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# **Louisiana Believes**

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## **Curriculum Implementation, part 2**

December 2016

# Objectives

- Describe the criteria of high quality PD
- Evaluate three PD case studies against the criteria for high quality professional development
- Discuss next steps and timeline for purchasing high-quality professional development for teachers



# Agenda

- Revisiting our vision
- Defining High-Quality PD: Case Studies
- Next steps



# Revisiting Our Vision

# Cohesion Matters



# Curriculum Implementation, part 1

[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 have what they need to implement that curriculum effectively.

## Outcomes:

- Describe the benefits of choosing a high-quality curriculum
- Describe the [criteria for high-quality implementation](#)
- Practice evaluating the quality of curriculum implementation using a case study
- Create a plan for conducting a similar analysis in your LEA





# Curriculum Implementation, part 1

## 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.

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# Defining High-Quality Professional Development





# Case Studies

**Evaluate the three case studies provided. Record on chart paper the elements of each that you think are strong and weak.**

1. Unicorn Parish
2. Vernon Parish
3. D.C. Public Schools



# High-Quality PD

## What is high-quality content PD?

- Focuses on what matters most in ELA and math instruction
- Builds teachers' content knowledge in a concrete and practical way through learning how to implement a high quality curriculum
- Requires teachers to analyze quality student work
- Is ongoing and provides teachers with the opportunity to practice and receive feedback

# 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

# High-Quality PD

## What is high-quality content PD?

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## Discuss:

1. Describe a situation in which your district or school selected PD that did *not* meet the criteria above.
  - What factors contributed to that choice?
  - What impact, or lack there of, did that have on your teachers' ability to improve instruction in the ways that matter most?
  - What PD would have been a better choice (be specific)?
2. Last year we rolled out the [PD Vendor Guide](#) to help make it easier to select high-quality PD. What would have made these options more accessible or attractive?

# Next Steps

In preparation for creating your academic plan for 2017-2018, determine:

1. The [level of curriculum implementation](#) for your school/district
2. The **quality of professional development** being offered by your school/district, i.e. the extent to which it is focused on curriculum implementation