

Transforming teaching through curriculum- based professional learning



Webinar
February 4, 2021

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

Welcome! We will begin shortly.

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](https://twitter.com/learningforward)

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

The Elements

Transforming Teaching
through Curriculum-Based
Professional Learning

A Challenge Paper From



www.Carnegie.org/Elements

Our Presenters

Transforming Teaching
through Curriculum-Based
Professional Learning



Jim Short

The Elements co-author



Stephanie Hirsh

The Elements co-author



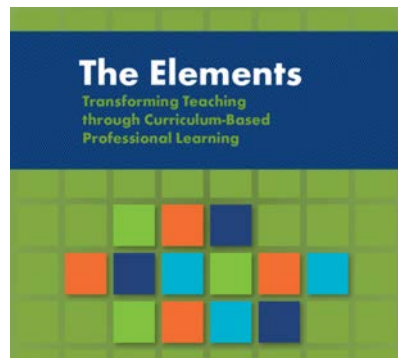
Kalonda McDonald

*Detroit Public Schools
Community District*

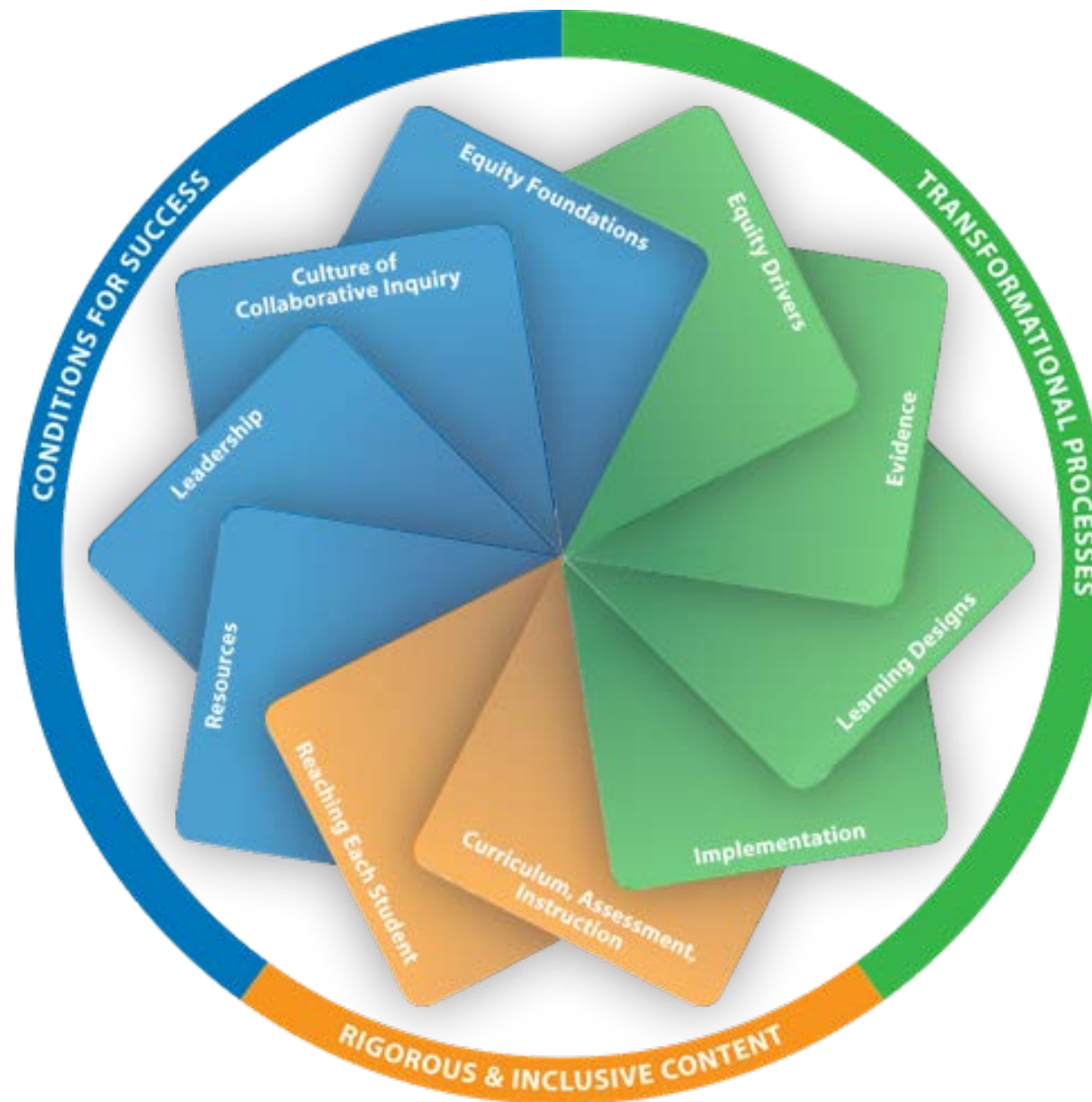


Kate McNeill

Boston College



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.

Teacher “Development”

- 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



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

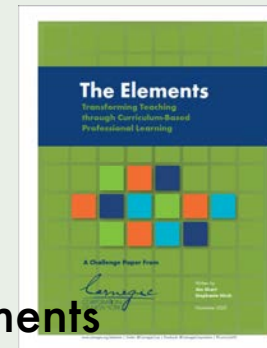
Teachers experience the same kind of inquiry-based learning we expect them to provide for their students.



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

The Elements

of Curriculum-Based Professional Learning



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

STRUCTURAL Design Features



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



The Elements

of Curriculum-Based Professional Learning

FUNCTIONAL Design Features 



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



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of Curriculum-Based Professional Learning



Define the necessary conditions at the system level for curriculum-based professional learning.

The **ESSENTIALS**



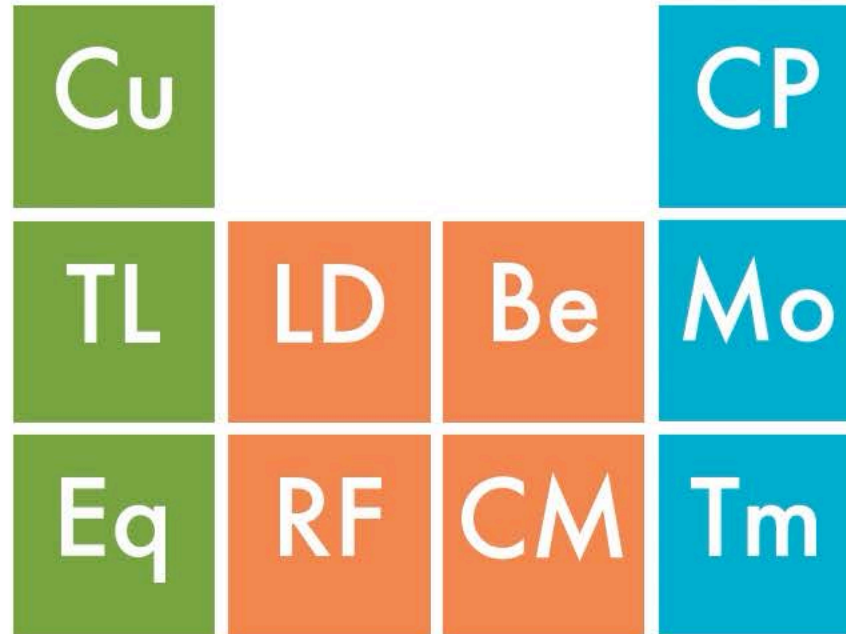
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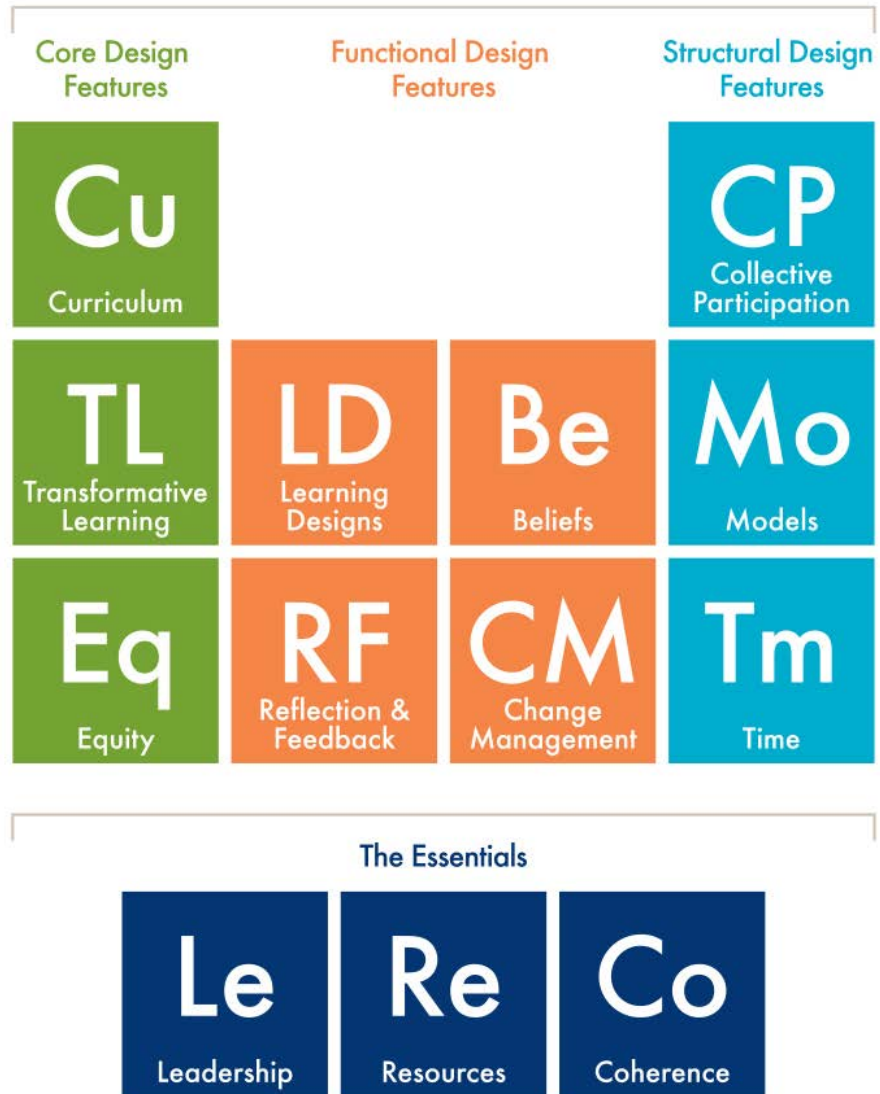
The Elements

of Curriculum-Based Professional Learning



The Elements

of Curriculum-Based Professional Learning



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

FUNCTIONAL Design Features



www.opensciEd.org

Six Fundamental Shifts

FROM TRADITIONAL TEACHER PROFESSIONAL DEVELOPMENT	TO CURRICULUM-BASED PROFESSIONAL LEARNING
Focused on topics or themes	Focused on instructional materials with specific teaching strategies
One-time workshops, usually when school is closed	Repeated sessions, coaching, and feedback opportunities during teachers' regular workdays
Teachers grouped by school	Teachers grouped by the curriculum they are using
Information shared in lectures, presentations, or Q&A discussions	Active learning experiences, such as practicing instruction or participating in lessons as students
Coaching and feedback reserved mostly for new or struggling teachers	Curriculum-focused coaching and feedback for all teachers
Selected teachers receive support for using new curriculum materials	All teachers using new materials participate in curriculum-based professional learning

Recommendations for Professional Learning Providers and Coaches

Functional Elements



- 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.

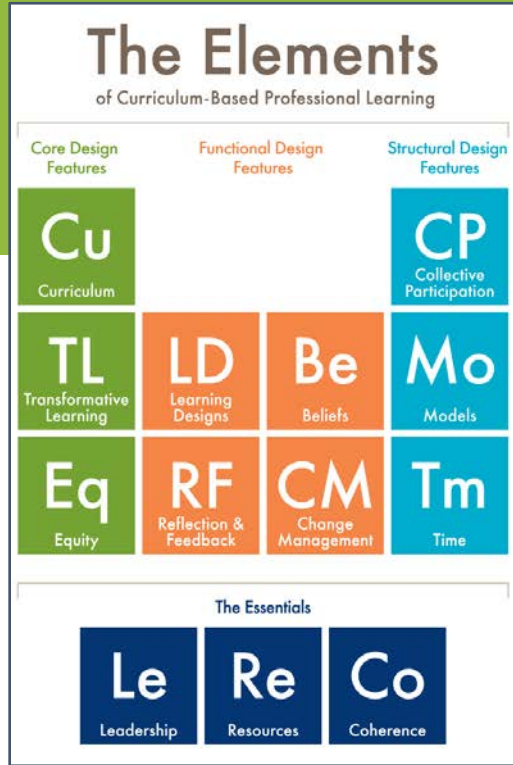
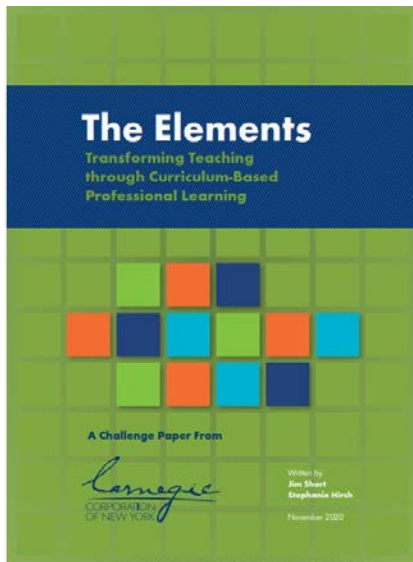
Recommendations for System and School Leaders

Functional Elements



- 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.

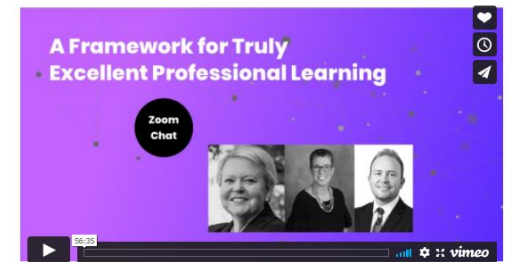
Resources



Putting The Elements Into Practice: Case Studies in Inquiry-Based Teaching

Three district leaders share with Corporation grantee Curriculum Matters what went right during their implementation of a new curriculum that prioritized high-quality professional learning

Carnegie Corporation of New York, January 8, 2021



The webinar *A Framework for Truly Excellent Professional Learning* by Carnegie Corporation of New York grantee Curriculum Matters recently explored three successful case studies from *The Elements: Transforming Teaching through Curriculum-Based Professional Learning*, a Corporation report aimed at helping transform teaching and student outcomes by anchoring professional learning in high-quality curriculum materials.

Curriculum Matters hosted and recorded a webinar with three system leaders featured in the report.

Report, Elements Animation, Tools, Case Studies

www.Carnegie.org/Elements

Mark your calendars

Thursday
February 11
3 pm ET

**Culturally
Responsive
Instruction in an
Online World**

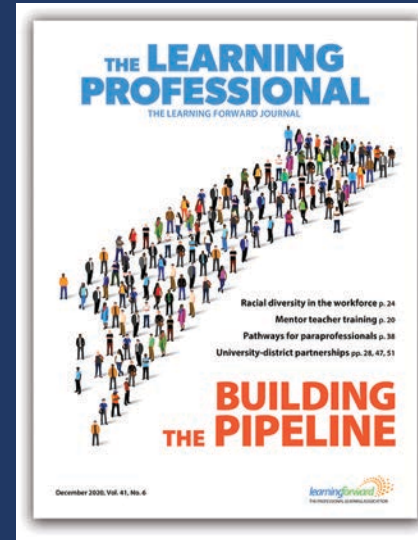
Thursday
February 25
3 pm ET

**Assessing Student
Work Online**

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*](https://learningforward.org/webinars)



TOOLS

Making mentoring work online

By [Learning Forward](#)
[AUGUST 2020](#)
VOL. 41, NO. 4



Active mentors set clear expectations for their work with the teachers they support. This is a critical step in the process of building trust between mentor and mentee, and it is ever more important than when mentors conduct observations of teachers as they engage in classroom instruction. With much teaching now occurring online, mentoring is moving online, and setting expectations and building trust should be built into that process.

Search
The Learning Professional



How we can improve hybrid learning, right now

January 21, 2021 | [David Rosenberg](#) | [Online learning](#)

Only a month into the new year, the rollout of COVID-19 vaccines makes it more likely that more students and educators will return to in-person school in 2021. But until then, the year of living and learning with COVID continues. As learning losses accumulate, millions of students remain in hybrid learning models that, despite good intentions, aren't working well for many.

This is likely to be an ongoing issue. Families are expected to keep demanding remote options, especially if their communities are at high risk for the virus. Schools may need to continue limiting the number of students in buildings at one time in order to follow public health guidance to continue physical distancing measures even after vaccinations have begun. Hybrid models are likely to remain a part of our K-12 ecosystem some time to come.

Thank you!

