

# IMPLEMENTING INSTRUCTIONAL MATERIALS: A CONVERSATION

While the articles in this issue of *The Learning Professional* can offer readers a solid foundation in understanding the intersection of instructional materials and professional learning more deeply, considering how to adapt or apply this new understanding will involve team study, reflection, and collaboration.

## PURPOSE

The following pages include a set of protocols for teams to use to explore views on instructional materials and professional learning and assess the current state of the local context related to instructional materials.

## OPTIONS FOR USE

Begin with Examining Assumptions on p. 63. This protocol asks educators to indicate the level of their agreement with a variety of statements related to instructional materials.

First ask individuals to fill out the protocol and then facilitate a conversation through each assumption. The goal is not to reach consensus at this point but rather to surface assumptions and raise related questions and perceptions

among a team working on this topic.

During conversation for each assumption, in addition to hearing team members' views, probe for deeper exploration, perhaps asking what changes to the statement would make it one they agree with or disagree with, or what else they would need to know about the topic.

Next, or as a second conversation, use A Learning System Assessment on p. 64 to look inward at the team's local context for learning. Either ask individuals to circle answers for each statement or have pairs complete the assessment together. Discuss the assessment as a full group, and together take notes on the columns listed on p. 65 with the headings Strengths, Concerns, and Wonderings.

Finally, use Considering the 4 A's on p. 66 to conclude the conversation for this stage of the work. Either fill in the chart as a group, as smaller groups, or create each square as a separate poster, asking small groups to start at one poster filling in their responses, and then rotating through each poster in a carousel brainstorm. If the timing is right, facilitators may adapt one of the A's to another important A: actions.

## EXAMINING ASSUMPTIONS / INVENTORY

1. Most teachers prefer to develop lessons independently rather than use district- and/or school-adopted curriculum and instructional materials.				
<b>Strongly disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly agree</b> 5
2. Systemwide implementation of high-quality instructional materials conflicts with a system goal for personalization.				
<b>Strongly disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly agree</b> 5
3. Ensuring all teachers have access to high-quality instructional materials is today's most important equity issue.				
<b>Strongly disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly agree</b> 5
4. Focusing PLCs on implementing high-quality curriculum and instructional materials will reduce grade-level variation and accelerate student progress.				
<b>Strongly disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly agree</b> 5
5. Principals and teacher leaders have significant roles to play in the selection and implementation of high-quality instructional materials.				
<b>Strongly disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly agree</b> 5
6. School systems are responsible for ensuring all teachers have access to high-quality instructional materials and effective job-embedded professional learning.				
<b>Strongly disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly agree</b> 5
7. State agencies have many policy levers to increase access and quality of instructional materials and professional learning available to educators.				
<b>Strongly disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly agree</b> 5
8. High-quality instructional materials can be implemented successfully without effective professional learning.				
<b>Strongly disagree</b> 1	<b>Disagree</b> 2	<b>Neutral</b> 3	<b>Agree</b> 4	<b>Strongly agree</b> 5

# TOOLS

## A LEARNING SYSTEM ASSESSMENT

First, consider your state, system, or an individual school. Circle the number that most closely reflects your current view for each statement.

1. Learning communities meet several times per week to collaborate on how to implement high-quality curriculum and instructional materials.				
<b>Never</b> 1	<b>Rarely</b> 2	<b>Sometimes</b> 3	<b>Often</b> 4	<b>Always</b> 5
2. Time is available for teachers during the school day for professional learning grounded in the use of high-quality curriculum and instructional materials.				
<b>Never</b> 1	<b>Rarely</b> 2	<b>Sometimes</b> 3	<b>Often</b> 4	<b>Always</b> 5
3. Teachers' backgrounds, experience levels, and learning needs are considered when educators plan and design professional learning grounded in the use of high-quality curriculum and instructional materials.				
<b>Never</b> 1	<b>Rarely</b> 2	<b>Sometimes</b> 3	<b>Often</b> 4	<b>Always</b> 5
4. Teachers individually reflect on implementation of high-quality curriculum and instructional materials.				
<b>Never</b> 1	<b>Rarely</b> 2	<b>Sometimes</b> 3	<b>Often</b> 4	<b>Always</b> 5
5. Leaders develop the infrastructure to incentivize, improve, sustain, and scale implementation of professional learning grounded in the use of high-quality curriculum and instructional materials.				
<b>Never</b> 1	<b>Rarely</b> 2	<b>Sometimes</b> 3	<b>Often</b> 4	<b>Always</b> 5
6. Leaders are active participants with other staff members in professional learning grounded in the use of high-quality curriculum and instructional materials.				
<b>Never</b> 1	<b>Rarely</b> 2	<b>Sometimes</b> 3	<b>Often</b> 4	<b>Always</b> 5
7. Leaders advocate for resources to fully support professional learning grounded in the use of high-quality curriculum and instructional materials.				
<b>Never</b> 1	<b>Rarely</b> 2	<b>Sometimes</b> 3	<b>Often</b> 4	<b>Always</b> 5
8. Leaders speak about the important relationship between improved student achievement and professional learning grounded in the use of high-quality curriculum and instructional materials.				
<b>Never</b> 1	<b>Rarely</b> 2	<b>Sometimes</b> 3	<b>Often</b> 4	<b>Always</b> 5
9. Teachers are involved with the decision-making about allocating resources for professional learning grounded in the use of high-quality curriculum and instructional materials.				
<b>Never</b> 1	<b>Rarely</b> 2	<b>Sometimes</b> 3	<b>Often</b> 4	<b>Always</b> 5
10. A variety of data is used to assess the effectiveness of professional learning grounded in the use of high-quality curriculum and instructional materials.				
<b>Never</b> 1	<b>Rarely</b> 2	<b>Sometimes</b> 3	<b>Often</b> 4	<b>Always</b> 5

## TAKE NOTES TOGETHER

**Strengths**

**Concerns**

**Wonderings**

# TOOLS

## CONSIDERING THE 4 A'S

As you conclude your conversations, consider how your assumptions have shifted, where you have agreements, what arguments you have, and what your aspirations are.

ASSUMPTIONS	AGREEMENTS
ARGUMENTS	ASPIRATIONS