

## Central Office

## School Leaders

## Teachers

## Indicator

Central office staff are committed to the standards-based curriculum documents and ensure that they are clearly written. These documents specify what every student should know and be able to do for every content at every grade level. Central office staff ensure the non-negotiable nature of these curriculum documents.

School leaders are committed to and know how to use the curriculum documents to determine what is to be taught and learned at each grade level and course, and they ensure that the curriculum documents are non-negotiable in their schools.

Teachers are committed to the non-negotiable nature of the curriculum documents and collaborate to use the documents regularly to determine learning objectives and to guide planning and daily instructional decisions.

## Clear Expectations

In what ways do central office staff communicate the non-negotiable nature of the curriculum documents to all stakeholders?

How are the curriculum documents made easily accessible to professionals at every level of the system?

In what ways do school leaders integrate the message of the non-negotiable curriculum consistently in their words and actions?

In what ways do principals ensure that teachers can and do use the curriculum documents routinely in the planning and delivery of instruction?

In what ways do teachers engage regularly with the curriculum documents?

How are teachers collaborating to develop a common understanding of the standards through the curriculum documents?

How are teachers using the curriculum documents to guide instruction?

## Collaboration

How are teachers involved in the development and ongoing refinement of the documents?

What are the district-wide structures for ensuring that every teacher and leader has the opportunity to understand the standards and how to use the documents to guide instruction and assessment?

How are school leaders ensuring regular, structured, protected time for teachers to collaboratively understand and use the curriculum documents?

How are school leaders collaborating to provide this time for teachers?

In what ways do teachers collaboratively study and use curriculum documents?

How do teachers learn from one another through collaborative planning?

## Monitor, Feedback, and Adjust

What feedback is collected to determine where and how the curriculum documents are being used across the district?

How is this feedback used to both adjust the curriculum documents and align the instructional program?

In what ways do school leaders monitor use of curriculum documents in their schools?

In what ways do school leaders monitor the use of structured collaborative time among teachers?

What structures have school leaders created to support cyclical, reflective improvement cycles around both teacher collaboration and curriculum documents?

What sorts of data do teachers use to inform their use of curriculum documents?

In what ways do teachers reflect on their use of the curriculum documents and provide feedback for their ongoing refinement?