Welcome! We will begin shortly.

If you can see the slide and hear the music, you are all set.

All attendees are muted upon entry. Please use the chat feature for comments and the Q&A feature for questions during the webinar.
Thank you for joining us

The webinar will be recorded and available.

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Please introduce yourselves in the chat box:

- Your name
- Your location
- Your role in the educational sector

@learningforward

www.learningforward.org
What is your primary role in supporting the implementation of curriculum?

A) Providing resources or support for professional learning.
B) Designing and/or facilitating professional learning.
C) Engaging in professional learning.
D) Other.

To what degree is the curriculum-based professional learning you lead or experience sustained over the course of implementation (rather than only when new curriculum is launched)?

A) Not at all
B) Somewhat
C) Quite a bit
REVISED Standards for Professional Learning
The Elements: Transforming Teaching through Curriculum-Based Professional Learning

A Challenge Paper from Carnegie Corporation of New York that explores how professional learning anchored in high-quality curriculum materials can allow teachers to experience instruction as their students will, change instructional practices, and lead to better student outcomes.
Research shows using better instructional materials boosts student outcomes just as much as having a better teacher at the front of the room.
• When teachers participated in curriculum-based professional learning, their students’ test scores improved by 9 percent of a standard deviation — about the same effect caused by replacing an average teacher with a top performer or reducing class size by 15 percent.
The implications are clear. Curriculum matters, but how teachers use curriculum matters even more.
Engaging the field

Our grantees

- ANet
- edreports.org
- Education
- Illustrative Mathematics
- INSTRUCTION PARTNERS
- Leading Educators
- learningforward
- NEW TEACHER CENTER
- OpenSciEd
- STUDENT ACHIEVEMENT PARTNERS
- Teaching Lab
- TNTP

Teachers and System Leaders

- Baltimore City Schools
- Boston Public Schools
- Caldwell Parish School District, Louisiana
- Charlotte-Mecklenburg Schools, North Carolina
- D.C. Public Schools
- Lafayette Parish School System, Louisiana
- Lawrence Public Schools, Kansas City, Missouri
- Sullivan County Schools, Tennessee
- Sunnyside Unified School District, Tucson, Arizona
It’s a simple concept

Teachers experience the same kind of inquiry-based learning we expect them to provide for their students.
The Elements of Curriculum-Based Professional Learning

We identified a core set of actions, approaches, and enabling conditions that effective schools and systems had in place to reinforce and amplify the power of high-quality curriculum and skillful teaching.

We call these the Elements of Curriculum-Based Professional Learning, or simply the Elements.

www.carnegie.org/elements
Brian Kingsley
Chief Academic Officer
Charlotte-Mecklenburg Schools
North Carolina
The Elements
of Curriculum-Based Professional Learning

CORE Design Features

Identify the purpose of curriculum-based professional learning.
The Elements
of Curriculum-Based Professional Learning

Describe the parameters and setting for curriculum-based professional learning.

STRUCTURAL Design Features
The Elements
of Curriculum-Based Professional Learning

Inform how curriculum-based professional learning works when designed and implemented.

FUNCTIONAL Design Features

LD Be RF CM
Define the necessary conditions at the system level for curriculum-based professional learning.
The Elements
of Curriculum-Based Professional Learning

Cu TL Eq RF CM CP Mo Tm
Le Re Co
The Elements
of Curriculum-Based Professional Learning

Core Design Features

Cu Curriculum
TL Transformative Learning
Eq Equity

Functional Design Features

LD Learning Designs
Be Beliefs
RF Reflection & Feedback
CM Change Management

Structural Design Features

CP Collective Participation
Mo Models
Tm Time

The Essentials

Le Leadership
Re Resources
Co Coherence
Panel Discussion

Designing and Facilitating Curriculum-Based Professional Learning for Science

Kalonda McDonald  
Detroit Public Schools Community District

Kate McNeill  
Boston College

Stephanie Hirsh  
Moderator

www.openscied.org
Six Fundamental Shifts

**FROM TRADITIONAL TEACHER PROFESSIONAL DEVELOPMENT**

- Focused on topics or themes
- One-time workshops, usually when school is closed
- Teachers grouped by school
- Information shared in lectures, presentations, or Q&A discussions
- Coaching and feedback reserved mostly for new or struggling teachers
- Selected teachers receive support for using new curriculum materials

**TO CURRICULUM-BASED PROFESSIONAL LEARNING**

- Focused on instructional materials with specific teaching strategies
- Repeated sessions, coaching, and feedback opportunities during teachers’ regular workdays
- Teachers grouped by the curriculum they are using
- Active learning experiences, such as practicing instruction or participating in lessons as students
- Curriculum-focused coaching and feedback for all teachers
- All teachers using new materials participate in curriculum-based professional learning
### Recommendations for Professional Learning Providers and Coaches

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<th>Functional Elements</th>
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- Introduce teachers to new curriculum and reinforce its use through experiences that mirror the instructional approaches they will use with students.

- Apply research on how to shift beliefs and embed opportunities for cognitive dissonance and its resolution in professional learning.

- Develop expertise, guide development, and use change tools to provide feedback and support curriculum implementation.

- Demonstrate how to shape lessons that address students’ culture, context, race, and ethnicity.

- Equip teachers to scaffold lessons to connect less-prepared students with rigorous content and learning experiences.
Recommendations for System and School Leaders

- Develop professional learning designers, facilitators, and coaches through learning experiences that resemble those they will use with teachers.

- Establish evaluation and feedback cycles to assess the progress and impact of investments in curriculum-based professional learning.

- Expect curriculum-based professional learning to challenge beliefs and assumptions, mirror the instructional approaches students will experience, and promote reflection.

- Deploy professional learning designers, facilitators, and coaches to develop and use change tools to support successful curriculum implementation.

- Adopt a change management plan that identifies key phases of curriculum implementation and the supports required during each.
Report, Elements Animation, Tools, Case Studies

www.Carnegie.org/Elements
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Culturally Responsive Instruction in an Online World
Online resources

Look for follow-up resources, including a recording of this webinar and slides:

- Read latest issue of *The Learning Professional*
- Check out the Learning Forward blog
- View webinar archive at learningforward.org/webinars
Thank you!