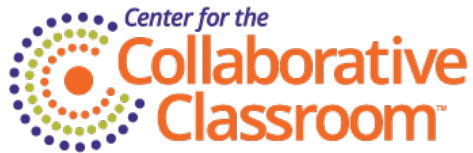


Transforming Teacher Practice: Curriculum as Professional Learning

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Curriculum materials are often part of an agenda for improved instruction, but the adoption of new materials is rarely seen as one component of a systematic approach to professional development.

Ball & Cohen, 1996

Our Time Together

Examining Assumptions

Reviewing the Research

Planning Next Steps



Examining Assumptions

Four Corners

Most teachers prefer to develop lessons independently than use district and/or school adopted curriculum and instructional materials.

Ensuring all teachers have access to high-quality instructional materials is today's most important equity issue.

Focusing PLCs on implementing high-quality curriculum and instructional materials will reduce grade-level variation and accelerate student progress.

High-quality instructional materials can be implemented successfully without effective professional learning.

While some curricular materials are designed to be “teacher proof,” others are designed to support teachers thinking and learning while implementing an innovation or change. The design of “educative curricula” is in many ways the actualization of professional learning.

Sawyer & Stuckey, 2019 (in press)



Teach

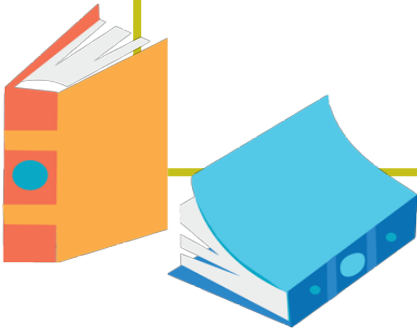
Deepening Our Knowledge - Research

Read the quotes listed.

Which resonates with you the most? Why?

An advantage of high-quality, aligned curricula is that by their nature, they provide greater coherence and vertical alignment across grades than having teachers in each classroom develop their own materials. This alignment and consistency also ensure equity, where all students have access to the same high-quality materials, and in districts that prioritize team-based learning – to high-quality teaching as well.

Learning Forward, 2018





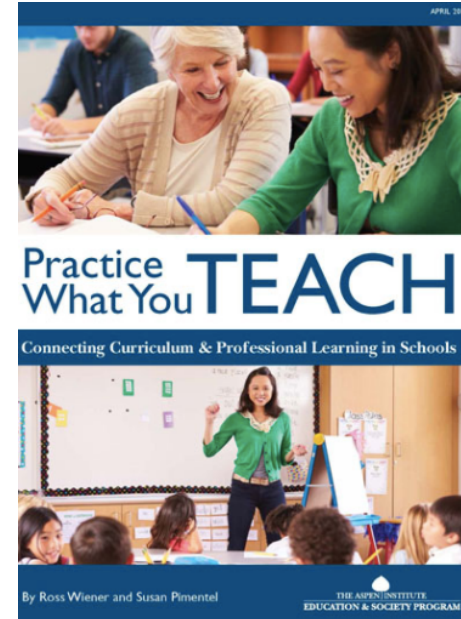
*Implementation IS professional
learning.*

Fullan, 2015

Connecting Curriculum and Professional Learning

Current practice divorces the “what” of curriculum from the “how” of professional learning, which undermines the efficacy of both.

Ensuring that teachers have high-quality, rigorous materials is an effective and affordable tool for improving student learning at scale.



Teachers deserve both materials and professional learning experiences that address the decisions that they are making with their students in the context of the actual materials they are using.

Wiener & Pimentel, 2017

How to Partner with Your Curriculum-Remillard, 2016

Modified Making Meaning Protocol

What questions does this text raise?

What is significant about this text?

What implications does this have for our work?

In education we have been conditioned to believe that mandating curriculum is akin to micromanaging an artist. That's not only wrong, it's dangerous.

Porter-Magee, 2017



Curricular Resource Planning Tool

Review the completed tool and consider what instructional strategies are necessary in your district.

Use the blank tool to think about how you might use a tool like this to consider your upcoming adoption.

Appendix 1

Curricular Resource Planning Tool

Use this tool to support your thinking about how to use curricular resources in planning for professional learning. Consider the coherence between the materials teachers have and the desired instructional strategies.

| Instructional Strategy | Does the curriculum address this strategy? If not, how will it be added? | How the Curriculum Addresses the Strategy | Possible Misconceptions/ Areas of Growth | Professional Learning Experiences | Ongoing Learning |
|------------------------|--|---|--|-----------------------------------|------------------|
| | | | | | |
| | | | | | |
| | | | | | |



Fidelity vs. Integrity

Effective use of curriculum requires teachers who understand it deeply and use it with intentionality and professional judgment, based on their particular context and the needs of the students.

Learning Forward, 2018



What do you want for your students?



What do you want for your teachers?



*Reflect back on assumptions.
What will your next steps be?*