

Instructional Leaders

Superintendents and the Curriculum Review Process

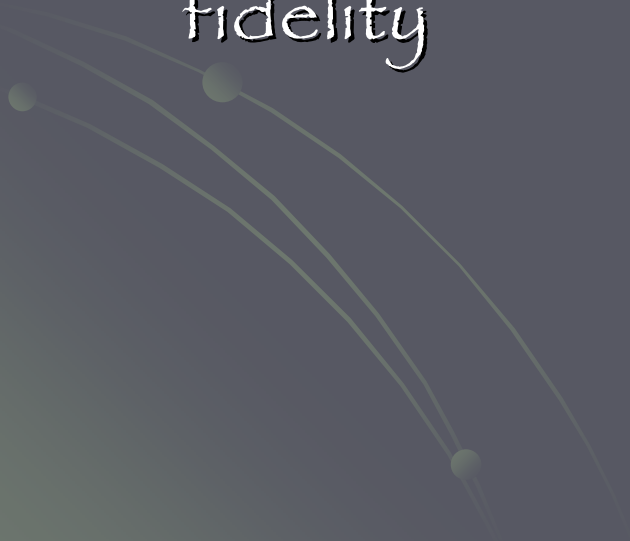
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Traditional Processes

- Where are we?
- Any changes to standards?
- What is best practice?
- What data helps us?
- Purchase materials
- Write new curriculum materials
- Presentation to School Board
- Implement
- Forget – go back to old way

Concerns about past practices

1. Stop too soon
 2. It's about teachers, not student learning.
 3. Continually look backward, not forward
 4. Don't monitor implementation to achieve fidelity
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Concern 1 - Stop too soon

Why do we?

Have to move on to next review

We then fail to:

Assess overlaps and “underlaps”

Have no \$ for resources to fill holes

Concern 2 ~ it's about teachers

Focus

should NOT be on what and how we teach
SHOULD be about what students learn

Concerns with teacher focused review

- Assume content mastery just because it was taught.
- Rely on 1 shot summative assessments for evaluation

Concern 3 ~ Look Backward ~ not forward

The fallacies of future

- a. Cannot create the future
- b. Many opinions from futurists and what do they know?
- c. Future shaped by uncontrollable external forces
- d. Linear progression from past
- e. Examining the past is best key to future

Concern 4 ~ Don't monitor implementation

No monitoring leads to:

- Reverting to old ways
- Little or no collaboration



So Play It Forward

Embrace New Possibilities

A decorative graphic in the bottom-left corner consisting of three thin, light-colored curved lines that sweep upwards and to the right. Each line ends with a small, semi-transparent circular dot.


1. Start by thinking about the future

Future:

1. Be “Complete with the past.” (Block)
2. Language of possibility
3. Singularity—not linear
4. Embrace paradox. It’s yes/and, not either/or.
5. Read diverse voices and opinions

2. Focus on student learning

Focus on answering the following:

- What is it that students need to know?
 - How do we know they know it?
 - What do we do if they don't know it?
 - What do we do if they know it already?
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2. Focus on student learning

Create curriculum documents that:

- Identify clear targets
- Arranged by how they are taught
- Accessible anytime and anywhere
- Consistent format across all disciplines
- **NO BINDERS**

2. Focus on student learning

Create/Use Common Assessments

Common assessments are collaboratively designed by a grade level or a department team that are administered to students by each participating teacher periodically throughout the year. Ex.

- Lead to implementation fidelity
- Creates opportunities for professional discussion around student learning. Ex.
- District must provide ample time.

2. Focus on student learning

Move to Formative Assessments

“Quality classroom assessment has the largest positive impact on student learning and achievement ever documented. Students engaged in quality classroom assessment learn more and do better on external tests. This is especially true for students who struggle.”

Black and William et. al

Traditional vs Future Process

- Where are we?
- Any changes to standards?
- What is best practice?
- What data helps us?
- Purchase materials
- Write new curriculum materials
- Presentation to School Board
- Implement

- Futures discussion
- Where are we? Standards?
- Current best practice thinking
- Examining data
- Purchase base materials
- Write curriculum materials but organize by learning targets
- Extend the review cycle
 - fill holes and respond to data
 - develop common assessments
- Presentation to school board
- Implement – support in non-review years

What can a superintendent do?

“Questions that have the power to make a difference are ones that engage people in an intimate way, confront them with their freedom, and invite them to cocreate a future possibility.”

Peter Block - Community

What can a superintendent do?

- Teachers need time
- Leaders role is to listen:
“Listening may be the most powerful action the leader can take.” Block
- Support and presence felt—asking questions is key!
- Honor teachers for their work

Wish list

- Creating common planning time for teachers
- Having expectations that this is how we operate
- Which means creating a culture of learners
- Creating a community with a commitment to student learning

Resources

- Common Formative Assessments Larry Ainsworth, Donald Viegut. Corwin Press, 2006.
- Community Peter Block, Berrett-Kohler Publishers, 2008.
- P. Black, D. Wiliam. "Inside the Black Box" (Oct. 19989) *Kappan* p.139-148.
- www.nomorecookiecutterschools.com
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- www.ted.com/index.php/talks/ken_robinson_says_schools_kill_creativity.html - 21k

So Play It Forward

Embrace New Possibilities

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