High-Quality Curriculum: Suddenly the Essential Distance Learning Tool
MEET OUR PANELISTS

KAREN VAITES
Founder, Eduvaites
*Discussion Moderator*
@karenvaites

NAKIA HARDY
Dep. Superintendent of Academic Services
Durham Public Schools (NC)
@nakiahardy

DONNA GOLDSTEIN
ELA Specialist & CURATE Member
Massachusetts Dept. of Elementary & Secondary Education

MITCH GELMAN
President & CEO
WCNY

SCOTT LANGFORD
Assistant Director of Instruction
Sumner County Schools (TN)
@scottlangford72
PRE-COVID 19
Why curriculum was getting new attention
THE CURRICULUM MARKET: POST-CCSS

2011-12
Common Core Adoption
45 states adopt CCSS

2013-14
Common Core Implementation
Concerns around materials alignment

2015
First math reviews
Only Eureka Math gets passing grades

“CURRICULUM RENAISSANCE”

<table>
<thead>
<tr>
<th>GRADE LEVEL</th>
<th>TEXT QUALITY</th>
<th>BUILDING KNOWLEDGE</th>
<th>ALIGNMENT RATING</th>
<th>USABILITY RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Grade</td>
<td>4/10</td>
<td>4/10</td>
<td>Meets Expectations</td>
<td>5/7/4</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>4/10</td>
<td>4/10</td>
<td>Meets Expectations</td>
<td>5/7/4</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>4/10</td>
<td>4/10</td>
<td>Meets Expectations</td>
<td>5/7/4</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>4/10</td>
<td>4/10</td>
<td>Meets Expectations</td>
<td>5/7/4</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>4/10</td>
<td>4/10</td>
<td>Meets Expectations</td>
<td>5/7/4</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>4/10</td>
<td>4/10</td>
<td>Meets Expectations</td>
<td>5/7/4</td>
</tr>
</tbody>
</table>
MOST DISTRICTS STILL USE OLD MATERIALS

2019 RAND STUDY:

FIGURE 1
More Math than ELA Teachers Report Using High-Quality Materials
Percentages of ELA and Mathematics Teachers Using at Least One High-Quality Material Regularly for their Classroom Instruction, by Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>English language arts instruction</th>
<th>Mathematics instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school</td>
<td>7%</td>
<td>31%</td>
</tr>
<tr>
<td>Middle school</td>
<td>24%</td>
<td>35%</td>
</tr>
<tr>
<td>High school</td>
<td>14%</td>
<td>10%</td>
</tr>
</tbody>
</table>
THE HIGH COST OF WEAK CURRICULUM

“Teachers spend 7 hours per week searching for instructional resources (both free and paid-for) and another 5 hours per week creating their own instructional materials.”

Source: K–12 Market Advisors study
HALLMARKS OF “HIGH-QUALITY” CURRICULUM

ALIGNED TO RESEARCH & STANDARDS

• Aligned to the ‘Science of Reading’
• “Knowledge-building” in ELA
• Support for both conceptual and procedural understanding in math

DESIGNED FOR ACTIVE LEARNING

• Socratic seminars in ELA, to get all kids talking, writing, debating about texts
• Engagement factor of excellent books
• Support the 5 Practices for Orchestrating Productive Mathematics Discussions

PREMIUM ON PROFESSIONAL LEARNING

• “Embedded” professional learning
• Excellent PD, for implementation and beyond

EMPHASIS ON EQUITY

• Grade-level work for all
• Multiple modalities
• Multiple languages
We convene panels of Massachusetts teachers to review and rate evidence on the quality and alignment of specific curricular materials, then publish their findings here for educators across the Commonwealth to consult.
Curate convenes panels of Massachusetts teachers to evaluate the quality of various curricular materials. Panelists use independent reviews (e.g., EdReports), teacher surveys & interviews, evidence submitted by publishers, and samples of the materials under review to inform evaluations.

**Why?**
Providing students and teachers with access to stronger curricular materials can narrow opportunity gaps and accelerate learning at scale.

Schools and districts want help finding the best materials.

**Goal:** Lay a foundation of great materials in every classroom, so teachers can focus on making those materials work for the students they know best.

**What?**
Materials are evaluated for their:

- **Standards Alignment**
  - **Content:** progression and organization of subject matter
  - **Practices:** how students are asked to work with the content

- **Classroom Application:**
  - **Accessibility** for diverse students
  - **Usability** for busy teachers

**How?**
Individually, panelists review materials, use the CURATE rubric to document evidence, and generate preliminary ratings.

Together, panelists discuss preliminary ratings and evidence and identify where additional information may be needed.

Once additional information is collected, panelists reconvene and work toward consensus on ratings.

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Quality and Organization</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>Classroom Tasks and Instruction</td>
<td>Partially Meets Expectations</td>
</tr>
<tr>
<td>Accessibility for Students</td>
<td>Does Not Meet Expectations</td>
</tr>
<tr>
<td>Usability for Teachers</td>
<td>No Rating</td>
</tr>
<tr>
<td>Impact on Learning</td>
<td></td>
</tr>
<tr>
<td>Standards Alignment</td>
<td></td>
</tr>
<tr>
<td>Classroom Application</td>
<td></td>
</tr>
</tbody>
</table>
NEW TREND:
BATTLEFIELD ADOPTIONS

Every Biology teacher in a school district should not be sitting at home recording a science lesson for September 14. School districts should be leveraging their strongest teachers to reach more students virtually. Other teachers can focus on small groups and student work. Think.

1:29 PM · Sep 2, 2020 · Twitter for iPhone

Curriculum Matters Even More in a Crisis

A guest post by Kyair Butts, a sixth grade teacher in Baltimore City Public Schools where he works with Janise Lane.

I never thought I’d be explaining how curriculum helped me to navigate a global pandemic – but here we are.

It’s a story that deserves to be told. In social media, I see many teachers struggling with the challenging transition to distance learning; often, it causes me to reflect on how much harder this transition would have been for me just two years ago.
CURRICULUM ENABLING THE PIVOT IN GUILFORD COUNTY

- **Collaboration**: Curriculum Creates a Common Language.
- **Teacher Time**: Reduced content creation burden. Teacher teams collaborating on assignments.
- **Portability**: Can send consumables & texts home with all kids.
- **Equity**: minimum baseline for what students have access to. Absent that, instruction varies with the teacher, creating inequities across schools and districts.
VENDORS LIKE GREAT MINDS SUPPORT LMS INTEGRATION

Elementary View
VENDORS LIKE GREAT MINDS SUPPORT LMS INTEGRATION

Elementary View
VENDORS LIKE GREAT MINDS SUPPORT LMS INTEGRATION

- Elementary View

Connection
Content
Feedback

- When thinking about school this week, I had a(n) ______ week.
  - Awesome
  - Great
  - Okay
  - Not So Good
CURRICULUM ENABLING THE PIVOT IN SUMNER COUNTY

- **Simplicity**
- **Consistency**: Master teacher lesson recordings are usable across district.
- **Support**: Wit & Wisdom In Sync, with assessment bank, aids hybrid & quarantines.
- **Nimbleness**: Add teacher capacity quickly.
- **Equity**
WCNY “TV CLASSROOM” IN SYRACUSE

6,000+ Viewers On-Air

5,600 Users Viewed Simulcast Online

3,600 Users Viewed Lessons On-Demand

1 WCNY’s TV Classroom network impacted an estimated 12,000 Central New York students who didn’t have broadband or devices to connect to the Internet. Students relied on TV Classroom broadcasts to continue learning at home.

100 One hundred teachers, primarily from the Syracuse City School District provided educational lessons to students from WCNY’s TV Studios.

45 WCNY broadcasted 45 hours a week of the TV Classroom network across 19 counties for nine weeks.

30,000 The wcny.org/tvclassroom website featured a live stream of the TV broadcasts, on-demand episodes, resources, and schedules. On average, 30,000 people used the site each month.

78 The TV Classroom Booster Club received 78 donations of support for the critical community service.
TEACHER FEEDBACK ON “TV CLASSROOM”

- More than 80% accessed TV Classroom during spring
- More than 70% assigned schoolwork using on TV Classroom
- More than 80% said students accessed TV Classroom weekly
- More than 70% likely/highly likely to rely on TV classroom in fall