STRATEGIC IMPLEMENTATION OF ELA GUIDEBOOKS

3 COMPONENTS FOR SUCCESS
Session Expectations

- Cell phones
- Hand signal
- Eliminate side conversations
- Engage with colleagues
- Turn and talk (Q&A)
- “Voluntolds”
St. Charles Parish Public Schools

- Pat Smith – Curriculum Specialist
  - Lower Elementary Schools
- Melissa Parfait – Curriculum Specialist
  - Upper Elementary Schools
- Stacy Neighbors - Curriculum Specialist
  - Middle Schools
- Amy Walker - Curriculum Specialist
  - High Schools
- Ajit “AJ” Pethe – Assistant Superintendent
  - Curriculum, Instruction, & Assessment
“...the single **most important initiative** a school or district can engage in to **raise student achievement**...”

As referenced by Robert Marzano in his book *What Works In Schools*
EVERY STUDENT is provided the opportunity to learn a core curriculum which provides them with the probability of success in school.
What is a Viable Curriculum?

Schools make sure that the necessary time is available and protected so students will be able to learn the guaranteed curriculum.
So what?
LDOE Instructional Materials Review Process

**Tier 1 – Exemplifies Quality**
- Meets all non-negotiable criteria and scored the best possible on all indicators of superior quality.

**Tier 2 – Approaching Quality**
- Meets all non-negotiable criteria and some indicators of superior quality.

**Tier 3 – Not Representing Quality**
- Does not meet non-negotiable criteria.
## Curriculum Implementation Scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 0</strong></td>
<td>• Does not consistently meet criteria for Level 1 across site/school/LEA</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td></td>
</tr>
</tbody>
</table>
| *Teachers have access to high quality curricula* | • Choose a high-quality, standards-aligned curriculum (e.g., Tier 1 curriculum, ELA Guidebooks).  
  ○ Provide Tier 1 curriculum and materials to teachers and principals with adequate time for them to prepare for the upcoming school year.  
  ○ Eliminate Tier 3 or standards-unaligned materials from classrooms.  
  ○ Ensure principals can articulate 1) the name, tier and approach of the chosen curriculum; 2) the next steps they will take to ensure a quality implementation. |
| **Level 2** |                                                                                                                                          |
| *Teachers have basic training that equips them with the knowledge and skill to use the curriculum “as written”* | • Meet criteria for Level 1 and...  
  • 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.  
  ○ 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.)  
  ○ Create and implement a plan to train new teachers on the curriculum each year.  
  ○ Ensure principals adjust school policies, schedules, etc. to facilitate curriculum training for teachers. |
STOP
AND THINK
Spring 2017

- Evaluation of existing curriculum resources
  - LDOE Instructional Materials Review Process
  - LDOE Curriculum Implementation Scale

- Research and study all Tier 1 ELA resources
- Develop a plan to pilot one Tier 1 ELA resource unit during the 4th quarter of the 2017-2018 school year
Weaknesses of 2017-2018 ELA/English Curriculum Resources

- Lack of Tier 1 resources (with the exception of CK Skills Strand in K-2nd grades)
- Lack of coherent ELA/English curriculum in grades K-12
  - Core Knowledge, Schoolwide Reading, Schoolwide Writing, Expeditionary Learning for Reading, SpringBoard, and St. Charles Parish Developed Units
- Lack of an integrated approach to reading and writing (K-8)
- Lack of alignment to ELA instructional shifts
- Lack of alignment to LEAP 360 and LEAP 2025
- Lack of available support from LDOE on district’s existing curriculum resources (Schoolwide, Expeditionary Learning)
Spring 2017

- Evaluation of existing curriculum resources
  - LDOE Instructional Materials Review Process
- Research and study all Tier 1 ELA resources
- Develop a plan to pilot one Tier 1 ELA resource unit during the 4th quarter of the 2017-2018 school year
Study of ELA Guidebooks

- 80% of the districts in the state utilize ELA Guidebooks at varying levels of implementation
- LDOE led professional development sessions on ELA Guidebooks
- Professional development on ELA Guidebooks provided by LDOE staff (one of the writers of several units)
- Site visit to Ascension Parish to observe implementation of ELA Guidebooks at K-5th grade elementary school
- Curriculum & Instruction (C&I) staff studied the ELA Guidebooks Overview Guide
Fall 2017

December

- Decision was made to implement ELA Guidebooks in kindergarten through high school English III for 2018-2019 school year
  - K-2 – in conjunction with Core Knowledge (Tier 1 curriculum) for foundational skills
“How do I get buy-in from my staff before I implement some critically needed changes?”

“The answer is ‘You Don’t.’”

-Douglas Reeves
Spring 2018

- Presentation of rationale for change to principals
- Presentation of rationale for change to Board members
- Presentation of rationale for change to all ELA and English teachers from kindergarten to high school
- Clear expectations for implementation
  - LDOE’s Curriculum Implementation Scale
- Resources (novels, unit readers, teaching notes, etc.) provided prior to implementation
- Pilot ELA Guidebooks unit in 4th quarter
3 Components for Success

- Professional Learning
- Support
- Accountability
Spring 2018

Professional Learning

- Curriculum specialists developed a plan for professional learning to be implemented from January to August for all ELA/English teachers and administrators
Sample Professional Learning Plans

ELA Guidebooks 2.0 Implementation Plan
(3rd - 5th grade)

3-5 Literacy Study Group Session January 11, 2018 Noon-3:00
- Introduce the switch to Guidebooks-AJ
- Study the ELA Guidebooks 2.0 Implementation Guide
- Engage in the How to Prepare to Teach a Guidebook unit protocol

RESCHEDULED: ELA District Professional Development February 23, 2018 1:15-4:00
- Introduce the switch to Guidebooks-AJ (ALL teachers present.)
- Study the ELA Guidebooks 2.0 Implementation Guide
- Engage in the Unit Study Protocol

Between January 22 and February 15th - Q4 ELA Guidebooks Student Resource booklets delivered to schools.

3-5 Literacy Study Group Session March 1, 2018 8:00-11:00
- Engage in the Unit Study Protocol

Grade 3 ELA Follow Up Session March 6, 2018 Noon-3:30

Grade 4 ELA Follow Up Session March 7, 2018 Noon-3:30

Grade 5 ELA Follow Up Session March 9, 2018 Noon-3:30 p.m.

New Teacher Curriculum Follow Up Session March 8, 2018 4:00-6:00

TLFs conduct Q4 curriculum meetings with administrative teams at each school site. These will be scheduled with administrators at the end of the 3rd quarter.
“If changes at the individual level are not encouraged or supported at the organizational level, even the most promising innovations will fail.”

- Thomas Guskey
Support

- Classroom observations with school administrators and leaders
- Feedback
- Use of Lesson Planning Protocol with teachers at individual schools
- Co-teaching ELA Guidebook lessons
- Teacher surveys
Accountability

- Use of ELA Guidebooks Classroom Observation Tool
- Classroom observations with principals and administrators
- Ongoing meetings with teachers at individual schools
- Grade level debriefing meetings
- Ongoing communication with principals
- Google drive for inter-district communication
Q&A
Summer 2018 and Beyond

- Professional learning for all ELA/English teachers and administrators
- Administration and use of all ELA Guidebook assessments
- Continued professional learning for C&I staff and teacher leaders – Content Leader Training and Supervisor Collaborations
What is your plan?

- Professional Learning
- Support
- Accountability