

Welcome!



THE PROFESSIONAL LEARNING ASSOCIATION

Webinar

If you see can see the slide and hear music or my voice, you're all set.

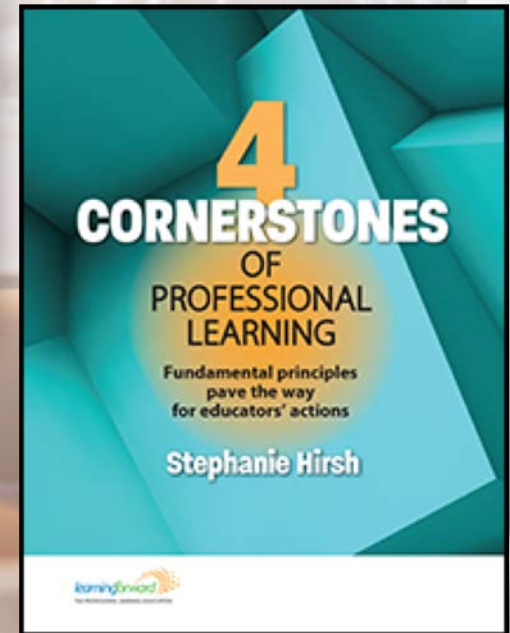
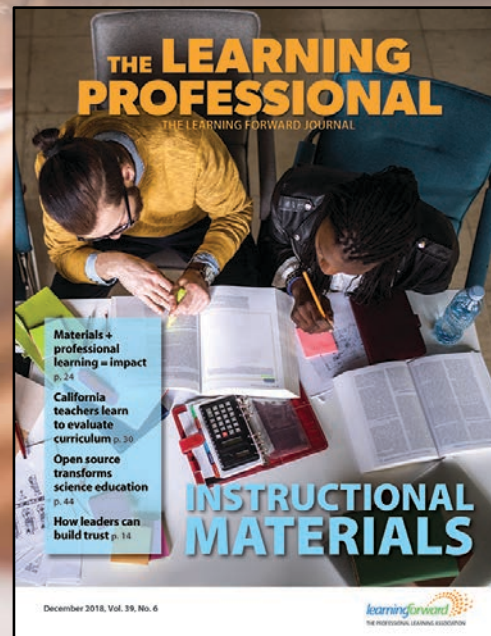
All attendees are muted upon entry. Please use the chat feature for comments and questions during the webinar.

We will begin shortly

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Building a Case for Connecting College and Career-Ready Standards, High-Quality Curricula, and Team-Based Professional Learning

June 5, 2019
11 a.m. Central



HELLO

my name is

Please introduce yourself in the chat box and **share one question** you hope to have answered in this webinar.



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STUDENT ACHIEVEMENT PARTNERS



Featuring

STUDENT ACHIEVEMENT PARTNERS



Sandra Alberti



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



Linda McMillan



Frederick Brown



Tracy Crow

Outcomes

- Explore the research and importance of a coherent and aligned curriculum.
- Investigate effective professional learning's role in implementing high-quality curricula and instructional materials
- Understand how effective teaching, professional learning, and curriculum resources are combined to achieve equity in schools

What is your familiarity with the subject of this webinar?

I am joining because of interest in the subject

I have some knowledge and hope to gain more

I follow this research and am launching efforts to apply

I am well versed and leading efforts to apply it

Defining the problem

- Too few students achieve the high standards we set for them
- There is greater variation within schools than across schools
- Too few educators have access to high-quality materials and effective professional learning
- Research on importance of high-quality curriculum and instructional materials and elements of effective professional learning is unknown or ignored



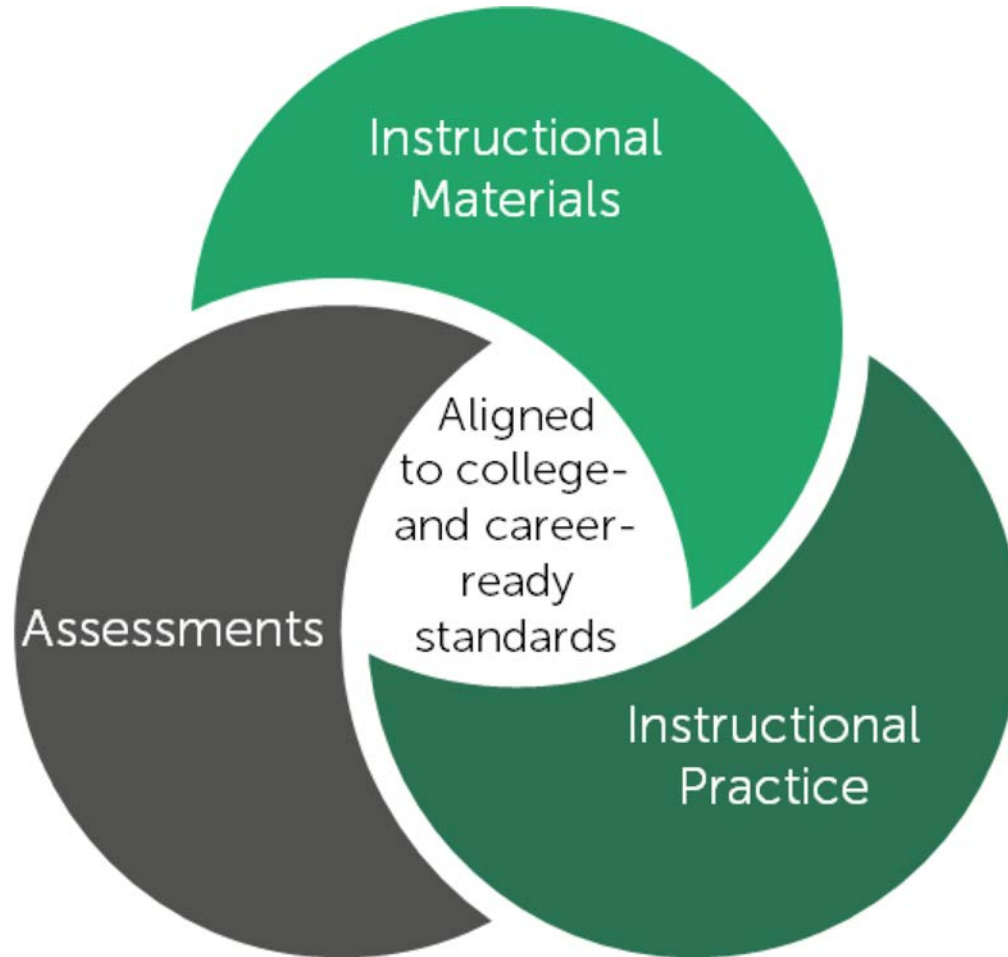
What
else?

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*Making the Case for Coherent Instructional Systems:
Professional Learning to Support
Aligned Materials, Assessment and Instructional Practice*

Sandra Alberti
Senior Fellow




Three elements are essential to coherent systems that intend to dramatically improve student achievement.



The Shifts

What makes college- and career-ready standards different?




In ELA/Literacy:

-  1. **Complexity:** Practice regularly with complex text and its academic language.
-  2. **Evidence:** Ground reading, writing, and speaking in evidence from text, both literary and informational.
-  3. **Knowledge:** Build knowledge through content-rich nonfiction.

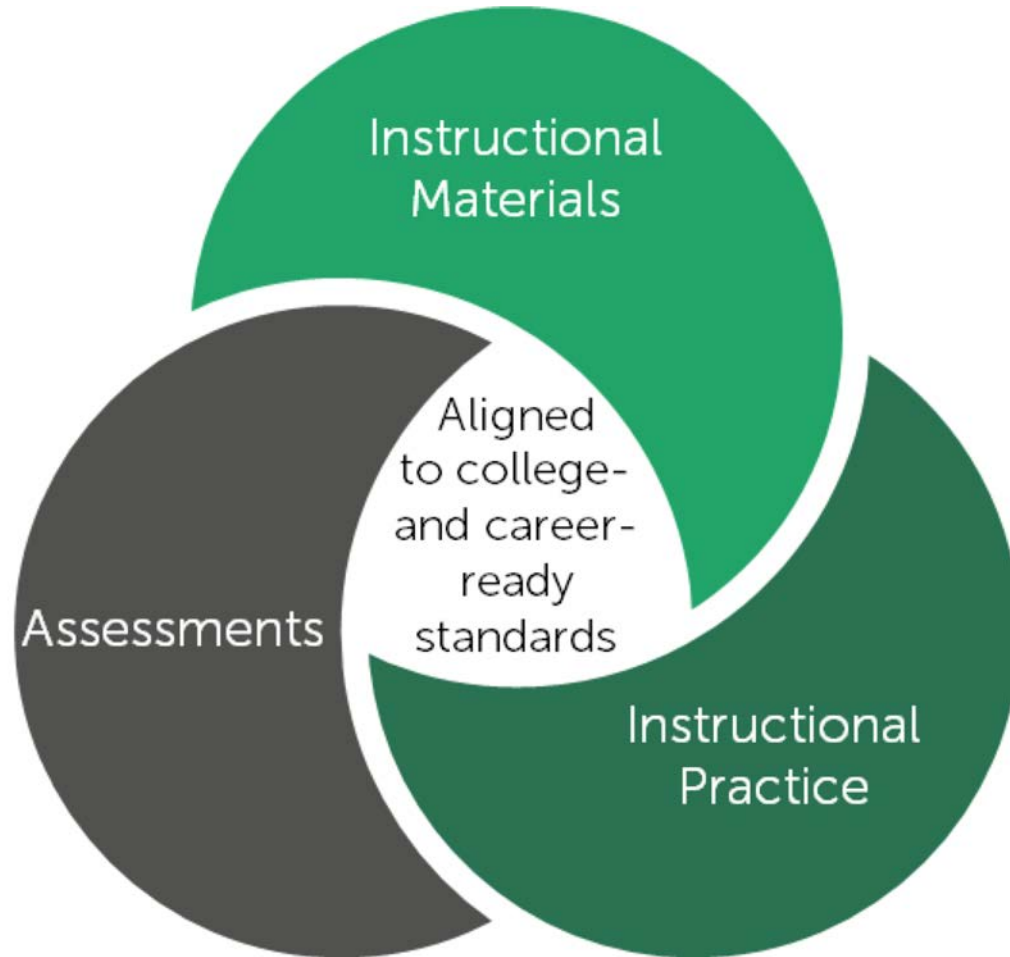
The Shifts

What makes college- and career-ready standards different?

In Mathematics:

-  1. **Focus** strongly where the standards focus.
-  2. **Coherence**: Think across grades and link to major topics within grades.
-  3. **Rigor**: In major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.

Three elements are essential to coherent systems that intend to dramatically improve student achievement.



The Importance of High Quality Instructional Materials that Reflect the Shifts

- Serve a critical role in defining quality and offering students coherence across classrooms, grade levels, schools within a district
- Materials support teachers and students
 - Allow teachers to focus their expertise and creativity on meeting the needs of students.

High Quality Instructional Materials as an Equity Issue – *Who gets the good stuff?*

- Low-income students are less likely than high-income students to have high-quality content and materials in the classroom.

“As it stands now, students’ chances to learn challenging content depend on whether they are lucky enough to attend a school that provides it. In effect, a defense of localism in questions about content amounts to a defense of inequality in opportunity to learn.”

— *Dr. William Schmidt 2013; 2015*

It is the *Skillful Implementation* that makes the biggest difference

“Professional learning cannot live up to its potential unless it’s **rooted in the content teachers teach in their classrooms** [R]elevant professional learning using instructional materials **should focus in the first instance on making sure the instructional materials reflect the full aspiration of college and career readiness.** It’s the professional learning equivalent of ‘you are what you eat.’”

— Wiener & Pimentel, *Practice What you Teach*, April 2017

Instructional Practice is Grounded in Content-Specific Actions – *What does it look like?*

- SAP has designed the Instructional Practice Guide as an observational/reflection tool to support educators to align their practice to the college- and career-ready standards and the Shifts
- The tool describes specific teachers actions and student behaviors that signal aligned instruction
- Content and Grade-band specific

Instructional Practice Guide – Core Actions

ELA/Literacy

1. Focus each lesson on a high-quality text or multiple texts.
2. Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.
3. Provide all students with opportunities to engage in the work of the lesson.

Mathematics

1. Ensure the work of the enacted lesson reflects the Focus, Coherence and Rigor required by college- and career-ready standards in mathematics.
2. Employ instructional practices that allow all students to learn the content of the lesson.
3. Provide all students with opportunities to exhibit mathematical practices while engaging with the content of the lesson.

SAP has developed a suite of tools to support aligned instruction

- In addition to the IPG which speaks to an enacted lesson, we developed the Instructional Practice Toolkit (IPT) which includes
 - Lesson Planning Analysis
 - Student Work Analysis
 - Lesson Video

Assessment Practices that Support the Coherent Instructional System

- Assessment – both formative and summative are part of a coherent system.
- Considerations for the purpose of assessments
- Implications of assessment information on instruction

Strong Content Knowledge is Key to Supporting the Coherent Instructional System

- In order to skillfully implement high quality materials and assessments and make effective choices about instruction, educators must be supported in a deep understanding of a few high leverage topics.
 - Math K-5: fraction operations, with a connection to elementary number and operations concepts
 - Math 6-12: proportional reasoning, with a connection to algebra
 - ELA K-2: foundational skills
 - ELA 3-12: reading for comprehension



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Learning Forward believes that schools will experience the real benefit of collaborative professional learning when teachers engage in ongoing, job-embedded professional learning aligned with the curriculum they use with students.

(Taylor et al., 2015; Toon & Jensen, 2017; Wiener & Pimentel, 2017)

Effect of interventions on student test scores

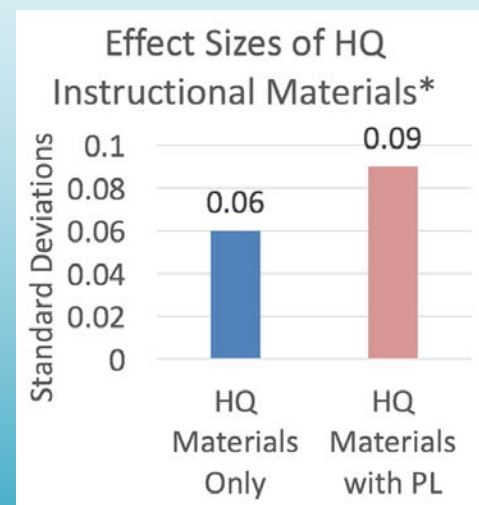
Researchers from the Center for Education Policy Research at Harvard estimated that in 4th- and 5th-grade math, **switching to a top ranked textbook would translate to student achievement gains of 3.6 percentile points** — larger than the improvement of a typical teacher's effectiveness in their first three years on the job when they are learning to teach (Kane et al, 2016).

Source: Kane, T. J., Owens, A. M., Marinell, W. H., Thal, D. R., & Staiger, D. O. (2016). *Teaching higher: Educators' perspectives on Common Core implementation*. Center for Education Policy Research.

ROI of high-quality materials

- A study from the Center for American Progress notes that, given the ROI compared to other interventions, **“if schools have access to objective and reliable information on curriculum quality, they should throw out a lower quality product and buy a higher quality product without hesitation.”** (Boser, Chingos, Straus, 2015).

Professional learning that supports the implementation of the curriculum increases the effectiveness of the curriculum*:



Boser, U., Chingos, M., & Straus, C., (2015). *The hidden value of curriculum reform*. Washington, D.C.: Center for American Progress.

Jackson, C. K., & Makarin, A. (2016). *Simplifying Teaching: A Field Experiment with Online "Off-the-Shelf" Lessons*. National Bureau of Economic Research.

Exploring further: Materials alone are not enough

A just-released study, also from the Center for Education Policy Research at Harvard raised questions about the differences materials can make.

Two takeaways:

- Transformative materials require intensive support.
- Research in this field is in its infancy.

Blazar, D., Heller, B., Kane, T., Polikoff, M., Staiger, D., Carrell, S.,...& Kurlaender, M. (2019). *Learning by the Book: Comparing math achievement growth by textbook in six Common Core states*. Research Report. Cambridge, MA: Center for Education Policy Research, Harvard University.

How do your professional learning communities spend the majority of their time?

Adapting or writing new lessons

Administrative tasks

Creating common assessments

Data analysis

Examining student work

Studying research and instructional strategies

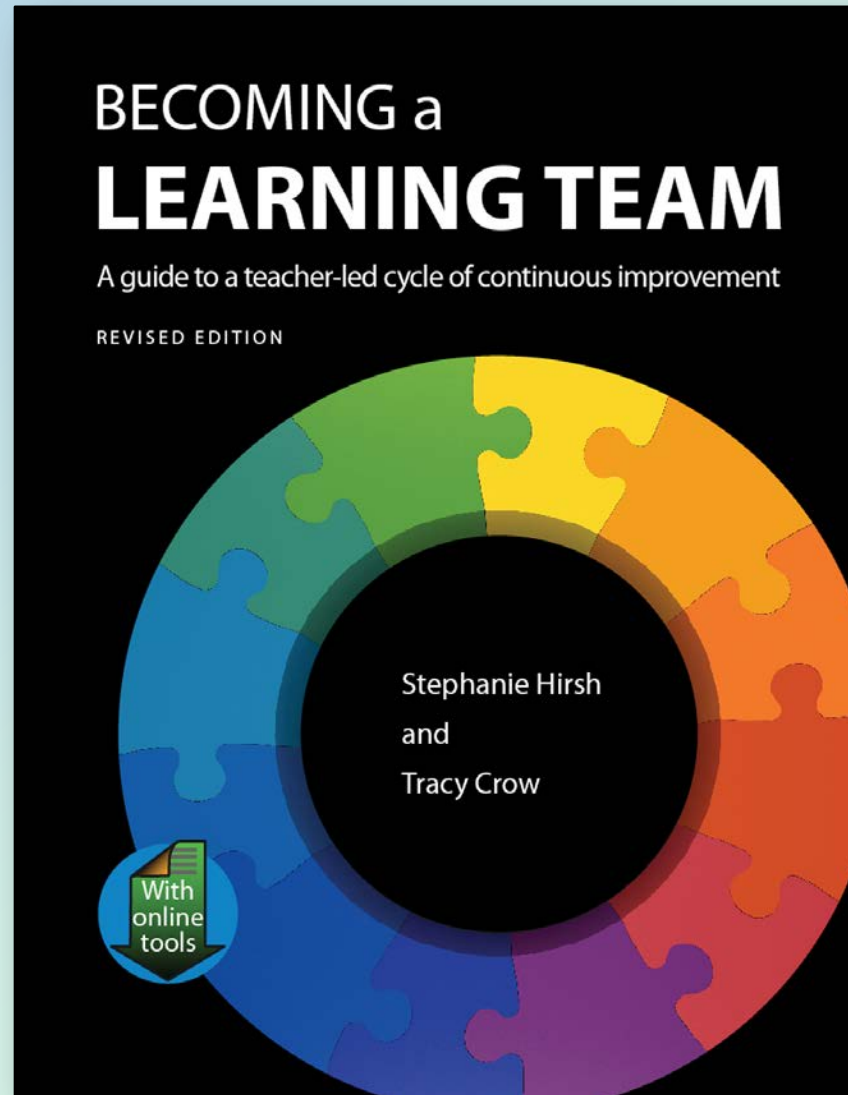
Supporting implementation of high-quality curriculum

What does professional learning aligned with high-quality curriculum entail?

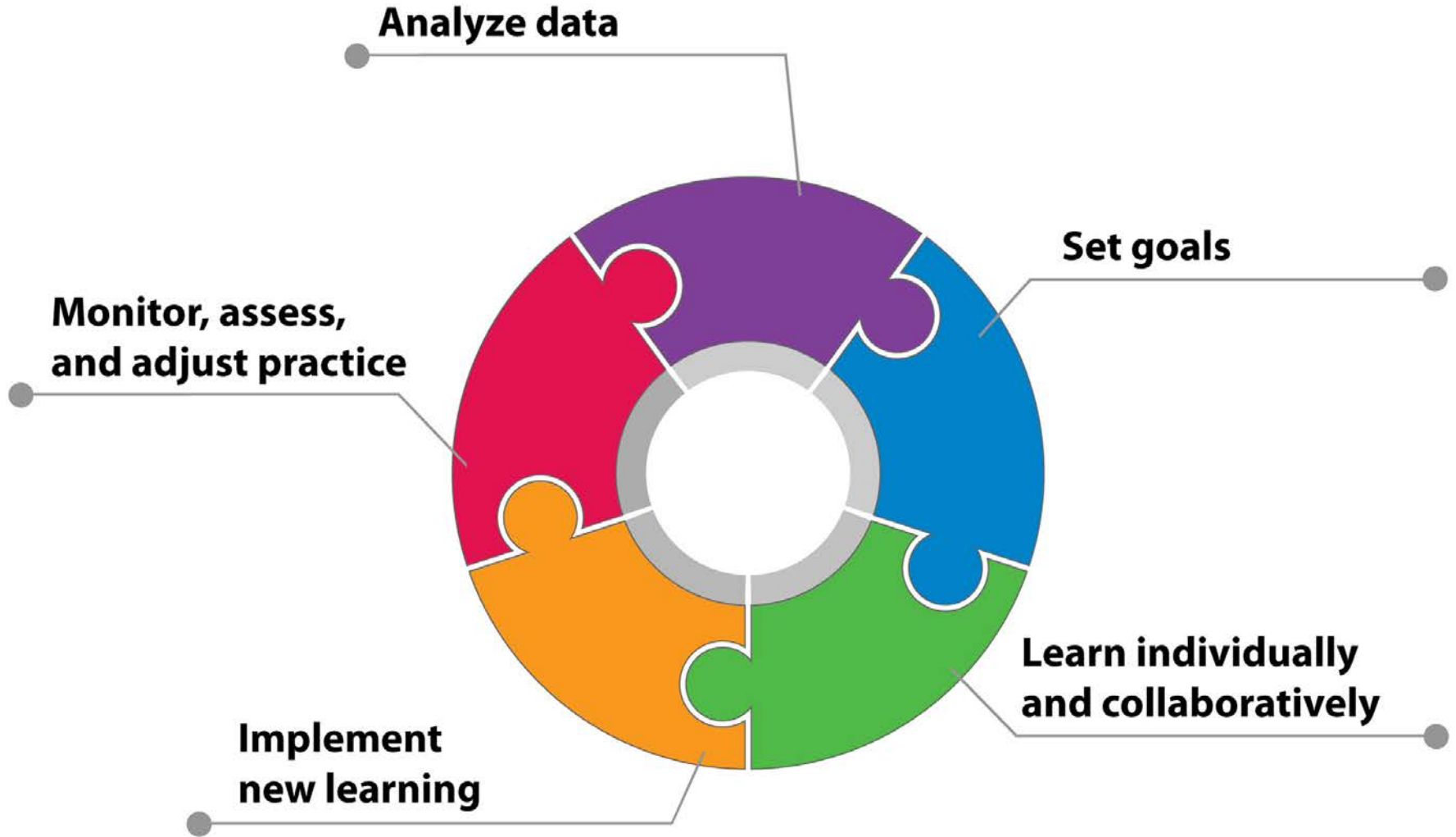
Intentional professional learning cycles that integrate deep study and investigation of high-quality curriculum and instructional materials



Becoming a Learning Team



The stages of the learning cycle



Source: *Becoming a Learning Team: A Guide to a Teacher-Led Cycle of Continuous Improvement*

Create a learning agenda

Step	Questions to address	Learning designs	Time frame
Review <ul style="list-style-type: none"> • Scan unit & materials • Dig deep • Prioritize 	What is overall arc of the unit? What are potential challenges and how to address them? What additional learning and support do we need to achieve our goals?	Read, discuss relevant unit and instructional materials. Complete student tasks. Identify learning priorities for team (and individual).	One week
Study <ul style="list-style-type: none"> • Access • Reflect • Assess 	Who/where (internal/external) is expertise in identified areas? How did our attitudes, assumptions, aspirations shift with new learning? How do we perform on relevant student assessments?	Participate in model lessons from team member. Review and discuss identified online resources. Complete/discuss unit test. Discuss status on KASAB.	Two weeks
Practice <ul style="list-style-type: none"> • Plan • Rehearse • Refine 	What sequence of lessons do we propose? What adaptations will we make? What do we learn as we practice? What changes are necessary now?	Draft adaptations to units and lessons; include enrichment and remediation. Practice and refine lessons.	Two weeks (1 week may overlap)

How are you thinking about this approach?

I am very intrigued

It does not fit with what I view as the purpose of PLCs

I want to learn more

I want to find ways to apply this in our setting

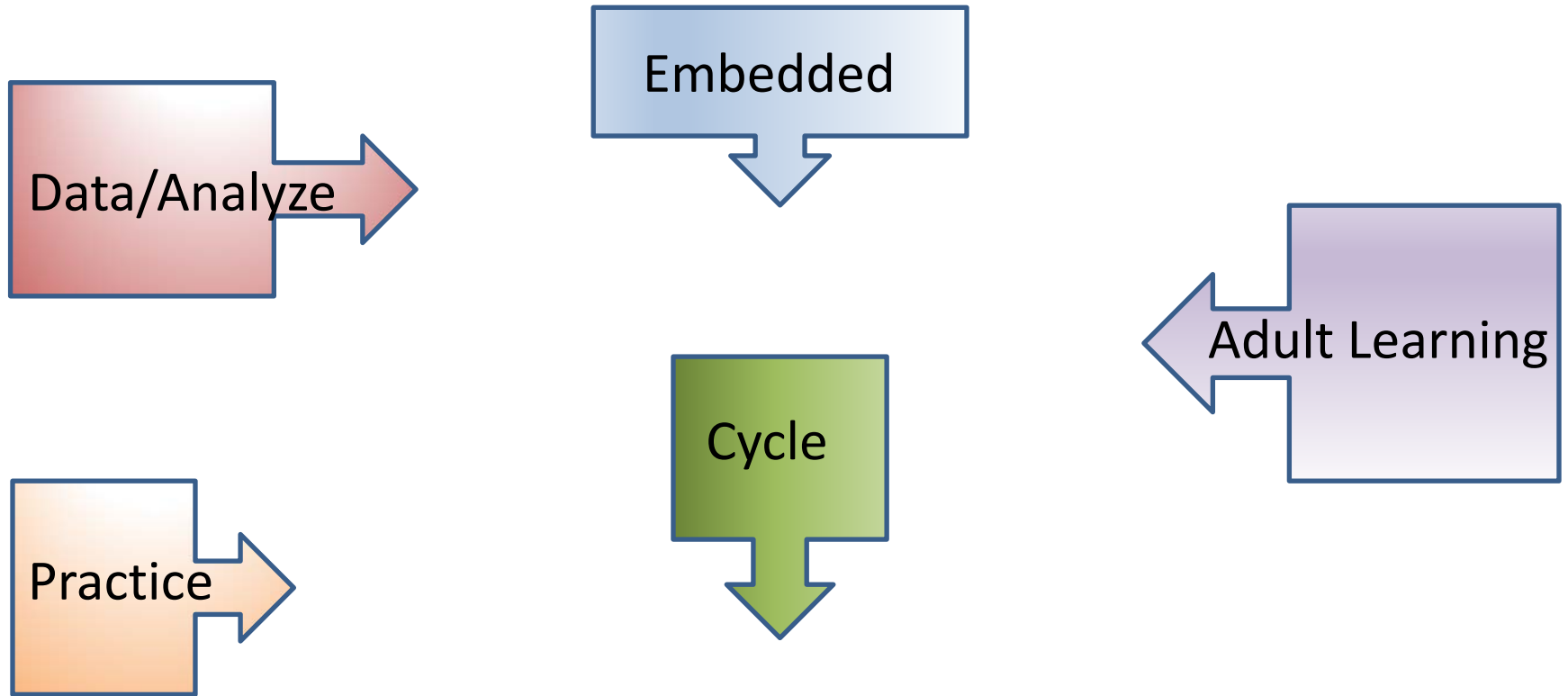
I can see ways to strengthen our work

Linda McMillan

District of Columbia Public Schools



Perspective



What does the research say about PD?

Job-Embedded



Collaboration

High
Frequency





GUIDING PRINCIPLES:

content specific

school based

adult-learning curriculum



GOALS:

- Every teacher become an expert in teaching the curriculum
- Every student receives rich, engaging, and challenging instruction daily
- Every teacher takes part in weekly content based professional development at their schools(led by LEAP leaders) during planning time
- LEAP Cycle



Comparison:



	1 st Year	Now
What are we learning?	All schools focus on the same content	Focus is based on school choice--content
Who leads the sessions?/ When do they take place?	Leap Leaders/ 90 minute sessions	Leap Leaders/90 minute sessions
What is the focus of the weekly cycle?	Focus on content, standards/shifts, new curriculum, planning, pacing	4 week cycle on specific components of chosen focus
What are the parts of a cycle?	Weekly seminar, Observation, Debrief (each week a different focus)	Weekly Seminar(shared learning, planning/practice/revising, examining/responding to student work & data meeting)
Are LEAP Leaders Trained?	Summer Intensive and during the year	Summer Intensive and during the year



CHALLENGES

- Time in the schedule
 - Teacher buy in
- NOT the Sage on the Stage

SUCCESSSES

- Increase in student performance
 - Build teacher leaders

IT TAKES

- Having a structure in place
- Keeping the planning time sacred
- Following through with expectation-observations to debriefs
 - Analyzing data frequently
 - Digging into research and best practices
- Focusing –content(ground in shifts & standards)

Next actions in your system

- Build deeper knowledge about this issue
- Seek opportunities for coherence
- Strengthen learning teams
- Develop building- and team-level expertise

Guiding questions

- How are professional learning and high-quality curriculum aligned?
- How do they intersect within your PLCs?
- What is essential at the system level to support this work?
- What have been some challenges associated with this work?
- What have been some successes?
- What do you foresee in the future for this work?

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Save the date! July 18-21, 2019

July 18-21, 2019

***Westin Boston
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Questions





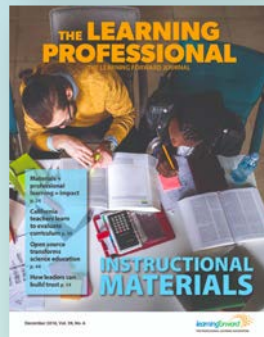
High-quality Curricula and Team-based Professional Learning: A Perfect Partnership for Equity

<https://learningforward.org/wp-content/uploads/2018/05/curriculaPLEquity.pdf>



4 Cornerstones of Professional Learning: Fundamental Principles Pave the Way for Educators' Actions

<https://learningforward.org/wp-content/uploads/2019/02/4-cornerstones-for-download-1.pdf>



The Learning Professional: Instructional Materials

<https://learningforward.org/publications/jsd/jsd-blog/jsd/2018/12/11/the-learning-professional-december-2018>

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Instructional Practice Guide

<https://achievethecore.org/page/1119/instructional-practice-guide>