

Curriculum Implementation Monitoring Toolkit

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## Introduction

Across the state, districts are adopting high-quality instructional resources (HQIRs) that hold great promise to support educators in providing vibrant learning experiences for all students. Realizing that promise, however, is an ongoing process, one that involves effective implementation of an HQIR supported by curriculum-based professional learning (CBPL). As more districts engage in this process, they have recognized a need to measure the effectiveness of HQIR implementation but may be unsure of what exactly to measure and how best to measure it to ensure the HQIR positively impacts the student experience and outcomes.

The purpose of this toolkit is to show how key aspects of the implementation process and their measures connect, and to equip districts with aligned tools to support monitoring of a local curriculum anchored in an HQIR. District and school leadership teams can use the tools as a comprehensive suite or tailored to specific areas of need.

# **Key Aspects for Monitoring Curriculum Implementation**

Research demonstrates that instructional initiatives, like implementation of a local curriculum and HQIR, can take three to five years to fully impact summative student achievement data, such as a state assessment. While this summative student achievement data is a lagging indicator, there are leading indicators that can be predictive of long-term success a district can monitor to help ensure student outcome goals are met.

Figure 1.1 below identifies six key aspects—Systems Conditions, Curriculum-Based Professional Learning (CBPL), Classroom Instruction, Educator Mindsets, Student Experience and Student Outcomes—a district would want to establish methods for monitoring, each with a brief description and an overview of what to measure.

While all the aspects play a vital role in the implementation ecosystem, there is an intentional order that reflects their foundational significance. **System Conditions** and **Curriculum-Based Professional Learning** form the essential groundwork, and as such they offer key leading indicators. Without the alignment of systems, structures and processes or the continuous development of educator capacity through shared learning workshops and intellectual preparation, the successful use of HQIRs to positively impact classroom instruction is unlikely. These two foundational aspects ensure educators are equipped and supported within a coherent system that values and prioritizes instructional quality.

Building from this foundation, Classroom Instruction, Educator Mindsets, Student Experience, and Student Outcomes reflect the implementation in practice—how teachers use materials, how students experience learning, and ultimately, how students perform when demonstrating learning. These aspects are deeply interconnected; educator mindsets affect the quality of instruction, which in turn shapes the student experience and learning outcomes. Likewise, data from classroom observations, educator and student surveys must inform ongoing professional learning and system-level adjustments.

In addition to becoming clearer about what the key aspects of implementation are and how they connect, the directional arrows suggest districts could use the figure to examine the interaction between aspects that sit parallel to each other, like the two-way relationship between the student experience and student outcomes. Districts can also follow the arrows upward when diagnosing root causes of issues encountered later in the process. For example, they might analyze the professional



learning teachers have engaged in when classroom observation data suggests a gap in teacher understanding or instructional capacity.

Figure 1.1. Key Aspects for Monitoring Curriculum Implementation

# **Key Aspects for Monitoring Curriculum Implementation**



## SYSTEM CONDITIONS

This requires alignment with district priorities, systems, structures, and processes to ensure resources are used in ways that maximize the impact on teaching and learning.

Relevant systems, structures, processes and expectations are aligned to effective implementation of the HQIR.





# **CURRICULUM BASED PROFESSIONAL LEARNING (CBPL)**

Professional learning engages educators in opportunities to build necessary understanding and skills to use the HQIR effectively.

- CBPL should include shared learning, intellectual preparation, reflection and targeted feedback.
- Ongoing CBPL in shared learning sessions, PLCs, and coaching deepens understanding of the HQIR, improves
  instructional practice and supports making adjustments to meet student needs.



# EDUCATOR MINDSETS

Educator mindsets positively impact use of the HQIR.

- Educators believe students can be successful with the HQIR and that the learning can be relevant to their students.
- Educators believe the HQIR aligns to their professional experiences and values.



## CLASSROOM INSTRUCTION

Teachers skillfully implement the HQIR while adapting to their students' needs and backgrounds.

- Classroom culture and the learning environment, including teacher expectations, support student success.
- HQIR is used consistently and with integrity, key instructional shifts are present and embedded scaffolds are leveraged to meet student needs.



## STUDENT EXPERIENCE

Students feel a sense of belonging and learning is vibrant.

- Classroom culture and teacher expectations support student success.
- Learning is engaging for students and culminates in authentic application of grade-level knowledge, understandings and skills.



## STUDENT OUTCOMES

Students demonstrate growth toward academic outcomes give them rigorous instruction and well-designed materials.

 Student mastery of grade-level learning is based on relevant assessment measures (e.g., curriculum-embedded assessments, screeners/diagnostics, Kentucky Summative Assessment).



# **Overview of Recommended Tools**

#### **Aspect 1: System Conditions**

#### **Curriculum Implementation Framework**

A framework used to determine whether key responsibilities required to align district values, systems, structures and processes have been addressed to establish conditions for effective HQIR implementation during a particular stage and to inform next steps.

### **Aspect 2: Curriculum-Based Professional Learning**

CBPL Feedback Survey	Shared Learning Workshop PLC Observation Form	
	Observation Form	
A brief survey administered at the	An observation form completed by	An observation form completed by an
end of selected PL sessions	an observer (e.g., district/school	observer (e.g., district/school administrator,
(representative sample from	administrator, instructional coach)	instructional coach) to understand the
shared learning workshops, PLC	to understand the extent to which	extent to which the PLC is engaging in the
meetings, coaching interactions)	group learning opportunities	core processes of intellectual preparation to
emphasizing key elements that	support effective implementation	deepen understanding of the HQIR and
impact educators' learning	of the HQIR and continued	improve classroom instruction
experiences.	improvement of classroom	
	instruction.	

#### **Aspect 3: Classroom Instruction**

#### Instructional Practice Guide (Reading and Writing Comprehension/K-3 Foundational Skills, Math, Science)

An observation tool completed by a classroom observer (e.g., district/school leader, instructional coach) to understand how teachers are implementing the HQIR and how students are engaged in learning in order to improve instruction.

#### **Aspect 4: Educator Mindsets**

<u>Leader Survey</u>	<u>Teacher Survey</u>	
A survey administered to understand district/school	A survey administered to understand teachers' current	
leaders' current mindsets relevant to effective HQIR	mindsets relevant to effective HQIR implementation.	
implementation.		

#### **Aspect 5: Student Experience**

#### **Student Survey**

A survey administered to understand students' sense of the learning environment and their engagement with the learning.

#### \*Aspect 6 Student Outcomes

In order to measure student outcomes, data should be gathered from relevant assessment measures. This should include local assessment data from curriculum-embedded assessments, screeners, diagnostics, as well as data from the *Kentucky Summative Assessment*.

Note: HQIR vendors and high-quality professional learning providers may have comparable tools that could be used in place of the KDE-specific tools above to more tightly align to an adopted HQIR or as a part of an existing partnership with an external provider (e.g., surveys that address the same aspect and focuses).



<sup>\*</sup>Aspect 6 does not contain a specific tool within the toolkit.

# **Recommendations for Use of Monitoring Tools**

Key Aspect	Monitoring Tool	Recommendations	
System Conditions	Curriculum Implementation	Use diagnostically once a year to determine	
	Framework	progress and inform planning for the next year	
Curriculum-Based	CBPL PLC Observation Tool	Observe a representative sample during each	
Professional Learning		locally-determined observation window	
		,	
		Recommend 2-3 observation windows per year	
	CBPL Shared Learning	Observe a representative sample throughout the	
	Observation Tool	school year (including summer PL)	
	CBPL Feedback Survey	Administered after each shared learning	
		workshop	
		Administered after a representative sample of	
		PLC meetings and coaching interactions	
		Completed by 100% of educators in attendance	
Classroom Observations	Instructional Practice Guides	Completed by 100% of educators in attendance  Before each observation window starts,	
Classicolli Observations	(IPGs)	observers calibrate around specific indicators	
	(IFGS)	aligned to implementation goals by practicing	
		rating examples together.	
		rating examples together.	
		Observe a representative sample (reflects the	
		characteristics of the teacher population) during	
		each locally-determined observation window	
		,	
		Recommend classroom observations are	
		conducted in pairs	
		Recommend 2-3 formal observation windows per	
		year, each window 2-3 weeks in duration.	
Educators Mindsets	Leader Survey	Administered one to three times per year	
		Minimum of 700/ management	
	Together Commen	Minimum of 70% response rate	
	Teacher Survey	Administered one to three times per year	
		Minimum of 70% response rate	
Student Experience	Student Survey	Administered one to three times per year	
Jeduciie Experience	Stadent Sarvey	Transfered one to three times per year	
		Minimum of 70% response rate	
Student Outcomes	Curriculum-Embedded	Administered as designed within the scope and	
	Assessments	sequence of the HQIR.	



# **Sample Annual Monitoring Calendar**

This sample calendar shows all the measurement tools and when they might occur over the course of an academic year according to the recommendations made above. Districts would choose which to focus on and when to place them according to implementation stage, implementation goals for the year and optimal times within the local calendar.

July-August	September-November		December
Shared Learning Workshop	PLC Observations		Leader Survey
Observations	Classroom Observations (IPGs)		Teacher Survey
CBPL Feedback Surveys	Shared Learning Workshop Observations		Student Survey
Leader Survey	CBPL Feedback Surveys		
Teacher Survey			
January-March		April-May	June
PLC Observations		Leader Survey	Shared Learning
Classroom Observations (IPGs)		Teacher Survey	Workshop Observations
Shared Learning Workshop Observations		Student Survey	CBPL Feedback Surveys
CBPL Feedback Surveys		Curriculum Implementation	
		Framework	

Districts and schools should conduct quarterly and end-of-year stepbacks as a part of their data-based decision-making process to analyze data gathered for targeted aspects aligned to implementation goals in order to determine progress, identify key successes, learn from and solve significant challenges, and make adjustments as needed. Key tools to support these stepbacks include:

- Setting Implementation Goals and Developing Aligned Monitoring Plan Template
- Sample Quarterly Stepback Agenda
- Sample End-of-Year Stepback Agenda

For more support with stepbacks, see Phase 4 of the Curriculum Development Process.

