

**Equity,
ESSA, and
Curriculum:
The Next
Professional
Learning
Agenda**



Academy Graduates
Special Session
2018 Annual Conference
Dallas, Texas

Protocol 1: Clarifying thinking

Consider the following:

- How do you define equity in your context?
- What assumptions underlie those definitions?
- How can professional learning become a factor in achieving equity in that context?
- What are benefits of pairing equity and excellence?
- What are consequences if they are addressed separately?

Protocol 2b: Examining assumptions

Inventory

1. Most teachers prefer to develop lessons independently than refer to district- or school-adopted curriculum and instructional materials.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

2. Systemwide implementation of high-quality instructional materials conflicts with the system goal for personalization.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

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

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

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

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

5. Principals and teacher leaders have significant roles to play in the selection and implementation of high-quality instructional materials.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

6. School systems are responsible for ensuring that all teachers can access high-quality instructional materials and effective, job-embedded professional learning.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

7. State agencies have many policy levers to influence access and quality of instructional materials and professional learning available to educators.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

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

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Protocol 3: Considering the 4 A's

As you conclude your conversations consider:

1. How your assumptions have shifted
2. Where you have agreements
3. What arguments you have
4. What your aspirations are

ASSUMPTIONS	AGREEMENTS
ARGUMENTS	ASPIRATIONS

Protocol 5: Discuss

1. Is shared leadership and collective responsibility a recognized pathway for success in your school?
2. Do teacher learning teams make substantive improvements to educator practice and student outcomes?
3. Are the essential conditions including time, materials, and skilled facilitation available to leadership and learning teams?

Protocol 6: Laser talk

Subject	
Problem	
Solution	

Protocol 7b: Capture the impact

Build your case

- What is the problem or challenge you will address?
- How is professional learning critical to your solution?
- How are federal, state and/or local funds used to support the professional learning?
- What data will be collected to document impact of professional learning?
- What results do you expect?
- Optional: What are “potential costs” should support or funding for this work be withdrawn?



Reflection and notes





Reflection and notes



THE PROFESSIONAL LEARNING ASSOCIATION

Learning Forward is a nonprofit, international membership association of learning educators committed to one vision in K–12 education: Excellent teaching and learning every day.

To realize that vision Learning Forward pursues its mission to build the capacity of leaders to establish and sustain highly effective professional learning.

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