



Instructional System - Curriculum Resources

The district's curriculum resources for teaching are aligned to the district's vision for learners.

PRACTICE 5

PREPARATION

GETTING AWARE

The district conducts an inventory of curriculum resources including information about alignment to standards, relevant instructional support resources, connections to research or findings on student learning, and alignment to the identified knowledge, skills, and values incorporated in the district curriculum. This information will be needed to make decisions about future resource selections and/or further development by the district to ensure a coherent and complete curriculum across all topics of learning.

GETTING READY

Once the district has identified all of the various curriculum resources used in the district, district leaders map out the resources to the relevant subject areas and grade levels and review the connection to current content standards, learning progressions, research on student learning, and learning outcomes identified by the district. This information, along with data on student achievement, can be used to develop a plan for selection and acquisition of resources by the district over multiple years.

PROGRESS INDICATORS

GETTING STARTED

The district provides a set of resources for each subject area and grade level identified in the district curriculum that are generally aligned in topic, content, scope, and sequence.

GETTING BETTER

District-selected curriculum resources, including textbooks, teachers' instructional guides and resources, identify research or evidence-based instructional strategies, content understandings, student skills, and competencies. Curriculum resources are aligned in topic, content, scope, and sequence.

KEEP IMPROVING

The district provides curriculum resources that

- are based on current student learning research and evidence-based practices and reflect the district's vision for learners,
- are appropriate for the subject area and grade level,
- are aligned to specific learning/content standards,
- are organized based on known learning progressions,
- support content-specific instructional strategies, and
- identify differentiated learning support for students.

RESEARCH REFERENCES FOR THIS PRACTICE:

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- Coburn, C. E., Hill, H. C., & Spillane, J. P. (2016). Alignment and accountability in policy design and implementation: The Common Core State Standards and implementation research. *Educational Researcher*, 45(4), 243-251.
- Collaborative for Academic, Social, and Emotional Learning. (2019). *The CASEL guide to Schoolwide SEL Essentials*.
- Davis, E. A., & Krajcik, J. S. (2005). Designing educative curriculum materials to promote teacher learning. *Educational Researcher*, 34(3), 3-14.
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- Mehta, J., & Datnow, A. (2020). Changing the grammar of schooling: An appraisal and a research agenda. *American Journal of Education*, 126(4), 491-498.
- National Research Council. (2012). *Education for life and work: Developing transferable knowledge and skills in the 21st century*. National Academies Press.

