build your own curriculum

The Framework for K-12 Success

District Leadership's role in curriculum and how BYOC empowers them to fulfill it

Awarded 5 of the past 6 years!

Agenda

- Why *do* Curriculum?
- What is <u>Effective</u> Curriculum?
- What makes <u>Effective</u> Curriculum?
- Define Key Roles
  - School Board
  - Superintendent
  - Building Leadership (Principals)
  - Teachers
- BYOC's support of the Roles

build your own
curriculum

Why *do Curriculum*?

"The single most important initiative a school or district can engage in to raise student achievement..." – Robert Marzano, "What Works In Schools"

*"If there are gaps among teachers within buildings, there are virtual **Grand Canyons** among buildings in a district."* - Heidi Hayes Jacobs, "Mapping the Big Picture"

An *effective* **leader promotes coherence** in the instructional program where teachers and students **follow a common curriculum framework** - Leithwood & Riehl, 2003

Curriculum is the starting point. *"When we postpone the implementation of curriculum, we forfeit the benefits of the most powerful lever for improvement. And we make the work of team-based professional learning communities impossible."*
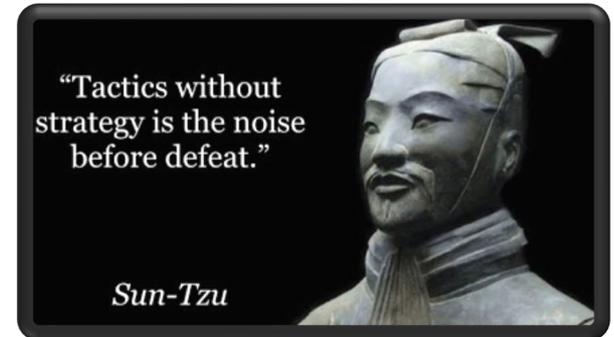
   - Mike Schmoker, "Refocus Professional Development"

build your own
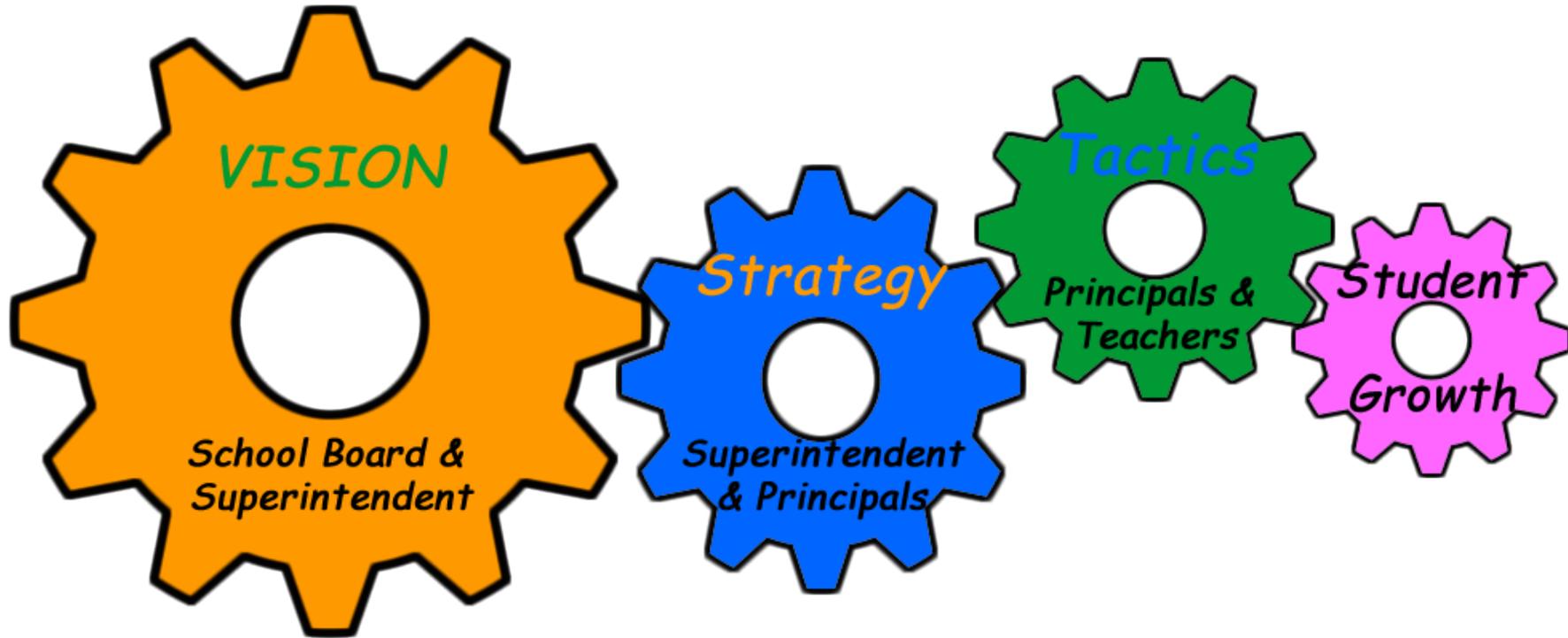curriculum

What is <u>Effective</u> Curriculum?

- Standards based and aligned
- Easily accessible to ALL stakeholders
- Consistent format and content
- Student friendly objectives
- Consistent Scope, Sequence, and Pacing
- Controlled Evolution
- Resource Repository

build your own
curriculum

What makes <u>Effective</u> Curriculum?

- Curriculum can only be effective if teachers us it

  – Curriculum Strategic ☺

  – Teachers Tactical ☹

"Tactics without strategy is the noise before defeat."

Sun-Tzu

- Administrators key to crossing the divide

  – Establish Policy, Vision, and <u>Expectations</u>

  – Integrate curriculum into daily activities

  – Support and Drive the process

tactical team   strategic team

build your own
curriculum

Define Key Roles

VISION
School Board & Superintendent

Strategy
Superintendent & Principals

Tactics
Principals & Teachers

Student Growth

build your own curriculum

Roles: School Board

- Provide Vision and Direction

- Establish Board Policy

  – Require adherence to district curriculum

  – Curriculum and Resources belong to district

- Review and Approve District Curriculum

The district — including the school board, the superintendent, key staff and influential stakeholders in the community — must have **the capacity to develop and articulate both a vision and a set of practices that send a clear message of what schools are to be about**.
– SREB, The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership

build your own
curriculum

School Board – Example of success

Current research in the area of curriculum and student achievement tells us that the school-level factor with the greatest impact on student achievement is a GVC (Marzano, 2003). While teachers have great flexibility in how to teach and meet the needs of their students, there must be consistency in what is taught and learned by all students.

A GVC means that districts have identified essential content and skills necessary for all students to learn in specific courses and grade levels. Viable means that the guaranteed curriculum can be taught in the available time. To identify the essential content and skills, the following three-part test can be used to determine the significance of any individual standard:

- Endurance—students will need to retain the skills/knowledge for future use;
- Leverage—the skill/knowledge is valuable across many disciplines; and
- Readiness for the next level of learning—skills/knowledge prepares the student for the next grade and/or course.

Since 2010, Arlington Public Schools has been engaged in the work of creating and maintaining a GVC in all subject areas. There have been a variety of activities that teachers and administrators have undertaken in order to keep this work meaningful and relevant, including:

- Ensuring that the essential content can be addressed in the amount of time available for instruction.
- Working in subject area teams at each level (elementary, middle and high) to identify and communicate the content considered essential for all students versus that considered supplemental or necessary only for those seeking postsecondary education.
- Sequencing and organizing the essential content in such a way that students have ample opportunity to learn it.
- Ensuring that teachers address the essential content.
- Allowing teachers the flexibility to determine the best way to teach the essential curriculum.
- Protecting the instructional time that is available.
- Creating a website for teachers to access with the most recent GVC updates.
- Developing common assessments that all teachers in a subject and a grade-level use at different times during the year.

build your own
curriculum

Roles: Superintendent

- Vision Cheer Leader!
- Ultimate responsibility for the creation and maintenance of curriculum
- Champion "Curriculum centric" vision
- Provide time and resources for implementation
- Require adherence to the plan
- Monitor progress

District leaders in the highly supportive districts talked about their **principals being "instructional leaders" almost three times as often as their counterparts** in minimally supportive districts.
– SREB, The Three Essentials: Improving Schools Requires District Vision, District and State Support, and Principal Leadership

build your own
curriculum

Roles: Building Leadership

Effective principals monitor the implementation of curriculum standards and make sure they are taught - Schmoker, 2006

*All schools need principals to exercise their **roles as instructional leaders** who **ensure the quality of instruction*** - Portin et al., 2003

An effective leader **promotes coherence in the instructional program** where teachers and students follow a common curriculum framework - Leithwood & Riehl, 2003

Principals, How Do You Make Sure That ...
- *Teachers are implementing the intended curriculum?*
- *Teachers are delivering standards-aligned material?*
- *Teachers are providing a rigorous curriculum?*
- *Students have access to the curriculum they'll need for post-secondary success?*

- Marzano Center - School Leaders: Ensuring a Guaranteed and Viable Curriculum, 2013

Principals need to **spend time in classrooms** in order to effectively **monitor and encourage curriculum implementation** and quality instructional practices - Fink & Resnick, 2001; Pajak & McAfee, 1992; Ruebling et al., 2004

build your own
curriculum

Roles: Building Leadership

- **Support the District Vision**

- Be the **Instructional Leader**

- Participate in curriculum planning

- Observations to **insure** curriculum **implementation**

- Verify that **lesson plans** and **assessments** are **in sync with district curriculum**

- 5,000+ other things

Roles: Teachers

One of **the most significant factors** that **impacts student achievement** is that **teachers commit to implementing a guaranteed and viable curriculum** to ensure no matter who teaches a given class, the curriculum will address certain essential content - Marzano, 2003

*Implementing a **strategy of common, rigorous standards** with differentiated resources and instruction can **create excellence and equity for all students**.* - Childress, Doyle, & Thomas, 2009

Teachers work collaboratively to provide a rigorous curriculum that is **crystal clear** and includes a **compact list of learning expectations** for each grade or course and tangible exemplars of student proficiency for each learning expectation - Saphier, 2005

*In the **absence of a curriculum**, teachers **wouldn't know whether students are building a solid foundation** to support learning at the next level* – Steve Glenn, Importance of Curriculum to Teaching

build your own
curriculum

Roles: Teachers

- **Support the District Vision**
- **Participate** in curriculum planning
- Provide feedback, resources, and activities to **improve the curriculum**
- Verify that **lesson plans** and **assessments** are **in sync with district curriculum**
- 2,000+ other things

build your own
curriculum

BYOC's Support for School Board

- Curriculum Transparency – public site

- Curriculum Review – hardcopy or *online*

- Progress Monitoring - reporting
  - Course Summary
  - Standard Map
  - Standards by Course
  - District Stats

build your own
curriculum

BYOC's Support for Superintendent

- Curriculum Review – hardcopy or *online*

- Progress Monitoring - reporting
  - Course Summary
  - Standard Map
  - Standards by Course
  - District Stats

- Instructional Leadership
  - Online access
  - Projection Reports

build your own
curriculum

BYOC's Support for Building Leaders

- Instructional Leadership
  - Online access
  - Projection Reports
  - Lesson Plans & Reports
  - Activities
  - Provides the ability to understand the curriculum, enabling Instructional Leadership

- Progress Monitoring - reporting
  - Course Summary
  - Standard Map
  - Standards by Course
  - District Stats
  - Lesson Plan Reports
  - User Activity Reports

build your own
curriculum

BYOC's Support for Teachers

- Daily Activities
  - Scope, Sequence, Pacing
  - Learning Targets
  - Resources
  - Activities
  - Classroom System
    - Lesson Planning
    - Assignments
    - Curriculum View
  - Cross curricular / grade level visibility
  - Assessments (BYOC+)
  - Student Portal (BYOC+)

- Reporting
  - Projections
  - Learning Target Checklist
  - Standards Map
  - Targets by Standard

build your own
curriculum