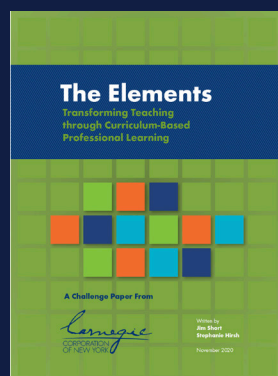


# Transforming Teaching: The Elements



# Learning Journal

Professional Learning Series  
Developed by Stephanie Hirsh



This project is funded by the  
Carnegie Corporation of New York.



Download a copy of the report: [www.Carnegie.org/Elements](http://www.Carnegie.org/Elements)

## ABOUT THE DEVELOPER



Dr. Stephanie Hirsh is co-author with Dr. Jim Short, Carnegie Corporation of New York, of *The Elements: Transforming Teaching Through Curriculum-Based Professional Learning*.

Hirsh worked for Learning Forward for more than thirty years; the last ten through 2019, as executive director. During her tenure with Learning Forward she co-authored more than a dozen books; lectured internationally; and consulted with a range of policy- and decision makers. Before her work with Learning Forward she

served as a teacher, central office administrator, and three-term school board member, all in the Richardson ISD (Texas) school system. She continues to write and advocate for effective professional learning systems. She also volunteers in her community and serves on a number of boards/committees that include education in their mission. She has developed this unit of lessons based on *The Elements* with the Learning First Alliance.

Stephanie Hirsh  
[Stephanie@hirshholdings.com](mailto:Stephanie@hirshholdings.com)  
Twitter: [@HirshLF](https://twitter.com/HirshLF)

## LEARNING OUTCOMES

Participants will:

- **Gain** knowledge regarding emerging evidence on the relationship among high-quality instructional materials, curriculum-based professional learning, and student success.
- **Examine** professional learning shifts to increase relevance and helpfulness of professional learning.
- **Define and recognize** design features and enabling conditions of curriculum-based professional learning that increases effectiveness and impact.
- **Consider** which roles and responsibilities to put into action to advance curriculum-based professional learning.
- **Reflect** on current perspectives and practice to inform future actions.

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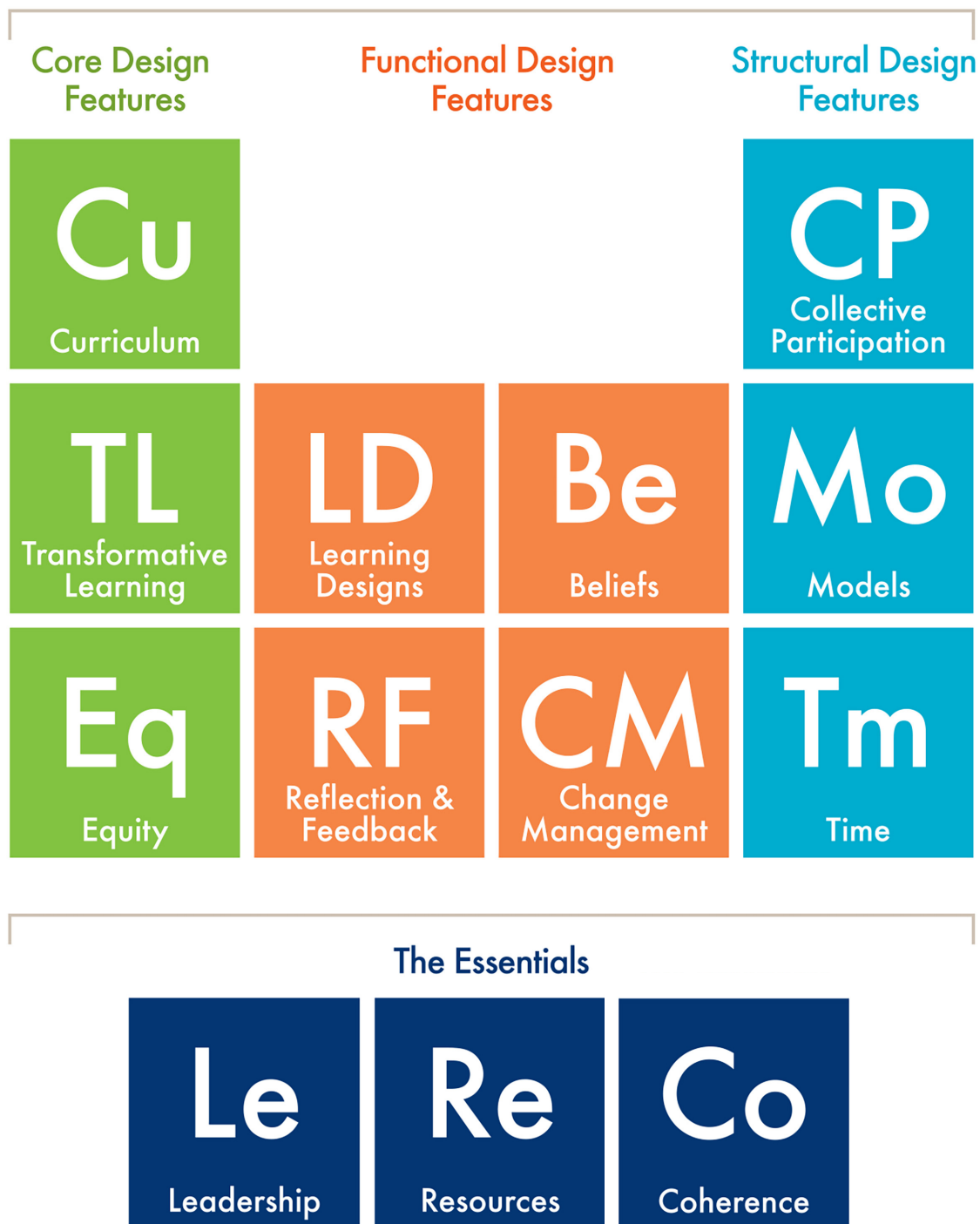
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## ACKNOWLEDGMENTS

Developer: Stephanie Hirsh  
Editors: Joetta Sack-Min, Joyce Pollard  
Designer: Jane Thurmond  
Communications Director  
Learning First Alliance: Charlotte Blane

# THE ELEMENTS OF CURRICULUM-BASED PROFESSIONAL LEARNING



# Lesson 1: The Elements

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## LEARNING OUTCOMES

Participants will:

- **Increase** knowledge of research findings related to instructional materials and professional learning.
- **Apply** such findings to designing and implementing professional learning.
- **Learn** the foundation for the Elements framework and consider implications for their work.

**Recommended time for Lesson 1**

**Individuals: 30 minutes**

**Teams: 45–60 minutes**

Protocol

**1.1**

**Where Are You Now?**

Reflective Writing

**Why do high-quality instructional materials and professional learning matter?**

**Record your thoughts below.**

Use the questions below to guide your study of and reflections on the research findings (Slides 6–7).

Questions	Reflections
<ul style="list-style-type: none"> <li>Which of the research findings were familiar to you?</li> </ul>	
<ul style="list-style-type: none"> <li>Which of the findings were not familiar to you?</li> </ul>	
<ul style="list-style-type: none"> <li>Were there research findings that affirmed your current understandings and practice?</li> </ul>	
<ul style="list-style-type: none"> <li>Were there any research findings that challenged your current understandings or assumptions?</li> </ul>	
<ul style="list-style-type: none"> <li>What were the biggest takeaways from this exercise?</li> </ul>	

Discuss your reflections with members of your learning team.

## REFERENCES

1. TNTP, *The Mirage: Confronting the Hard Truth About Our Quest for Teacher Development* (New York: TNTP, 2015).
2. Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, *Effective Teacher Professional Development* (Palo Alto, CA: Learning Policy Institute, 2017).
3. Ruth Chung Wei, Linda Darling-Hammond, Alethea Andree, Nikole Richardson, and Stelios Orphanos, *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad* (Dallas, TX: National Staff Development Council, 2009).
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5. Andrea Prado Tuma, Sy Doan, Rebecca Ann Lawrence, Daniella Henry, Julia H. Kaufman, Claude Messan Setodji, David Grant, and Christopher J. Young, *American Instructional Resources Survey: 2019 Technical Documentation and Survey Results* (Santa Monica, CA: RAND Corporation, 2020).
6. C. Kirabo Jackson and Alexey Makarin, *Can Online Off-the-Shelf Lessons Improve Student Outcomes? Evidence From a Field Experiment* (Cambridge, MA: National Bureau of Economic Research, 2017).

# Protocol 1.3

## Key Terms Review and Distinguish

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Review the key terms that will be used throughout the lessons (Slides 9–10).  
**Look for what is familiar and what is new to you.**

Key terms	Familiar to me	New feature or consideration for me
Curriculum		
High-quality curriculum		
Instructional and curriculum materials		
High-quality instructional and curriculum materials		
Educative curriculum materials		
Curriculum-based professional learning		

**Discuss your reflections with members of your learning team.**

# Protocol 1.4

## The Elements Identifying the Elements

1. Reflect on your previous experiences with curriculum-based professional learning. What contributed to its success?
2. Watch the [video](#) and makes notes as elements are introduced to you.
3. Check which elements were consistent with your previous experiences.
4. Check which elements were new to you.
5. Share an observation with your learning team.

Element	Notes/Observations	Familiar	New
Curriculum			
Transformative Learning			
Equity			
Learning Designs			
Beliefs			
Reflection and Feedback			
Change Management			
Collective Participation			
Models			
Time			
Leadership			
Resources			
Coherence			

## Protocol **1.5** The Elements Thinking Forward

**Capture your key learnings and reflections, raise any questions, and plan your next actions.**

Key learnings	Wonderings
Questions	Next actions

**Report whatever you are comfortable sharing with members of your learning team.**



# Lesson 2: Transformative Professional Learning

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## LEARNING OUTCOMES

Participants will:

- **Explore** the differences, or shifts, between traditional and transformative professional learning.
- **Assess** the degree to which their professional learning is transformative.
- **Consider** implications of the recommended shifts for the professional learning they are responsible for planning or regularly experience.

**Recommended time for Lesson 2**

**Individuals: 30 minutes**

**Teams: 45–60 minutes**

### Protocol 2.1

## Where Are You Now? Reflective Writing

**Respond to each statement.**

I am wondering how curriculum-based professional learning differs from other types of professional learning...

I am curious about the shifts required to move toward curriculum-based professional learning...

I am interested in learning more about the changing emphases involved in curriculum-based professional learning...

I am committed to professional learning that helps improve teachers' practices and leads to better student outcomes...

Protocol  
**2.2**

**Transformative Teaching**  
Journal Writing

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**What do you remember about your middle school science experience?  
Think about the role of the teacher and your role as student. Record your thoughts below.**

Protocol  
**2.3**

**Transformative Teaching**  
Video Analysis

**Watch the [OpenSciEd video](#).**

Note what the students are doing and what the teacher is doing.
How is what you observed both the same and different from your middle school experience?
What are potential implications for the way the teacher was prepared? For professional learning?
Share your observations with members of your learning team.

## Protocol 2.4

# Transformative Professional Learning

## Examining Assumptions

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My Assumption	Few teachers were initially prepared to teach using the learning approaches contained in new, high-quality educative instructional materials.
My Assumption	Teachers will appreciate and benefit from professional learning that allows them to experience these new approaches as a “student learner” before implementing them in their classroom.

**This approach to curriculum-based professional learning is challenging to design and facilitate. It requires substantive shifts in the ways we approach professional learning.**

**What do you think? Record your reactions and your related assumptions.**

## Protocol 2.5

# Curriculum-based Professional Learning Shifts

## Inventorying Current Practice

- **Review Slides 9–14.**
- **Consider where your current and desired practices are in relation to each shift.**
- **Select a minimum of three shifts to dig deeper.**
- **Complete the inventory in the tables on the following pages for these shifts.**
- **Share desired responses with members of your learning team.**

Table 2.1: From Curriculum Developer to Learning Facilitator				
Less Emphasis On:	More Emphasis On:	Relevance: Is this practice important or helpful to me today? <b>Y/N</b>	Practice: On a scale of <b>1</b> (not at all) to <b>5</b> (all the time) rate where you are today on this shift?	Future: On the same scale of <b>1</b> to <b>5</b> rate where you would like to be?
Teacher as curriculum developer	Teacher as learning facilitator using high-quality instructional materials to support student learning			
Old curriculum realigned to new standards	Newly developed educative instructional materials that help teachers develop content knowledge and pedagogical content knowledge			
Scripted curriculum	Educative curriculum that guides effective implementation and provides annotated support for meeting needs of individual learners			
Professional learning that focuses on deepening teachers' content knowledge and asking them to apply it to their teaching	Professional learning grounded in using high-quality instructional materials that simultaneously deepen teacher knowledge of content and how to teach that content to students			

Table 2.2: From Disconnected Learning to Deep Dives Into High-quality Curriculum				
Less Emphasis On:	More Emphasis On:	Relevance: Is this practice important or helpful to me today? <b>Y/N</b>	Practice: On a scale of <b>1</b> (not at all) to <b>5</b> (all the time) rate where you are today on this shift?	Future: On the same scale of <b>1</b> to <b>5</b> rate where you would like to be?
Curriculum orientation sessions that present information about new instructional materials to teachers	Professional learning sessions that provide opportunities to experience new instructional materials as "student" learners			

Professional development activities disconnected from the curriculum	Curriculum-anchored professional learning with intentional opportunities to reflect on beliefs about learning and teaching			
Training sessions that emphasize solely building teacher content knowledge	Facilitated conversations that address the connection between thinking and learning			

**Table 2.3: Less Adapting and More Scaffolding**

<b>Less Emphasis On:</b>	<b>More Emphasis On:</b>	<b>Relevance:</b> Is this practice important or helpful to me today? <b>Y/N</b>	<b>Practice:</b> On a scale of <b>1</b> (not at all) to <b>5</b> (all the time) rate where you are today on this shift?	<b>Future:</b> On the same scale of <b>1</b> to <b>5</b> rate where you would like to be?
Lowering expectations and compromising the rigor of instructional materials for selected students	Raising expectations for all students by scaffolding instructional materials appropriately to ensure all students engage with rigorous content			
Adapting instructional materials based on perception of students' abilities	Adapting instructional materials to meet the needs of students while maintaining the integrity of the materials			

**Table 2.4: From Fragmentation to Coherence**

<b>Less Emphasis On:</b>	<b>More Emphasis On:</b>	<b>Relevance:</b> Is this practice important or helpful to me today? <b>Y/N</b>	<b>Practice:</b> On a scale of <b>1</b> (not at all) to <b>5</b> (all the time) rate where you are today on this shift?	<b>Future:</b> On the same scale of <b>1</b> to <b>5</b> rate where you would like to be?
Instructional vision development reserved for select groups of individuals	Broad-based leadership representation on development and implementation of instructional vision			
School systems attempting to implement multiple initiatives to improve curriculum, instruction, and assessment	School systems focusing instructional improvement efforts on curriculum implementation and curriculum-based professional learning			

Curriculum procurement and professional learning services purchase decisions siloed from other district decisions	Curriculum and professional learning services purchase decisions aligned with instructional vision and plans for realizing it			
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**Table 2.5: From Retrofitting to Establishing New Structures**

<b>Less Emphasis On:</b>	<b>More Emphasis On:</b>	<b>Relevance:</b> Is this practice important or helpful to me today? <b>Y/N</b>	<b>Practice:</b> On a scale of <b>1</b> (not at all) to <b>5</b> (all the time) rate where you are today on this shift?	<b>Future:</b> On the same scale of <b>1</b> to <b>5</b> rate where you would like to be?
Collaborative groups organized by choice	Collaborative groups organized by grade levels and subjects using the same core curriculum			
Using collaborative learning structures and professional learning communities to address several priorities	Protecting professional learning community time for implementing new instructional materials			
All professional learning opportunities focus on early-use models	Professional learning opportunities being distributed across models that address early use, ongoing support, and capacity building			
Curriculum-based professional learning limited to curriculum orientations and/or summer sessions	Curriculum-based professional learning that spans the entire year			

**Table 2.6: Shifts in How Professional Learning is Designed and Implemented**

<b>Less Emphasis On:</b>	<b>More Emphasis On:</b>	<b>Relevance:</b> Is this practice important or helpful to me today? <b>Y/N</b>	<b>Practice:</b> On a scale of <b>1</b> (not at all) to <b>5</b> (all the time) rate where you are today on this shift?	<b>Future:</b> On the same scale of <b>1</b> to <b>5</b> rate where you would like to be?
One-size-fits-all approach to planning professional learning support for the use of new instructional materials	Different learning designs that support teachers at different stages of implementation using new instructional materials			

Feedback and reflective practices used solely during the monitoring and assessment phases of the learning cycle	Feedback and reflective practices embedded in every phase of the teacher learning cycles			
Change as an event that treats everyone involved the same	Change as a process that occurs over time and uses individualized support to accelerate implementation			

## Protocol 2.6 Curriculum-based Professional Learning Shifts in Action

### Reading and Reflecting

1. Select one of the cases in *Practice What You Teach* and identify examples of the shifts in action.
2. Identify shifts evident in the story in the table below.
3. Address the questions regarding future learning and action.
4. Share your findings as appropriate with members of your learning team, a colleague or a coach.

Case	Exemplars
From curriculum developer to learning facilitator	
From disconnected learning to deep dives into high-quality curriculum	
Less adapting more scaffolding	
From fragmentation to coherence	
From retrofitting to establishing new structures	
Shifts in how professional learning is designed and implemented	

Future learning/Action	
Are there shifts you want to explore further?	
Are there next actions you will take?	

# Lesson 3: Core Elements

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## LEARNING OUTCOMES

Participants will:

- **Gain** understanding of the Elements within the core design features.
- **Consider** implications of the core Elements in action for their work.
- **Identify** areas for further exploration.

**Recommended time for Lesson 3**

**Individuals: 30 minutes**

**Teams: 45–60 minutes**

## Protocol 3.1

### Where Are You Now? Journal Writing

**Reflect on these statements:**

I am interested in learning more about what distinguishes the core design features...

I am wondering how much of my current professional learning focuses on the core Elements...

I am open to rethinking my priorities for professional learning...

I am committed to professional learning that will lead to the best outcomes for educators and students...



# Protocol 3.2

## Discovering Core Elements Analyzing Video

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1. Watch the Close Reading [video](#) and record examples for each Core Element.
2. Record any wonderings and questions you have.
3. Learning teams: Take turns sharing examples for each Element.
4. Learning teams: Share a wondering or question.

Elements	Exemplars
Curriculum	
Transformative Learning	
Equity	

Wonderings	Questions

# Protocol 3.3

## Putting Core Elements to Work Examining Your Practice

- Study Slides 9–11:
  - Putting Curriculum to Work
  - Putting Transformative Learning to Work
  - Putting Equity to Work
- Record actions that are currently part of your own work and opportunities for expanding them.
- Learning teams: Discuss your observations.

Elements	These practices are included in my current professional learning routines	I can see opportunities to expand these practices within my routines
Curriculum		
Transformative Learning		
Equity		

## Protocol 3.4

### Core Elements in Action Case Study Discussion

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- Read the story about [Gladstone Elementary](#).
- Use your new knowledge regarding the three core Elements to identify examples of each in action and record those examples below.
- Share your findings with your learning team.

Elements	Exemplars at Gladstone Elementary
Core	
Transformative Learning	
Equity	

## Protocol 3.5

### Final Reflections Reflective Writing

**Capture your new learnings, conversations to have, practices to try, and plan your next actions:**

New learning	Conversations to have
Practices to try	Next three actions

# Lesson 4: Structural Elements

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## LEARNING OUTCOMES

Participants will:

- **Gain** understanding of the structural design features.
- **Consider** implications of the structural Elements in action for their work.
- **Identify** areas for further exploration.

**Recommended time for Lesson 4**

**Individuals: 30 minutes**

**Teams: 45–60 minutes**

### Protocol 4.1

## Where Are You Now? Journal Writing

**Reflect on these statements:**

I am interested in learning more about what distinguishes the structural design features...

I am wondering how much of my current professional learning focuses on the structural Elements...

I am open to rethinking how we apply the structural design features to strengthen my professional learning...

I am committed to professional learning that benefits both educators and students...

**Protocol**  
**4.2**

**Recognizing Structural Elements**  
Analyzing a Video Case

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1. Watch the Hollis Academy [video](#) and record examples for each structural Element.
2. Record any wonderings and questions you have.
3. Learning teams: Take turns sharing examples for each Element.
4. Learning teams: Share a wondering or question.

Elements	Exemplars
Collective Participation	
Time	
Models	

Wonderings	Questions

**Protocol**  
**4.3**

**Putting Structural Elements to Work**  
Examining Your Practice

- Study Slides 9–11 in Lesson 4:
  - Putting Collective Participation to Work
  - Putting Models to Work
  - Putting Time to Work
- Record actions that are currently part of your own work and opportunities for expanding them in the chart on the next page.
- Learning teams: Discuss your observations.

Elements	These practices are included in my current professional learning routines	I can see opportunities to expand these practices within my routines
Collective Participation		
Time		
Models		

**Protocol**  
**4.4**

**Structural Elements in Action**  
Case Study Discussion

- Read the story about [Sunnyside High School](#).
- Use your new knowledge regarding the three structural Elements to identify examples of each in action.
- Record those examples below.
- Share your findings with your learning team.

Elements	Exemplars at Sunnyside High School
Collective Participation	
Time	
Models	

**Respond individually and report what you are comfortable sharing with your learning team.**

What more do you want to learn to put the structural design Elements into action?

How do the structural design Elements contribute to successful professional learning?

What are critical connections among the structural design Elements?

What next actions will you pursue?

# Lesson 5: Functional Elements

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## LEARNING OUTCOMES

Participants will:

- **Gain** understanding of the functional design features.
- **Consider** implications of the functional Elements in action for their work.
- **Identify** areas for further exploration.

**Recommended time for Lesson 5**

**Individuals: 30 minutes**

**Teams: 45–60 minutes**

## Protocol 5.1

### Where Are You Now?

#### Journal Writing

Reflect on these statements:

I am interested in learning more about what distinguishes the functional design features...

I am wondering how much of my current professional learning focuses on the functional Elements...

I am open to rethinking how we apply the functional design features to strengthen my professional learning...

I am committed to professional learning that benefits both educators and students...

# Protocol 5.2

## Understanding Functional Elements Digging Deeper

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- Read, study, and listen to the explanations and examples of the four functional design elements found on Slides 8–14 in Lesson 5:
  - Putting Learning Designs to Work/How do you engage as a “Learner”?
  - Putting Beliefs to Work/When do beliefs change?
  - Putting Reflection and Feedback to Work
  - Putting Change Management to Work
- Record key points to remember.
- Discuss your findings with your learning team.

Elements	Key Points to Remember
Learning Designs	
Beliefs	
Reflection and Feedback	
Change Management	

# Protocol 5.3

## Functional Elements in Action Case Study Discussion

- Read the story about [OpenSciEd Professional Learning](#).
- Identify examples of each functional Element in action.
- Share your findings with your learning team.

**Challenge:** Identify and share examples of the other Elements.



Elements	OpenSciEd Professional Learning Applications
Learning Designs	
Beliefs	
Reflection and Feedback	
Change Management	
<b>Challenge</b>	

## Protocol 5.4 Putting Functional Elements to Work

### Examining Your Practice

- **Record actions that are currently part of your practice and opportunities for expanding them.**
- **Learning teams: Discuss your observations.**

Elements	These practices are included in my current professional learning routines	I can see opportunities to expand these practices within my routines
Collective Participation		
Time		
Models		

**Respond individually and report what you are comfortable sharing with your learning team.**

What more do you want to learn to about functional Elements?

How do the functional Elements contribute to successful professional learning?

What are critical connections among the functional Elements?

What next actions will you pursue?

# Lesson 6: Essential Elements

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## LEARNING OUTCOMES

Participants will:

- **Gain** understanding of the essential Elements.
- **Consider** implications of the essential Elements in action for their work.
- **Identify** areas for further exploration.

**Recommended time for Lesson 6**

**Individuals: 30 minutes**

**Teams: 45–60 minutes**

Protocol

**6.1**

**Where Are You Now?**

Journal Writing

**Reflect on these statements:**

I am interested in learning more about what are the enabling conditions for curriculum-based professional learning...

I am wondering if these conditions are supported by the system and school leaders in my own context...

I am looking for ways to help build learning organizations that invest in high-quality instructional materials and support their implementation through curriculum-based professional learning...

I am committed to helping system leaders and principals support teachers, contribute to a powerful vision for instruction and enable the success of all students...

**Protocol  
6.2**

**Recognizing Essential Elements in Practice**  
Learning from Charlotte-Mecklenburg Schools

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1. While listening to Brian Kingsley, record examples of “The Essential Elements” in action.
2. Following the audio, record new wonderings and questions.
3. Share your findings with your Learning Team members.

Elements	Key Points to Remember
Leadership	
Resources	
Coherence	

New Learnings	Wonderings

**Protocol  
6.3**

**Putting Essential Elements to Work**  
Examining Your Practice

- Record actions that are currently part of your practice and opportunities for expanding them.
- Learning teams: Discuss your observations.

Elements	These practices are included in my current professional learning routines	I can see opportunities to expand these practices within my routines
Leadership		
Resources		
Coherence		

Protocol  
**6.4**

**Essential Elements in Action**  
Case Study Discussion

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- Read the story about [Charlotte-Mecklenburg Schools](#) that elaborates on what you heard earlier in this session.
- Use your new knowledge regarding the Essential Elements to identify examples of each in action and record those examples below.
- Share your findings with your learning team.

Elements	Exemplars at Charlotte-Mecklenburg
Leadership	
Resources	
Coherence	

Protocol  
**6.5**

**Final Reflections**  
Reflective Writing

**Respond individually and report what you are comfortable sharing with your learning team.**

What more do you want to learn about the Essential Elements?
How do the Essentials create the enabling conditions for curriculum-based professional learning?
What are critical connections among the Essentials that enable successful professional learning?
What next actions will you pursue?

# Lesson 7: A Call to Action for Teachers

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## LEARNING OUTCOMES

Participants will:

- **Learn** about the roles and responsibilities for teachers and others that contribute to effective curriculum-based professional learning.
- **Examine** assumptions and beliefs associated with curriculum-based professional learning.
- **Draft** an action plan based on new learning and experiences.

**Recommended time for Lesson 7**

**Individuals: 30 minutes**

**Teams: 45–60 minutes**

### Protocol 7.1

## Where Are You Now?

### Journal Writing

**Reflect on these statements:**

I am interested in learning more about the roles and responsibilities required for effective curriculum-based professional learning.

I am wondering how well my system's current role expectations align with the recommendations.

I am open to rethinking priorities for myself and others responsible for successful curriculum implementation.

I am committed to identifying future professional learning priorities based on rethinking roles and responsibilities.

# Protocol 7.2

## Recommendations for Teachers Examining Your Practice

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- Rate your current practice according to the frequency and value scales.
- Learning teams: Discuss your observations.
- Draft three priorities for your future.

Frequency Scale	Value Scale
R = Rarely	NI = Not Important
S = Sometimes	SI = Somewhat Important
C = Consistently	VI = Very Important

Core Design Features	Frequency			Value		
	R	S	C	NI	SI	VI
Develop deep expertise in your teaching content and the curriculum and in the instructional materials you use with students.						
Assess and clarify beliefs and assumptions about teaching, learning, curriculum, and students on an ongoing basis.						
Maintain high expectations for students and commit to learning new ways to scaffold instruction.						
Learn about students' communities, cultures, racial and ethnic backgrounds, strengths, and interests, and use that understanding to employ culturally responsive teaching strategies.						
Base opinions and value of curriculum on use and results with students.						

Structural Design Features	R	S	C	NI	SI	VI
	Review the research on collaborative learning structures and their implications for curriculum implementation with colleagues.					
Hold yourself and others accountable for meaningful participation in collaborative learning.						
Seek internal and external expertise and support to advance individual and group learning.						
Document the impact of time spent on curriculum-based professional learning on your practice and students.						
Communicate to parents and other stakeholders the value of curriculum-based professional learning.						

Functional Design Features	Frequency			Value		
	R	S	C	NI	SI	VI
Step away from the teacher role and commit to learning opportunities that ask you to wear a “student hat.”						
Accept that discomfort is a necessary part of the learning process.						
Develop a habit of daily journaling or engage in other forms of reflective practice to promote personal growth.						
Seek feedback and support from peers, coaches, and supervisors throughout the curriculum implementation process.						
Contribute to and use change management tools, including innovation configuration maps, to guide improvement efforts.						

Essential Elements	R	S	C	NI	SI	VI
Contribute to and champion a vision for teaching and learning supported by curriculum-based professional learning.						
Be able to explain curricular coherence that transcends grade levels or courses.						
Limit supplementary materials to those that are clearly aligned with the vision for teaching and learning and core curriculum.						
Be advocates and good stewards of professional learning time and resources; and hold peers and facilitators to the same standards.						
Advocate for professional learning grounded in district curriculum and instructional materials.						

<b>Totals</b>						
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Three Future Priorities



## Protocol 7.3

# Recommendations for Others

## Examining Others' Practice

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- **Study roles and responsibilities for others in school systems (Slides 13–14).**
- **Based on your perspective and experience address the questions below.**
- **Learning teams: Discuss your observations.**

What are common themes that differentiate each role group?

What are common themes that define all three role groups?

Does understanding a little more about expectations for others in the school system affect what you have identified as a priority? How and why?

## Protocol 7.4

# Where Do We Go From Here?

## Examining Beliefs and Assumptions

- **Read the explanations offered for beliefs and assumptions and consider the important role they play in this work.**
- **Read the beliefs and assumptions associated with the field of curriculum-based professional learning that follow and rate yourself below.**
- **Consider the degree to which your beliefs and assumptions shifted during these lessons and potential implications for your work ahead.**
- **Learning teams: Discuss your observations.**

## Beliefs and Assumptions

Principals and teacher leaders have significant roles to play in the adoption and implementation of high-quality instructional materials.			
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
School systems are responsible for ensuring that all teachers can access high-quality instructional materials and effective, job-embedded professional learning.			
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
High-quality instructional materials can be implemented successfully without ongoing professional learning.			
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Focusing PLCs on implementing high-quality curriculum and instructional materials builds collective responsibility and accelerates progress for all students			
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Educative curriculum materials guide teachers to adapt lessons to address students' cultures, interests, and needs.			
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Most teachers believe it is their responsibility to develop lessons from scratch.			
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Professional learning anchored in the instructional materials teachers use with students will enhance teaching.			
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Ensuring all teachers have access to high-quality instructional materials is one of today's most important equity issue.			
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>

Are you aware if any of your beliefs shifted as a result of your participation in this professional learning?

How did they shift?

What contributed to it?

How is this exercise related to the elements transformative learning, beliefs, and change management?

What are implications for your work ahead?

# Protocol 7.5

## Let's Get Started Planning and Reflection

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Respond to the prompts below and report what you are comfortable sharing with your learning team.

What are the small and big "moves" you will take next?	
What results do you hope to achieve as a result of these actions?	
How will you make yourself accountable for following through on your commitments?	
With whom will you share your findings?	
What were the most significant take-aways from these lessons?	
What did you want or need that you did not have during the lessons?	
What would you appreciate receiving next?	
How will you stay in touch with developments in the field?	<ul style="list-style-type: none"><li>• Start by sharing Protocol 7.5 with us at <a href="mailto:info@learningfirst.org">info@learningfirst.org</a>.</li></ul>