Tier I program, grades 6-12)
- HMH Collections HS (Tier I program, grades 9-12)

Math:

- Great Minds
- ZEARN
- LSU Cain Center
- Springboard (Intensive Algebra I piloting districts)
- ANET (Eureka remediation tools)

Social Studies:

- DBQ (new 4-12 program under review)
- Gilder Lehrman (Tier I program for HS)
- WWII Museum

Science:

- Louisiana Tech University
- LSU Cain Center
- Louisiana Science Teachers Association

2017 Summit: Key Dates

Date	Action
March 9	Teacher Leader session applications released
April 3	Teacher Leader session applications due
April 19	Registration webinar for Teacher Leader coordinators
April 20	Summit registration opens LEAs receive seat allotment* Draft session list released Summit app available
May 5	Unused seats redistributed to schools and school systems who request them
May 15	Registration closes
May 25	Final logistics memo sent to registered participants
June 6-9	2017 Teacher Leader Summit

* LEAs can expect that their 2017 Summit allotment will be similar to or slightly larger than their 2016 allotment.

2017 Summit: Next Steps

- Make sure educators in your district have held the appropriate dates on their calendar.
- Encourage educators to apply to lead sessions at the 2017 Teacher Leader Summit ([application](#) due April 3).
- Start thinking about who your district will send to the Summit.
- Plan to attend the registration webinar for Teacher Leader coordinators on Wednesday, April 19.

Reach out to LouisianaTeacherLeaders@la.gov with questions.

Next Steps

Next Steps for School Systems

To foster academic success in 2017-2018:

1. **Select a [high quality curriculum](#).**
2. **Examine the quality of [curriculum implementation](#) for your school/district.**
3. **Evaluate the quality of professional development** being offered by your school/district, i.e. the extent to which it is focused on curriculum implementation.
4. **[Create your PD plan for 2017-2018](#).**
 - Use your Network team and the [PD Planning Guide](#) to help you do this.
 - Begin to consider whom from your school system should attend the 2017 Teacher Leader Summit

Appendix

High-Quality PD

What matters most in ELA instruction:

- Goal: Students read, understand, and express their understanding of complex, grade-level texts.
- They do this through:
 - Regular practice with complex texts and their academic language.
 - Reading, writing, and speaking grounded in evidence from texts, both literary and informational.
 - Building knowledge through content-rich nonfiction.

What matters most in math instruction:

- Instruction focused on the right content
- Instruction focused on the component of rigor called for in the standards
- Students given ample opportunity to do the math
- Students given ample opportunity to talk about the math

Additional Readings

- The 74 Million: [How Rethinking Classroom Instruction May Have Boosted Achievement in Louisiana](#) (January 2017)
- U.S. News and World Report: [A Compelling Case for Curriculum](#) (January 2017)
- Thomas J. Kane et al., "[Teaching Higher: Educators' Perspectives on Common Core Implementation](#)," Center for Education Policy Research, Harvard University (February 2016).
- "[The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curriculum Buck?](#)" by Matt Chingos, Ulrich Boser and Chelsea Straus, Center for American Progress, 2015.
- "[Can Online Lessons Simplify Teaching](#)" by Robert Pondiscio, Education Gadfly, July 13, 2016. (This brief article gives an overview of the curriculum implications of this longer report, "[Simplifying Teaching: A Field Experiment with Online 'Off-the-Shelf' Lessons](#)" by Kirabo Jackson & Alexey Makarin, NBER Working Paper No 22398. July 2016.)
- "[Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core](#)" by Matthew M. Chingos and Grover J. "Russ" Whitehurst
- "[Failing by Design: How We Make Teaching Too Hard for Mere Mortals](#)" by Robert Pondiscio