

# Louisiana Believes

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## Using the Curriculum Implementation Observation Tools (ELA and Math)

Principal Collaborations  
January/February 2019

# Objectives and Agenda

## **Objectives:**

- Understand the purpose of the Curriculum Implementation Observation Tools
- Learn to use the tools during observations
- Determine how to support teachers based on findings from the observations

## **Agenda:**

- Theory of Action
- Observation Tools
- Looking at and Responding to the Data
- Wrap up and Next Steps

# Theory of Action



# Vision for Students

**Every day**, students in Louisiana should



**build** knowledge of the world,



**read** meaningful texts,



**express** ideas through writing and speaking, and



**solve** complex problems.

# A Strong Academic Foundation

To accomplish this, schools and school systems must ensure high-quality instruction in every classroom, every day.

This requires that schools have a strong and cohesive academic foundation including a plan for **curriculum, assessment, and teacher professional development** across all grade levels and core content areas.



# Curriculum Implementation

For teachers to successfully implement a high quality curriculum, principals and other school leaders must:

1. Purchase and distribute high quality curriculum
2. Provide [initial implementation training](#) to teachers through high quality vendor partnerships
- 3. Assess the state of curriculum implementation regularly**
4. Provide teachers strategic coaching to improve curriculum implementation

The Curriculum Implementation Observation Tools are designed to help you do #3. The indicators in these tools focus on the following:

- teacher and student access to the materials;
- teacher use of the curriculum as intended; and
- student engagement with the content.



# Observation Tools

# ELA Curriculum Implementation Observation Tool

## Look-Fors:

- A. Tier 1 curricular materials are present in the classroom.
- B. Teachers are using the Tier 1 curriculum as intended.
- C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.
- D. Pacing is on schedule according to district/curriculum guidance.
- E. All students read the texts from the Tier 1 curriculum.
- F. Students respond to the texts they read in a variety of ways and groupings.
- G. Students do the majority of the thinking about texts, rather than just listening to the teacher or writing down answers provided by the teacher.

**Prioritize A-C until “yes” is consistent.**



# Norming on ELA Indicators

## **B. Teachers are using the Tier 1 curriculum as intended.**

During the walkthroughs, pull up the teacher version of the lesson. Is the teacher following the detailed teacher notes provided?

### **Scenario:**

Students listen as the teacher reads aloud a poem. The student looks-fors indicate that students need to understand that the theme of the poem is about overcoming challenges. The teacher asks students to talk with a partner about the structure of the poem and how the author uses the structure to make it more appealing to readers.

Does this teacher get a “Y” or “N”?

### **Questions to Consider:**

- Do the teacher’s questions connect to the student look-fors?
- Are the teacher’s questions text dependent?

# Norming on ELA Indicators

**C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.**

**Scenario:**

The teacher has led the whole-group part of the lesson aligned to the unit text and is leading the small-group work to support the needs of diverse learners. One group is engaged in a reread of the anchor text, one group is completing a mentor sentence task for language support, and another group is reading a leveled version of a unit text and answering text-dependent questions for meaning support.

Does this teacher get a “Y” or “N”?

# Math Curriculum Implementation Observation Tool

## Look-Fors:

- A. Tier 1 curricular materials are present in the classroom.
- B. Teachers are enacting the Tier 1 curriculum as intended.
- C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.
- D. Pacing is on schedule so that students will engage with the full curriculum during the school year.
- E. Curriculum-recommended supports/scaffolds (e.g., Eureka Remediation Tools) are being used for children who are struggling with the math or who have special needs.
- F. Students spend a majority of the time actively doing math, not just watching the teacher or copying math on the board.
- G. Students have multiple opportunities to talk about their mathematical thinking and build on each other's reasoning.

**Prioritize A-C until “yes” is consistent.**



# Norming on Math Indicators

## **B. Teachers are enacting the Tier 1 curriculum as intended.**

Is the teacher following discussion notes or prompts in the curriculum, using examples from the curriculum, and/or having students work problems from the curriculum?

### **Scenario:**

The teacher is using Eureka, Grade 6, Module 4, Lesson 25. You pull the lesson, and the exercise directions state that students work with a partner to match equations (20) with their solutions. The teacher is having chosen students work each equation, one-at-a-time on the board. Others are working individually at their desk and then checking their work against the answer on the board.

### **Questions to Consider:**

Is the curriculum being used as intended?

# Norming on Math Indicators

## **C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.**

Flip through student workbooks to determine if students have used the materials consistently over time.

### **Scenario:**

When you flip through 3 students' workbooks, the degree to which the previous lessons are completed varies.

Student 1: approximately 80%

Student 2: approximately 50%

Student 3: approximately 90%

### **Question to Consider:**

- Are all students working on grade-level tasks? What is the approximate percentage that would indicate a “yes” on this indicator?

# Looking at the Data



# Classroom Observations

LDOE Network coaches conducted over 1,500 classroom observations across over 60 school systems between August and December.

- Network coaches collectively observed over 760 ELA and over 780 Math classrooms across 187 schools where Comprehensive Intervention is required.
- Many schools and classrooms were observed at multiple points in time during the year so coaches could track progress over time using the ELA and Math Observation Tools.

The following data is a snapshot of the findings from these observations.

# ELA Results

ELA Look-Fors:	% of Observations with “Yes” Responses
A. Tier 1 curricular materials are present in the classroom.	<b>94%</b>
B. Teachers are using the Tier 1 curriculum as intended.	<b>54%</b>
C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.	<b>67%</b>

# ELA Results between Round 1 (August - October) and Round 2 (October - December)

ELA Look-Fors:	% of Observations with “Yes” Responses	
	Round 1 (August - October)	Round 2 (October - December)
A. Tier 1 curricular materials are present in the classroom.	<b>94%</b>	<b>93%</b>
B. Teachers are using the Tier 1 curriculum as intended.	<b>50%</b>	<b>62%</b>
C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum.	<b>65%</b>	<b>70%</b>



# Math Results

Math Look-Fors:	% of Observations with “Yes” Responses
A. Tier 1 curricular materials are present in the classroom.	<b>96%</b>
B. Teachers are enacting the Tier 1 curriculum as intended.	<b>46%</b>
C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.	<b>53%</b>

# Math Results between Round 1 (August - October) and Round 2 (October - December)

Math Look-Fors:	% of Observations with “Yes” Responses	
	Round 1 (August - October)	Round 2 (October - December)
A. Tier 1 curricular materials are present in the classroom.	<b>96%</b>	<b>97%</b>
B. Teachers are enacting the Tier 1 curriculum as intended.	<b>42%</b>	<b>55%</b>
C. Students are consistently doing the math to the level demanded by the Tier 1 curriculum.	<b>49%</b>	<b>61%</b>

# Data Trends

Trend	Notes
<p>Tier 1 materials are consistently present in classrooms.</p>	<ul style="list-style-type: none"><li>● District and school leaders have purchased the materials and thrown out and cancelled subscriptions for other materials</li></ul>
<p>ELA teachers are using Tier 1 materials but need more support in using them as intended and with the level of rigor demanded of the curriculum.</p> <p>Math teachers need even more support compared to ELA in using them as intended and with the level of rigor demanded of the curriculum.</p>	<ul style="list-style-type: none"><li>● There seems to be a widespread belief that students need more scaffolding than the curriculum suggests.</li><li>● Many teachers are missing understanding of the unit design used in Tier 1 curricula to build towards the end of unit.</li><li>● Many teachers express a belief that questions are “too hard” for students.</li></ul>
<p>Improvement over time on look-fors suggests that teachers are getting better at implementing the curriculum with additional support and feedback.</p>	<ul style="list-style-type: none"><li>● Exposure and experience with the curriculum seems to lead to trust in the curriculum.</li><li>● Practice and curriculum-based conversations/training seem to lead to improved instruction for students.</li></ul>

# Responding to the Data



# Responding to the Data

2018 walk-throughs lead to 3 priority focus areas or “levers”:

1. School Leadership
2. Content Leaders
3. Ongoing, Lesson-Level Improvement

\*Vendor partners should be used for each of these levers with clarity and agreement on the focus area of each partner.

# Lever 1: School Leadership and Structures

## School-based Leadership

Principals and other school leaders:

- Use the curriculum observation tools regularly to identify successes and challenges in individual classrooms
- Ground observation follow ups in use of the curriculum
- Highlight teacher decisions made during that lesson
- Identify next steps to improve student learning using the curriculum

Implementing Tier 1 curriculum requires a strong ecosystem of support.  
(Columbia Study)

Walkthrough guides specifically aligned to Tier 1 curriculum are positively related to effective curriculum implementation.  
(Columbia Study)

## Lever 2: Content Leaders

### Content Leaders

Content Leaders provide content-rich and curriculum-specific trainings to teachers within your school/school system.

For content leaders to be a successful lever, principals and other school leaders:

- Identify content leader candidates and nominate teachers for training
- Create structures and calendars that facilitate redelivery and coaching models

# Lever 3: Ongoing, Lesson-level Improvement

## Ongoing, Lesson-level Improvement

Principals and other school leaders ensure planning time focuses on:

- lesson planning, with expectations centering around annotating the lessons
- the instructional strategies referenced in the curriculum to improve implementation of upcoming lessons,
- reflecting on and responding to student work, and
- supporting diverse learners.

\*Teachers will be able to plan more effectively after they have received the 36 hours of baseline curriculum training from Content Leaders.

Professional Learning Communities (PLCs) that explicitly focus on curriculum implementation support are positively related to effective curriculum implementation. (Columbia Study)

High-growth districts place a strong emphasis on using student work and other student-level data as the basis for instructional decision-making. (Columbia Study)



## Next Steps and Closing Reflections

# Next Steps

To improve curriculum implementation in your school:

1. You or another observer should be in each ELA/math teacher's classroom weekly with the tool(s).
2. When using the tool, know where in the curriculum the teacher is and pull up the exact lesson.
3. Follow along with the lesson in the curriculum and identify the places that teachers are deviating.
4. Talk to the teacher to understand why the teacher made the deviations.
5. Determine how to help the teacher plan for upcoming lessons.

# Wrap Up

## Turn and talk:

- How do you plan to use and/or expand the use of the observation tools at your school(s)?
- What are your immediate next steps to ensure curriculum implementation has appropriate leadership, support from Content Leaders, and ongoing lesson-level improvement?

Contact [Classroomsupporttoolbox@la.gov](mailto:Classroomsupporttoolbox@la.gov) with questions.