



**Illinois
State Board of
Education**



Curriculum Evaluation Tool (CET) Capacity Building Series

October 2021

Equity • Quality • Collaboration • Community



Changing your name in Zoom

- Click “Participants” at bottom of window
- Hover over your name and click “More” then “Rename”
- BEFORE your name, please add the number that corresponds to your ROE area number (1-6)
 - Example: 3 Erica T (ISBE she/her)



Welcome



- Please sign in using the [LINK](#) in the chat feature
- Link to slides IN THE CHAT
- All resources are archived on ISBE's [Learning Standards](#) webpage.
 - <https://www.isbe.net/Pages/Learning-Standards.aspx>
- Navigating Zoom
 - Video Controls
 - Microphone
 - Chat
 - Breakout Rooms





Brief History



ISBE + Ed Reports Partnered

Ed Reports provided multiple trainings for ISBE staff and agency leads to build capacity around quality curriculum.

Development of the CET

ISBE worked cross-departmentally to develop the Curriculum Evaluation Tool (CET).

ISBE Piloted the CET with 5% of districts

After the pilot, ISBE received feedback from participating districts and made adjustments to the CET.

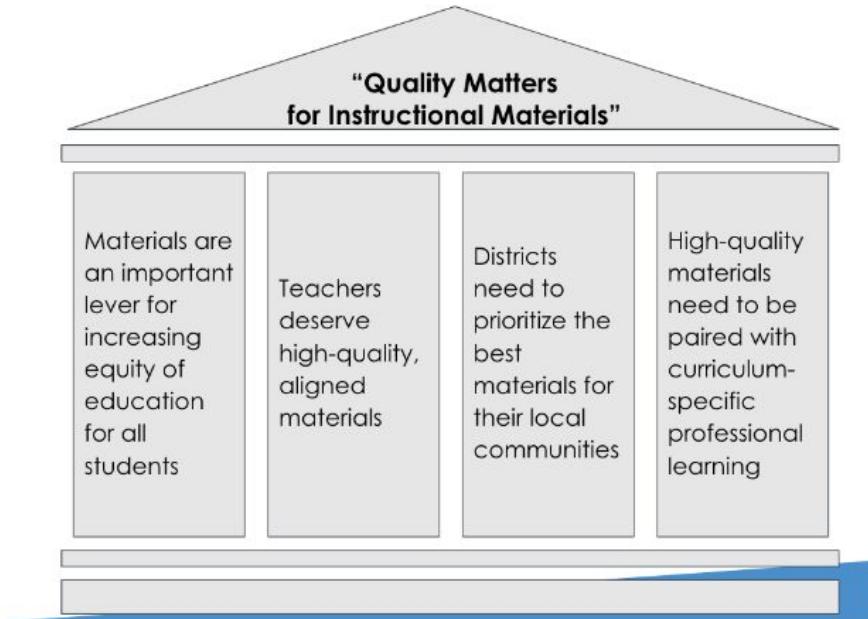
ISBE +ROE Partnering

ISBE and the ROE are partnering to build capacity around the different components of the CET.

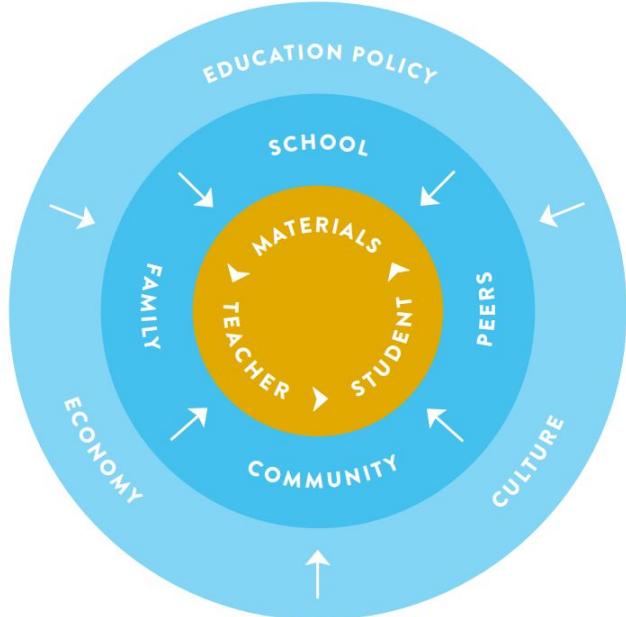




Pillars



Curriculum Matters



Students deserve high quality materials that are standards-aligned, honor and reflect the diversity of students, and support the development of their critical thinking skills.

- Yet, over $\frac{3}{4}$ of students' instructional time is spent on materials that are not aligned or at grade level.¹





Curriculum Matters

- Curriculum materials are meant to support teachers in ensuring students have a coherent educational experience. Yet...
 - teachers with limited access to quality curriculum are spending as much as 7-12 hours a week searching the internet and building materials from scratch ² yet...
 - most of the materials sourced are not vetted or aligned to standards and do not support diverse learners





Curriculum Matters

Intended use of the Curriculum Evaluation Tool

ISBE supports best practices and continuous quality improvement, including an emphasis on equity and diversity, and the selection of high-quality instructional materials. ISBE encourages districts to use this tool to help evaluate their curriculum, foster meaningful discussions, and make decisions about the selection of new materials as appropriate.



BREAKOUT ROOM ACTIVITY

Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

Directions:

1. Introduce yourselves
2. Review the [ISBE Curriculum Evaluation Tool](#).
3. Discuss: What do you notice? What do you wonder?

Use the interactive slides for your group to record your thoughts



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Notice....

Type here...

Like the different buckets- curriculum, assessment and implementation

Includes equity piece- all students represented

Resources for scaffolding and remediation

Creative specifically for IL schools

Alignment to new law, Student Online Personal Protection Act (SOPPA)

Community Parent Piece

Good jumping off spot.



Wonder....

Type here...

Who is going to deliver the message of this document to districts- ISBE or ROE?

Once evaluate, is there a journey that will come with this? Is that up to the district?

Yes/ no seems all or nothing, no inbetween





Notice....

- Diversity was highly covered.
- Differentiation was covered.
- Multiple opportunities for assessment.
- Tiered approach to assessment.
- Noting that the assessment must reflect the standard.
- Appreciated the addition of digital learning.

Wonder....

- Is there a glossary or some way to have common language?
 - Differentiation - maybe use “wide variety of appropriate instructional strategies”
- Confusion over how often to conduct the needs assessment - annually?
 - Is this in response to state assessments or common assessments?



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Notice....

- Evidence column is a good addition
- Lots different categories to evaluate (assessments, etc)
- Digital Learning Considerations

Wonder....

- How is training for the new curriculum addressed?
- Will there be pushback from districts that have already purchased new curriculum? We need to prepared for those questions.
- Implementation C5- providing perspective on district leadership more than district curriculum.





Notice....

- A5 is missing a parenthesis before e.g.
- Intersection with technology is a plus
- Would like to see more on the equity and diversity- a mention is not really enough
- Supplemental materials- need more mention or ways to go through additional materials
- Nice to see A10- would like to see how it develops over tiers
- Like the vertical and horizontal alignment is part of this tool
- C6- like the idea of time to disaggregate data to determine the effectiveness of the curriculum, could be broken up a little more

Wonder....

- Cost for upkeep and renewal of the programs
- Is this a starting discussion to dive much deeper into a resource
- C1- not a one stop and done. Is the PD ongoing. Is coaching and modeling available over time
- Value of parent, community, and student input- this is hard for the nitty gritty piece of picking curriculum
- Train the trainer model for different resources-





Notice....

- Remediation & enrichment are listed - not just serving the middle.
- Developmentally appropriate & grade level appropriateness interspersed
- Equity - multiple perspectives and identities.
- Focus on assessment
- Deep learning - not rote learning
- Parent & community aspect articulated
- Annual review (program evaluation) part of process
- Integration of technology
- District providing professional learning to support teachers & implementation
- Tool could be used and expanded upon depending on subject area as part of an audit process
- Conversations may need to be structured differently with smaller, rural districts who may not have internal support.
Tool helpful for these districts.

Wonder....

- Parent & community input - what does this look like? How feasible is this?
- Are there recommendations for teacher support? May vary by district and teacher experience...
- How much time will the process take to complete?
- How will districts receive this tool and information?
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Notice....

This is a diverse tool.

Many stakeholders were given input to shape the tool.
(over the summer)

Wonder....

Some districts might have this already, but is a great comparison tool. Would they use it?

For other districts that don't have anything, this is a great baseline. Would they use it?

What was the science tool that was shared? How does this compare?

Who would be sharing this message forward to districts?
These meetings are serving as a time to build capacity to share with each of the school districts.

Where do the criteria/components come from in each of the areas? Is it research based?

This is based off ISBE's strategic plan. This is also work with EdReports and they helped to develop what should be in the tool.





Purpose of the Curriculum Evaluation Tool

Intended use of the Curriculum Evaluation Tool

ISBE supports best practices and continuous quality improvement, including an emphasis on equity and diversity, and the selection of high-quality instructional materials. ISBE encourages districts to use this tool to help evaluate their curriculum, foster meaningful discussions, and make decisions about the selection of new materials as appropriate.

Focus is on systems and processes within the district to ensure alignment with continuous improvement efforts, assessment, and best practices for ALL students. NOT an evaluation of individual curricular resources.



BREAKOUT ROOM ACTIVITY



Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

Discuss:

1. What conversations have you had with your districts?
2. Do you know where your districts are at on evaluation of curriculum?
3. Are your districts currently using a curriculum evaluation tool? If so, how might it compare to the ISBE tool?

Use the interactive slides for your group to record your thoughts



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Group 1

- | | | |
|--|--|--|
| <ul style="list-style-type: none">Some districts looking for a new series- use this as a guide | <ul style="list-style-type: none">Helpful to districts especially rural districts who wear multiple hats | <ul style="list-style-type: none">Some districts use to find out curriculum gaps. Especially for small districts |
| <ul style="list-style-type: none">Teachers to look at what works and what doesn't | <ul style="list-style-type: none">Learn about district needs during countywide networking meetings | <ul style="list-style-type: none">Send needs assessment surveys |
| <ul style="list-style-type: none">Some districts never considered doing an evaluation tool | <ul style="list-style-type: none">Used from principal mentoring | <ul style="list-style-type: none"> |



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Group 2

- Just beginning conversations...

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- Conversations have been centered around curriculum adoptions especially with spending ESSER \$\$

- Not evaluating current curriculums...focusing on evaluating new curriculum adoptions.

- Thorough evaluation of adoption curriculums. None for current curriculums.

- Districts are more focused on evaluating where students are at more than curriculum being used.

- Shifting focus from evaluating students to evaluating curriculum.

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Group 3

- | | | |
|--|--|---|
| <ul style="list-style-type: none">Beginning conversations for school districts who have reached out to purchase new curricular resources | <ul style="list-style-type: none">Office has people available to assist with ELA/Reading reviews and Math reviews | <ul style="list-style-type: none">Rural districts- older curricular resources- high turnover- lack of educational leaders |
| <ul style="list-style-type: none">We know about those that have reached out | <ul style="list-style-type: none">Word of mouth is helpful for adoption purposes | <ul style="list-style-type: none"> |
| <ul style="list-style-type: none">We have curriculum directors list their current curricular resources and list pros and cons each year | <ul style="list-style-type: none">It would be nice to have time for districts using similar curricular resources to have time to talk together | <ul style="list-style-type: none"> |



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Group 4

- Variety of large and small districts. Larger districts have processes/systems in place, but could benefit from this tool to reflect on the process.
- Small districts seem to be more in need of a tool like this. Time is an obstacle for smaller districts with limited resources. How to support?
- Could smaller districts use this in a scaffolded approach?

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Group 5

- Some districts are asking for curriculum audits. This tools would be a great compliment to this conversation. It is on people's minds.

- High commitment level to this work and these conversations. How do we make this part of the continuous school improvement process?

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- Districts have not taken a deep dive into curriculum at this level of conversation

- Teacher turnover also a challenge we will need navigate. May also be used to "sell" the process to districts and implement best practices with fidelity.

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- Why are you talking about curriculum? What's the vision/purpose? Does everyone understand the why?

- Opportunity for these conversations based on new money, addressing needs from pandemic, and teacher shortage. Are we responding or reacting?

-





Group 6

- | | | |
|--|--|---|
| <ul style="list-style-type: none">For districts that already use something, make sure to compare to this type of tool. Is your document similar? | <ul style="list-style-type: none">Use this tool to identify if your current practice is working? Do you need supplemental resources? | <ul style="list-style-type: none">Diversity and inclusion are great additions to think about |
| <ul style="list-style-type: none">This will be helpful for the districts as they cycle through curriculum and resource adoptions. | <ul style="list-style-type: none">Teachers are focused on alignment to standards, ease, additional resources. There are other things that matter too and this addresses those things | <ul style="list-style-type: none">Committees can look at before taking to the whole staff. |
| <ul style="list-style-type: none">This impacts small districts because there are fewer people to tap as resources | <ul style="list-style-type: none">Time is a limiting factor | <ul style="list-style-type: none">Are admin skilled at the necessary components of curriculum adoption? |





Purpose of Capacity Builders

Capacity Building:

Tasks and activities to create, expand, or strengthen an organization's system or processes.

Allows the organization and the community achieve its mission and sustain work and supports.





Purpose of Capacity Builders

- Participate in monthly capacity building informational sessions and PLCs, including networking and sharing implementation & best practices
- Facilitate differentiated regional and/or district level PLCs and coaching, related to scope of work - including use state tools and resources
- Provide feedback on resources to the Development Team
- Differentiate state tools and resources to meet the needs of LEAs in service regions on a regular basis
- **Curriculum Evaluation Tool Work:** Use the Curriculum Evaluation Tool and process with 25% of districts in respective service areas ([State Strategic Plan](#)).





Outlay of the Series

Funding

Future Sessions



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Resources

[Curriculum Evaluation Tool](#)
[State Strategic Plan](#)
[EdReports](#)



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Meeting Dates & Times

**Upcoming Zoom Meetings
10:00 - 11:30 a.m.**

Mark your calendars!

November 22

December 20

January 31

February 28

March 28

May 2

June 6



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Monthly Outline for Capacity Building



November 22	CET Tool Deep Dive: Curriculum Component
December 20	CET Tool Deep Dive: Assessment Component
January 31	CET Tool Deep Dive: Implementation & Supports Component
February 28	CET Tool Deep Dive: Implementation & Supports Component
March 28	Networking & Problem Solving, Implementation of CET, Data Review
May 2	<ul style="list-style-type: none">• Supports for identified gaps in process/policy• Wrap-up and feedback• Next steps• Preview for next year's sessions



Virtual Parking Lot

ask your questions, answer questions, give advise and add new slides for more room.

- Questions?