

## Curriculum Implementation Scale

	Criteria
<b>Level 0</b>	<ul style="list-style-type: none"> <li>Does not consistently meet criteria for Level 1 across site/school/LEA</li> </ul>
<b>Level 1</b> <i>Teachers have access to high quality curricula</i>	<ul style="list-style-type: none"> <li>Choose a high-quality, standards-aligned curriculum (e.g., <a href="#">Tier 1 curriculum</a>, ELA Guidebooks).               <ul style="list-style-type: none"> <li>Provide Tier 1 curriculum and materials to teachers and principals with adequate time for them to prepare for the upcoming school year.</li> <li>Eliminate <a href="#">Tier 3</a> or standards-unaligned materials from classrooms.</li> <li>Ensure principals can articulate 1) the name, <a href="#">tier</a> and approach of the chosen curriculum; 2) the next steps they will take to ensure a quality implementation.</li> </ul> </li> </ul>
<b>Level 2</b> <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"> <li>Meet criteria for Level 1 <i>and</i>...</li> <li>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"> <li>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.)</li> <li>Create and implement a plan to train new teachers on the curriculum each year.</li> <li>Ensure principals adjust school policies, schedules, etc. to facilitate curriculum training for teachers.</li> </ul> </li> </ul>
<b>Level 3</b> <i>Instructional staff facilitate and support the process of teachers modifying the curriculum to better meet students’ needs.</i>	<ul style="list-style-type: none"> <li>Meet criteria for Level 2 <i>and</i>...</li> <li>Instructional staff drive decisions about how to make thoughtful modifications to the curriculum to improve student learning.               <ul style="list-style-type: none"> <li>Provide 100% of teachers with ongoing and differentiated training on the curriculum.</li> <li>Ensure 100% of teachers participate in structures that facilitate them using student work to modify the curriculum to better meet students’ needs.</li> <li>Ensure principals focus post-observation conversations on the curriculum, especially teachers’ choices about how they are modifying the curriculum to meet students’ needs.</li> </ul> </li> </ul>
<b>Level 4</b> <i>Teachers take full ownership for using information about performance to drive modifications to the curriculum and instruction.</i>	<ul style="list-style-type: none"> <li>Meet criteria for Level 3 <i>and</i></li> <li>Ensure teachers take full ownership for maximizing student learning, including using information about gaps and progress in learning to modify the curriculum.               <ul style="list-style-type: none"> <li>Ensure teachers give frequent, meaningful, and relevant feedback to children/students based on their work from the curriculum.</li> <li>Ensure teachers describe the ways in which each child/student has or has not yet met the learning goals and what adjustments they will make to the curriculum to improve learning.</li> </ul> </li> </ul>