

CONDITIONS THAT SUPPORT CURRICULUM-BASED PROFESSIONAL LEARNING

Leadership Team Self-Assessment:

The Leadership Academy's self-assessment explores your leadership team's beliefs about current practices and conditions in your school/district/system. It will help you identify your improvement priority area(s) and ultimately help determine strategic and impactful changes.

To what extent does the statement below describe your current school/system and the adults in it?	Does Not Describe My School/ System	Somewhat Describes My School/ System	Mostly Describes My School/ System	Completely Describes My School/ System		Improvement Priority Area
Teachers...						
contribute to and champion a vision for teaching and learning supported by curriculum-based professional learning.						
are able to explain curricular coherence that transcends grade level or courses.						
limit supplementary materials to those that are clearly aligned with the vision for teaching and learning and core curriculum.						
are 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.						
Professional Learning Providers and Coaches...						
help leaders, teachers, and coaches articulate and amplify a shared vision for teaching and learning that addresses each subject or grade level and the role of curriculum-based professional learning.						
create professional learning materials that build internal leadership capacity among teacher-leaders, coaches, and school leaders.						
support opportunities to extend resources through partnerships, open education resources, and other funding sources.						
identify questions that advance coherence during curriculum selection and implementation.						
advocate for professional learning grounded in district curriculum and instructional materials.						

System and School Leaders...						
develop and promote a shared vision for teaching and learning that addresses each subject and the role of curriculum-based professional learning in supporting that vision.						
build the capacity of formal and informal leaders at all levels to support curriculum-based professional learning.						
ensure multi-year support for implementation of high-quality instructional materials.						
adopt policies and practices that promote (and eliminate those that inhibit) coherent systems of support for curriculum implementation.						
combine the selection and purchase of high-quality instructional materials with support for implementation.						

Stop and Consider: Conditions in Place for CBPL

- ▶ What conditions are currently in place that can facilitate the uptake of CBPL? What conditions are not in place?
- ▶ What is the status of the implementation of your current curriculum? How will this impact your plan for high-quality professional learning opportunities?
- ▶ How ready is your staff to shift to incorporating more inquiry-based professional learning practices?
- ▶ Where do you think your systems and structures need to shift based on your assessment of your CBPL?

Need a partner to help move curriculum-based professional learning forward in your district?

Contact us:

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