

## Curriculum Study

*This resource provides guidance for preparation, an agenda, and prep email for studying the curriculum to better understand the design and make informed decisions about implementation. By studying the curriculum, the team will be better enabled to plan for the type of support that teachers and leaders need. This step sets up many of the planning meetings that the team will have in Phase II.*

### Meeting Goals

Similar to the assessment study conducted, the overall goal for this meeting is to develop an initial understanding of the design of the curriculum to inform key implementation decisions made in later steps. Participants should walk away with a deeper understanding of how the curriculum is intended to be used and the potential implications on implementation; the goal is not to answer every implementation question at this stage.

Considerations for Action:

What are the systems and structures for teacher and leader support?

What will teachers need to understand about the materials?

What will leaders need to understand about the materials?

### Preparing for the Meeting

Key Planning Questions	Approaches
Who should facilitate the meeting?	This meeting should be facilitated by the Implementation Support Team Leader and/or a senior instructional leader from within the system (i.e. CAO, director of content area, etc.)
Who should participate in the process?	Participants should include: <ul style="list-style-type: none"><li>Members of the Implementation Support Team</li><li>Teacher representatives and/or teacher leaders</li></ul>
How much time is needed?	It is recommended that this meeting be structured for a full day of engagement (7-8 hours). Alternatively, there are two ways to structure this: <ul style="list-style-type: none"><li>You can assign different team members to study specific aspects of the curriculum, like pacing or structure. This could lessen the time needed to accomplish the study, but it means that not everyone will have experienced or studied each aspect of the materials.</li></ul>

	<ul style="list-style-type: none"> <li>▪ You can break this up into multiple meetings where you study only one aspect of the curriculum at a time (i.e., instructional minutes required, pacing, etc.). It is important to note that if you take this approach, you want to study all aspects of the curriculum before making decisions because many of the decisions you will make are interrelated and have implications for one another.</li> </ul>
<p><b>What will we study?</b></p>	<p>It can be helpful for all participants to study one specific grade level to better understand the curriculum design. It might also make sense to continue to study the same grade(s) the team selected for the assessment study. In order to do this, there are a few considerations:</p> <ul style="list-style-type: none"> <li>▪ Do all grade levels within the curriculum follow the same structure? <ul style="list-style-type: none"> <li>▪ If so, you can choose a specific grade level and use that grade level to guide this process.</li> <li>▪ If not, you will need to go through this process multiple times for each approach that is taken within the curriculum. This occurs most frequently in curricula that differentiate their approach for different grade bands (i.e. K-2 is different from 3-5 or K-5 is different from 6-8). In this case, you will want to take a grade band approach where you study a specific grade within each grade band.</li> </ul> </li> </ul> <p><i>Note: Some of the questions outlined in the curriculum study agenda may have been considered as part of the selection process. You may want to refer back to earlier work completed to support this part of the process.</i></p>
<p><b>How do we leverage the developer and/or curriculum designer?</b></p>	<p>Developers and curriculum providers frequently have resources and/or trainers on hand who can help to answer design related questions. It may be useful to speak to the provider prior to this meeting as some of your questions may be more easily answered. Even if you are provided an answer to a key design question, it is still important for participants to understand how the design shows up in the materials. For example, if the developer says that each lesson is 45 minutes in length, participants should still review the time required and</p>

	consider your specific context to determine if adjustments may need to be made.
--	---

**Pre-Meeting Email to Participants**

Dear Implementation Support Team:

We are excited to continue our implementation planning for the new curriculum! We know that our careful planning and preparation for implementation will result in a strong curriculum roll-out that invests teachers and leaders in the materials, and sets teachers up to use the materials effectively in support of students. This email includes important information about our upcoming meeting.

**Meeting Logistics**

- Date: Tuesday, March 21st
- Time: 8am - 4pm
- Lunch will be provided
- Location: District Office, Room 18

**Meeting Purpose**

Our next step as a team is to engage in a rigorous and thorough study of the materials to build deep understanding of the curriculum and identify the implications for implementation. Specifically, we will:

- Study the 4th grade materials to understand the scope of the year as well as individual lesson structures
- Begin to identify the implications for implementation, including instructional minutes, pacing, lesson and unit planning, and teacher and leader training

There is no pre-work for this meeting. However, it may be helpful to review the notes from the Review Committee’s evaluation of the curriculum and the EdReport for 4th grade to inform our work.

We look forward to seeing you on March 21st!

Ms. Hall

**Meeting Agenda**

Time	Section	Description
5 mins	Opening	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Norms</li> <li>▪ Goals</li> </ul>

90 mins	Curriculum Structure & Instructional Minutes	<p>Explore the curriculum, including any yearlong scope and sequences, unit or module overviews, or other supporting materials. Answer the following questions:</p> <p><i>Curriculum Structure</i></p> <ul style="list-style-type: none"> <li>▪ How are the standards integrated and/or used within the curriculum?</li> <li>▪ How are the units or materials structured and organized? Is there a consistent organization to units? To lessons?</li> <li>▪ How do units and lessons connect to one another? Is there cohesion from one unit to the next? If so, what are the implications for unit sequencing?</li> </ul> <p><i>Instructional Minutes</i></p> <ul style="list-style-type: none"> <li>▪ What are the requirements for instructional minutes to implement this curriculum? <ul style="list-style-type: none"> <li>▪ Are there multiple components that require a time allocation?</li> <li>▪ How much time does each lesson take to implement? How much time is required for assessment?</li> </ul> </li> </ul> <p>Based on your inquiry, determine the considerations for action for your system:</p> <ul style="list-style-type: none"> <li>▪ What do teachers and leaders need to understand about how the curriculum is designed?</li> <li>▪ How do we train and/or support teachers and leaders to develop their understanding of the curriculum structure?</li> <li>▪ Do the curriculum time requirements match our current time allocations for instruction?</li> <li>▪ What adjustments may be needed to our instructional minutes based on the materials?</li> </ul>
90 mins	Pacing	<p>Explore the curriculum, including any yearlong scope and sequences, unit or module overviews, or other supporting materials. Answer the following questions:</p> <ul style="list-style-type: none"> <li>▪ What are the pacing considerations within the curriculum? <ul style="list-style-type: none"> <li>▪ How many lessons are there in the curriculum?</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>▪ How many lessons are expected to be taught each day?</li> <li>▪ Is there any flexibility within the lesson pacing or sequences? Are there lessons that can be omitted?</li> <li>▪ What guidance does the curriculum provide on pacing?</li> </ul> <p>Based on your inquiry, determine the considerations for action for your system:</p> <ul style="list-style-type: none"> <li>▪ How do we align the pacing considerations within the curriculum to our pacing context?</li> <li>▪ What types of pacing tools might teachers and leaders need to support effective pacing of the materials?</li> </ul>
120 mins	Use Guidance & Planning	<p>Explore the curriculum, including any yearlong scope and sequences, unit or module overviews, or other supporting materials. Answer the following questions:</p> <ul style="list-style-type: none"> <li>▪ What components of the curriculum are considered essential to effective implementation? <ul style="list-style-type: none"> <li>▪ What are the “must-dos” within the curriculum?</li> </ul> </li> <li>▪ How do the materials connect to existing instructional practices and/or initiatives? <ul style="list-style-type: none"> <li>▪ Will we be able to continue existing practices (i.e., thinking maps, student engagement structures, etc.)?</li> <li>▪ Are there practices within the materials that support existing instructional practices?</li> <li>▪ Are there places where the curriculum is in conflict with existing instructional practices?</li> </ul> </li> <li>▪ What decisions will teachers need to make within a unit? Within individual lessons?</li> <li>▪ What aspects of the curriculum should be used in a consistent way across classrooms?</li> <li>▪ What guidance does the curriculum developer offer about planning routines and customizations?</li> </ul>

		<ul style="list-style-type: none"> <li>▪ How do our current practices for instructional planning align to the curriculum? Will we be able to continue existing practices? What changes might we need to make?</li> </ul> <p>Based on your inquiry, determine the considerations for action for your system:</p> <ul style="list-style-type: none"> <li>▪ What training will teachers and leaders need to understand how to best utilize the materials?</li> <li>▪ What training will teachers and leaders need to plan for instruction effectively with the materials?</li> <li>▪ What are the implications for how teachers are trained? Should it be grade specific? Different groupings?</li> </ul>
60 mins	Coaching	<p>Explore the curriculum, including any yearlong scope and sequences, unit or module overviews, or other supporting materials. Answer the following questions:</p> <ul style="list-style-type: none"> <li>▪ What about the design of the curriculum matches our coaching and/or evaluation framework?</li> <li>▪ What about the design of this curriculum does not match our coaching and/or evaluation framework?</li> <li>▪ Are there recommendations for what to look for in observations within the materials?</li> <li>▪ Are there any observation and/or coaching tools embedded into the materials?</li> </ul> <p>Based on your inquiry, determine the considerations for action for your system:</p> <ul style="list-style-type: none"> <li>▪ What considerations might need to be made to the coaching and/or evaluation approach given the curriculum?</li> <li>▪ What training will coaches and/or evaluators need when observing this curriculum?</li> </ul>
10 mins	Closing	<ul style="list-style-type: none"> <li>▪ Connecting to the goals of the process <ul style="list-style-type: none"> <li>▪ Where we're headed with the remainder of this step</li> </ul> </li> </ul>