



ACTIVITY 3.2

Implementing the Written Curriculum

PURPOSE

When the written curriculum is uniformly implemented the probability that the learning expectations for students are consistent across schools and classrooms increases. Without it we risk reverting to a teacher or classroom-driven curriculum. We believe that ensuring implementation and continued use of district-adopted curricula in every classroom of the school district is a responsibility best shared. The roles-based plan outlined here defines responsibilities for each member of your school's or district's education team. This activity provides ideas on how different roles/positions in the organization can help make the written curriculum of the state, district, or school become what is used to plan and deliver instruction.

TIME

Variable

MATERIALS NEEDED

Information or documents detailing the level of curriculum implementation in your school/district

SUGGESTED ROOM SETUP

Tables and chairs for easy discussion among members of the curriculum committee

DIRECTIONS

1. Gather information on the level of curriculum implementation in your school or district. There may be uniformity in certain schools and not others, in certain grade levels and departments and not others, or implementation issues may exist systemwide.
2. We suggest that you use these lists of responsibilities as the basis for self-study—to see if all roles are being fulfilled. If they are not, determine what needs to be done and by whom to guarantee quality implementation in every school. You can do this by discussing with your team to what extent each function has been carried by the specific role/job title.

Curriculum Office	Building Principal
<ul style="list-style-type: none"> • Make use of whatever tools and resources are provided by the state or other agencies to help disseminate and understand the standards. • Tap into state or CCSS professional development opportunities. • Whatever the written curriculum is or its source make it readily available in multiple ways and easily read for all subjects, all grade levels, K–12. • Provide ongoing training for teachers in understanding and teaching all learning targets. • Provide targeted training for teachers new to the district. • Provide “at a glance” sheets to teachers and within public documents such as parent handbooks to use with parents during back-to-school nights, conferences, etc. • Provide skill continuum documents over grade-level spans when appropriate. • Provide evidence the new curriculum improves student learning. • Provide sample classroom assessments and tasks linked to the written curriculum. • Carefully review all instructional materials for clear alignment and support of the written curriculum. • Ensure alignment of locally developed curriculum with state standards. • Link report card phrases to the written curriculum to ensure standards-based reporting. • Identify that content in texts and supplemental materials that does and does not align with and support standards and grade-level curriculum. 	<ul style="list-style-type: none"> • Focus supervision and evaluation of classroom teaching on use of the curriculum in planning and delivering instruction and in assessing student progress. • Frequently observe and verify the use of the curriculum in instruction in the classroom. • Use the written curriculum as the foundation for intervention and student assistance programs. • Provide teachers common planning time to work together to plan lessons leading to the accomplishment of the standards. • Act as conduit between Curriculum Office and school staff. • Promote use of the written curriculum through personal knowledge of the specific objectives. • Help connect and align adopted curriculum with classroom practice through staff development, faculty meetings, vertical teaming groups, etc. • Help secure resources for teachers to help understand/teach the curriculum, as needed. • Call on curriculum specialists or master teachers to assist as necessary. • Encourage teachers to follow a process to “audit” classroom curriculum against the CCSS/state/adopted curriculum, if necessary. • Help ensure instructional materials support the written curriculum.
Classroom Teacher	School Board Policies
<ul style="list-style-type: none"> • Plan with, teach and assess using the written curriculum. • Use district documents as the basis for daily planning and formative and summative assessment. • Communicate the learning expectations to students and parents, regularly and in student and parent-friendly language. • Possess detailed knowledge of subject-area objectives and be able to classify the type of learning target. • Monitor each student’s progress toward the content standards. • In summary, know it, teach it, and assess it. 	<ul style="list-style-type: none"> • Develop curriculum implementation policy. • Align district policies/curriculum to state goals. • Ensure professional development policies support subject-specific training.

In addition, the following functions have roles to play in implementing the written curriculum:

Staff Development	Teacher Evaluation
<ul style="list-style-type: none"> ● Clearly focus on curriculum implementation through a common training model for schools to follow. ● In instructional strategies training (in math, science, reading, etc.), use standards as context/examples. ● Offer professional development in content areas, linked to standards/curriculum. ● Continue teacher involvement in curriculum revision/improvement, including deconstruction of standards. ● Provide school-based training on units of study based on the curriculum. ● Develop enrichment units/lessons and distribute them. ● Continue training related to specific curricula. ● Offer teachers an audit of building/classroom materials to ensure curriculum alignment. 	<ul style="list-style-type: none"> ● Continue to encourage staff to write professional growth goals related to curriculum implementation for formative evaluation. ● Ensure summative evaluation criteria/indicators relate to planning lessons, teaching, and assessing the written curriculum. ● Pre-/postconferences always focus in part on the intended learning, as drawn from the written curriculum.