AmplifyCKLA

CURRICULUM
SUPPORT
—— GUIDE ——

Phase I

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I.1

Establish The Vision

What is the goal?

The goal of this key action is to prepare the Review Committee to understand the standards and develop a shared vision of effective instruction in K-5 literacy for all students.

Why is this Key Action Important?

Interviews with early implementers were clear and conclusive: to make a difference in student learning, materials selection and implementation has to start and end with a   vision of great instruction for students. From the start, everyone involved needs to center on that aspiration. Otherwise, this process will become an exercise in compliance.

Explanation of Language

We use the term **expectations for students** interchangeably with **standards**. These terms refer to the stated expectations for student performance for that year. We also reference sample test items, meaning sample items from your state assessment or similar state assessments. We use the term **vision of instructional excellence** to describe a statement of the essential elements of effective instruction for that content area, informed by content-specific pedagogical practices. We use the term **walkthrough tool** to describe an observation guide that can be used on an informal, regular basis to reflect on the content fundamentals in the vision. We use the phrase **core beliefs** to describe the foundational principles about student learning that will guide and support selection and implementation.
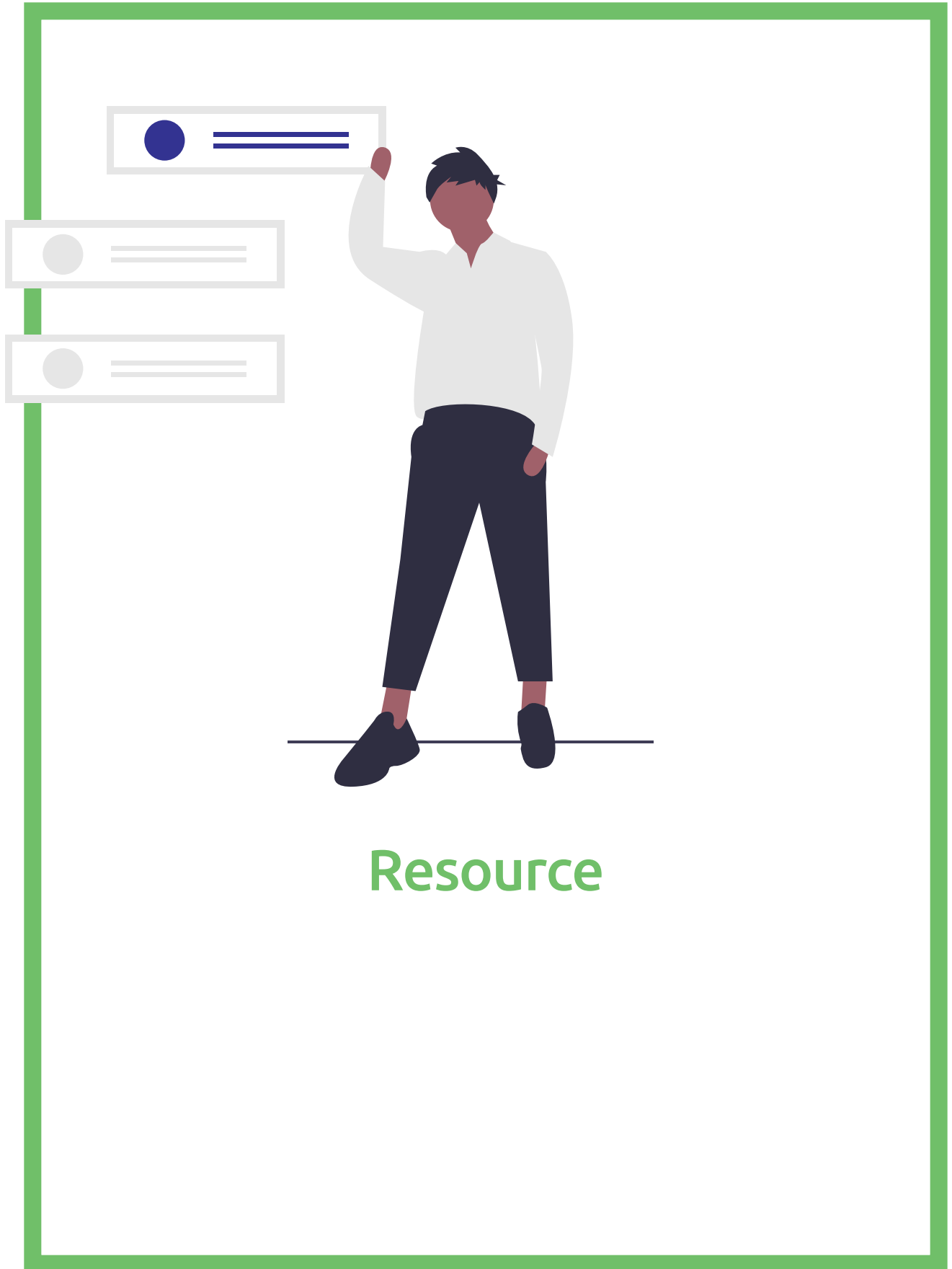
I.2.A

Articulate Vision of Instruction and Core Beliefs

Notes

A vision is most concretely articulated as a walkthrough tool — what would we want to see in the enacted daily instruction in literacy? Some aspects of the vision may feel like they live at the unit (not daily) level. The **Vision Statements and Tools** resource includes sample vision statements.

Changing materials often accompanies a fundamental shift in expectations for students. Naming your agreements about core beliefs (i.e. that all students can learn to read) can create a touchstone you can return to throughout the process. The resource **Core Beliefs** gives you a starting point.

For early implementers, this was the first place that questions surfaced about whether students would be able to do the work as well as questions about departing from beloved literacy practices. See the resource Key Messages for Maintaining High Expectations for Students for research and talking points that you can use in these conversations.

Guiding Questions

i.   What is the vision of instructional excellence for literacy that we want to anchor our work?

ii.   What would we want to see in instruction in every ELA lesson?

iii.   What would we want to see in instruction in every ELA unit?

iv.   What are the core beliefs that will be the foundation for our work?

v.   How do we anticipate that these core beliefs will be challenged? How will we handle it if/when they are?

Resource

Vision Statements and Tools

This resource shares sample ELA-specific vision statements that you can adapt. There are also sample walkthrough tools, which many systems use to measure their vision in action.

ELA Vision Statements
- Amplify CKLA Vision:
  - How and Why CKLA K-2
  - How and Why CKLA 3-5

- TNTP's Vision of Excellent Literacy Instruction (TNTP)
- KIPP K-8 Literacy Instructional Vision (KIPP)
- Gladstone ELA Vision (Gladstone Elementary School, Kansas City
- Southbridge Elements of an Effective ELA Lesson (Southbridge Public Schools)

ELA Walkthrough Tools
- Instructional Practice Guide(Student Achievement Partners)

RESOURCE

Core Beliefs

This resource provides sample core beliefs about literacy for guiding selection and implementation.

We believe…

- All students are capable of meeting the expectations of the standards.
- All children can learn to read, regardless of age.
- All students deserve systematic, explicit instruction in reading with evidence- aligned materials and resources that make them excited about learning.
- We believe every member of the system has a critical role to play in materials selection and implementation – students, teachers, community members and parents, school leaders, and system leaders.
- Materials support our ultimate goal, which is student engagement and learning. The materials are a means to an end in obtaining our vision for instruction, not an end in itself.

Key Messages for Maintaining High Expectations for Students

This resource provides ideas to support conversations about high expectations for students. It includes key messages to highlight, tips on facilitating difficult conversations, and resources to lead the group to shared understandings around expectations.

Key Messages

- Our expectations for student learning are reflected in the materials (assignments, texts, assessments) we give them.
- Access to systematic, explicit instruction in foundational skills really matters. When students engage with explicit instruction, combined with strong instruction, engagement, and high expectations, they achieve higher outcomes.
- Adopting a high-quality curriculum ensures vertical alignment from grade to grade; students must build on both skills and knowledge from year to year.
- Implementing a rigorous curriculum does not preclude teachers from supporting and accommodating individual learners.

Conversation Tips

- Presume best intent.
- Use inclusive language like "we" and "our school community" when responding.
- Lean into the tension by asking clarifying questions.
- Make sure everyone in the group has a voice ("That's really interesting, X.Y, what do you think about this point?").
- Reiterate that these conversations are what will help students succeed and increase student engagement and achievement across the system.
- Resist the urge to rattle off facts and talking points. Instead, spend time unpacking a resource below to bring the group to shared ideas. (Example: Jigsaw read The Opportunity Myth and use the 4 A's protocol to discuss.)

Resources to Explore

Resource	Highlights
Teaching Reading is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do (Louisa Moats, 2020) **Comprehension in Disguise: The Role of Knowledge in Children's Learning** (Susan Neuman, 2019)	• Research-based components and practices can prevent most reading difficulties. • To comprehend, readers need skills in word recognition and language comprehension. • Vocabulary and background knowledge are leading factors in reading comprehension, and they must be clearly addressed.
Should We Teach Students at Their- Reading Levels? (Shanahan, 2014) **New Evidence on Teaching Reading at Frustration Levels** (Shanahan, 2017)	• The research base to support leveled reading is thin. • Only giving students a diet of instructional-level texts doesn't lead to gains in achievement. • Students benefit from reading complex texts with appropriate scaffolds.
The Opportunity Myth (TNTP, 2018)	• Misaligned resources contribute to students not being prepared for post-graduation options. • Students spend up to 500 hour- s a year on assignments that are not aligned to the grade level. • Students are more likely to find instruction engaging if the teacher expects them to learn. • Students of color and from low- income backgrounds are increasingly less likely to have access to aligned materials and strong instruction. • The lives of students are being impacted by adult choices.

I.2

Solicit Stakeholder Input

What is the goal?

The goal is to use this moment to gather broad stakeholder input to inform to the process.

Why is this Key Action Important?

Ensuring that stakeholders have been given an opportunity to provide input and feedback on their hopes and dreams for K-5 ELA gives the system an opportunity to respond accordingly. It also supports with stakeholder buy-in because their voices have been counted in the process.

Notes

This is a powerful opportunity to gather upfront stakeholder feedback and begin to build investment.

Questions for Naming Curriculum Criteria is a starting point for the kinds of questions you can ask in a survey or focus group.

Many early implementers valued a combination of a survey for breadth and focus groups for depth.

The key upfront perspectives that early implementers valued were 1. broad teacher perspective for all teachers that will be asked to use the materials and 2. parent and family perspectives..

Solicit Stakeholder Input
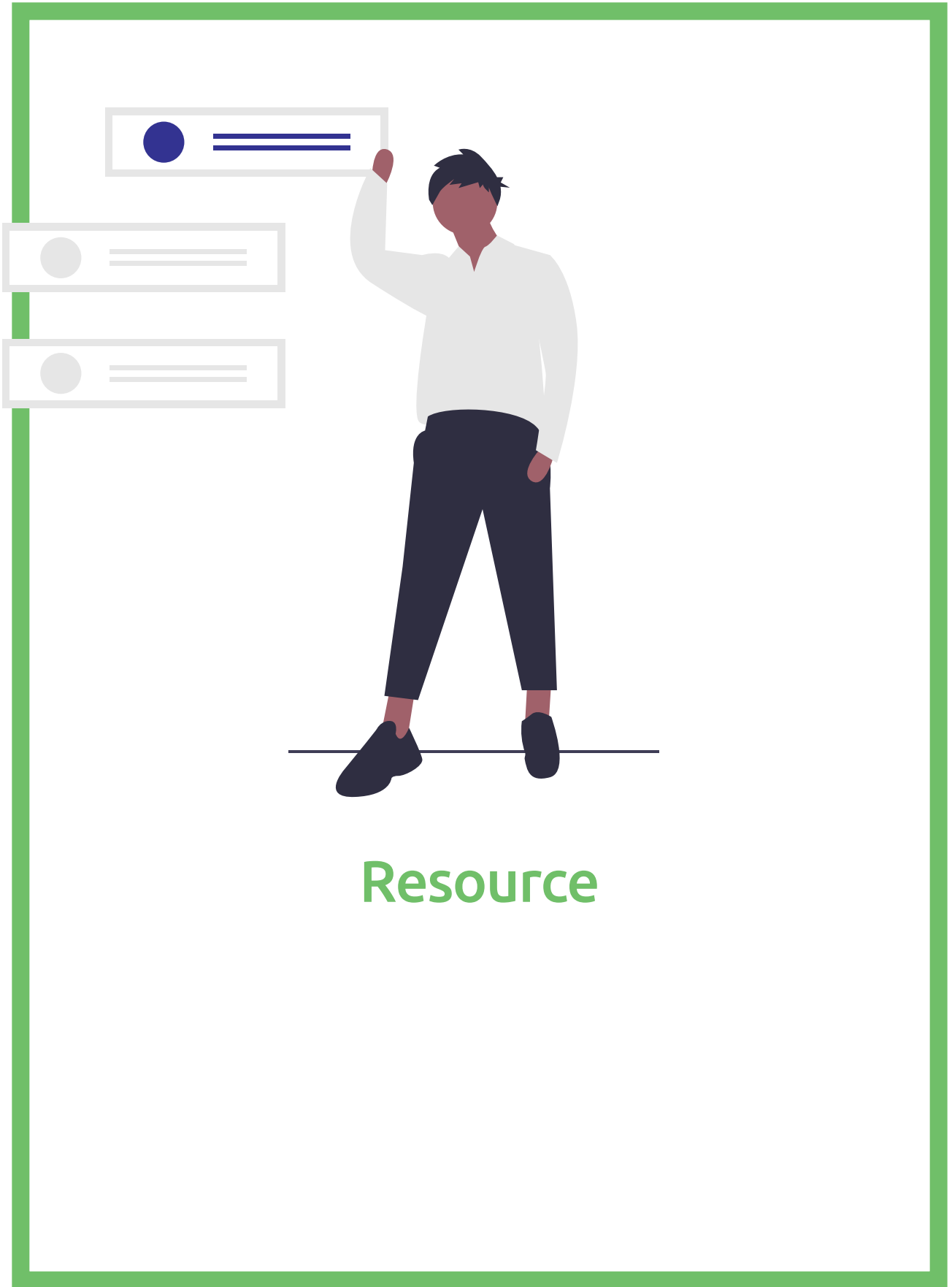
Guiding Questions

i.   What do we want to learn from each stakeholder group?

ii.   How are we going to get this input?

iii.   Who is responsible for gathering input?

iv.   When will this be done?

v.   When and how will we see the information?

Resource

Questions for Naming Curriculum Criteria

This resource is a starting point for the kinds of questions you can ask stakeholders in a survey or focus group. The responses to these questions should help generate curriculum criteria.

Stakeholder Group: Teacher

- What must we see in an ELA curriculum (i.e., explicit foundational skills, authentic & diverse texts, technology platform, etc.)?
- What is most helpful and least helpful about our current ELA curriculum?
- What should student resources include?
- What should teacher resources include?
- What should assessment tools include?
- What should family resources include?
- What role should technology play in a curriculum?
- What factors about our student population should be considered?
- What do our teachers need in a curriculum & assessment framework to support a variety of learning needs?
- What factors about our teacher population should be considered?
- What role should professional learning play in curriculum implementation?

Stakeholder Group: Families/Community

- Which instructional values must be reflected in a curriculum?
- What factors about our student population should be considered?
- What should a curriculum provide for families?
- What should family resources include?
- What should a curriculum provide for the broader community?
- What role should technology play in a curriculum

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