



Kentucky Department of
E D U C A T I O N

Curriculum Implementation
Monitoring Toolkit

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Introduction

Across the state, districts are adopting high-quality instructional resources (HQIRs) that hold great promise to support educators in providing vibrant learning experiences for all students. Realizing that promise, however, is an ongoing process, one that involves effective implementation of an HQIR supported by curriculum-based professional learning (CBPL). As more districts engage in this process, they have recognized a need to measure the effectiveness of HQIR implementation but may be unsure of what exactly to measure and how best to measure it to ensure the HQIR positively impacts the student experience and outcomes.

The purpose of this toolkit is to show how key aspects of the implementation process and their measures connect, and to equip districts with aligned tools to support monitoring of a local curriculum anchored in an HQIR. District and school leadership teams can use the tools as a comprehensive suite or tailored to specific areas of need.

Key Aspects for Monitoring Curriculum Implementation

Research demonstrates that instructional initiatives, like implementation of a local curriculum and HQIR, can take three to five years to fully impact summative student achievement data, such as a state assessment. While this summative student achievement data is a lagging indicator, there are leading indicators that can be predictive of long-term success a district can monitor to help ensure student outcome goals are met.

Figure 1.1 below identifies six key aspects—Systems Conditions, Curriculum-Based Professional Learning (CBPL), Classroom Instruction, Educator Mindsets, Student Experience and Student Outcomes—a district would want to establish methods for monitoring, each with a brief description and an overview of what to measure.

While all the aspects play a vital role in the implementation ecosystem, there is an intentional order that reflects their foundational significance. **System Conditions** and **Curriculum-Based Professional Learning** form the essential groundwork, and as such they offer key leading indicators. Without the alignment of systems, structures and processes or the continuous development of educator capacity through shared learning workshops and intellectual preparation, the successful use of HQIRs to positively impact classroom instruction is unlikely.

Building from this foundation, **Classroom Instruction**, **Educator Mindsets**, **Student Experience**, and **Student Outcomes** reflect implementation in practice—how teachers use materials, how students experience learning, and ultimately, how students perform when demonstrating learning. These aspects are deeply interconnected: educator mindsets affect the quality of instruction, which in turn shapes the student experience and learning outcomes. Likewise, data from classroom observations, educator surveys and student surveys must inform ongoing professional learning and system-level adjustments.

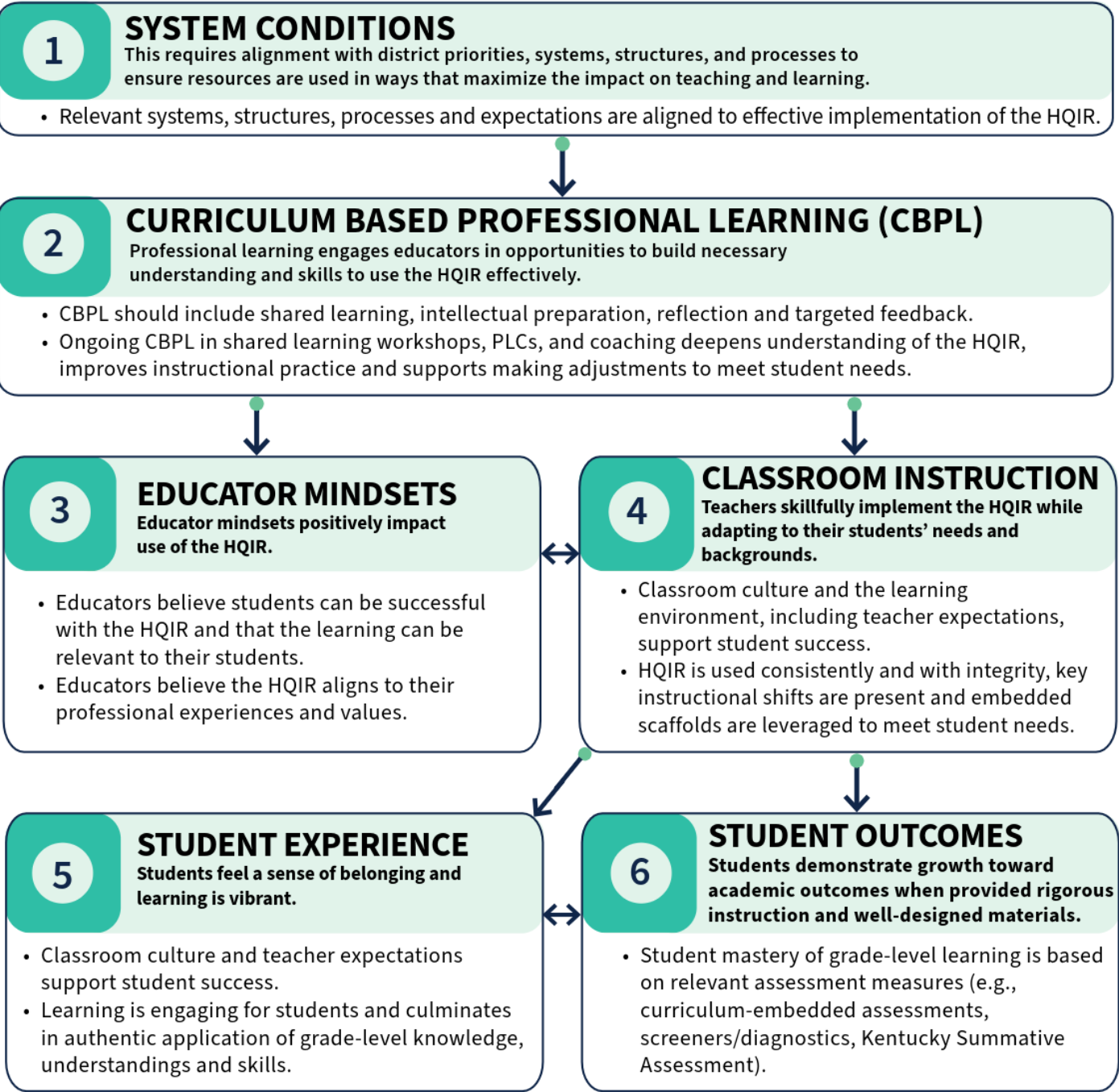
In addition to becoming clearer about what the key aspects of implementation are and how they connect, the directional arrows suggest districts could use the figure to examine the interaction between aspects that sit parallel to each other, like the two-way relationship between the student experience and student outcomes. Districts can also follow the arrows upward when diagnosing root causes of issues encountered later in the process. For example, they might analyze the professional



learning teachers have engaged in when classroom observation data suggests a gap in teacher understanding or instructional capacity.

Figure 1.1. Key Aspects for Monitoring Curriculum Implementation

Key Aspects for Monitoring Curriculum Implementation



Overview of Recommended Tools

Aspect 1: System Conditions		
Curriculum Implementation Framework A framework used to determine whether key responsibilities required to align district values, systems, structures and processes have been addressed to establish conditions for effective HQIR implementation during a particular stage and to inform next steps.		
Aspect 2: Curriculum-Based Professional Learning		
CBPL Feedback Survey A brief survey administered at the end of selected PL sessions (representative sample from shared learning workshops, PLC meetings, coaching interactions) emphasizing key elements that impact educators’ learning experiences.	Shared Learning Workshop Observation Tool An observation form completed by an observer (e.g., district/school administrator, instructional coach) to understand the extent to which group learning opportunities support effective implementation of the HQIR and continued improvement of classroom instruction.	PLC Observation Tool An observation form completed by an observer (e.g., district/school administrator, instructional coach) to understand the extent to which the PLC is engaging in the core processes of intellectual preparation to deepen understanding of the HQIR and improve classroom instruction
Aspect 3: Classroom Instruction		
Instructional Practice Guide (Reading and Writing Comprehension/K-3 Foundational Skills, Math, Science) An observation tool completed by a classroom observer (e.g., district/school leader, instructional coach) to understand how teachers are implementing the HQIR and how students are engaged in learning in order to improve instruction.		
Aspect 4: Educator Mindsets		
Leader Survey A survey administered to understand district/school leaders’ current mindsets relevant to effective HQIR implementation.	Teacher Survey A survey administered to understand teachers’ current mindsets relevant to effective HQIR implementation.	
Aspect 5: Student Experience		
Student Survey A survey administered to understand students’ sense of the learning environment and their engagement with the learning.		
*Aspect 6 Student Outcomes		
In order to measure student outcomes, data should be gathered from relevant assessment measures. This should include local assessment data from curriculum-embedded assessments, screeners, diagnostics, as well as data from the <i>Kentucky Summative Assessment</i> .		

*Aspect 6 does not contain a specific tool within the toolkit.

Note: HQIR vendors and high-quality professional learning providers may have comparable tools that could be used in place of the KDE-specific tools above to more tightly align to an adopted HQIR or as a part of an existing partnership with an external provider (e.g., surveys that address the same aspect and focuses).



Recommendations for Use of Monitoring Tools

Key Aspect	Monitoring Tool	Recommendations
System Conditions	Curriculum Implementation Framework	Use diagnostically once a year to inform goal setting and planning; can be used mid-year to determine progress
Curriculum-Based Professional Learning	CBPL PLC Observation Tool	Observe a representative sample during each locally-determined observation window Recommend 2-3 observation windows per year
	CBPL Shared Learning Observation Tool	Observe a representative sample throughout the school year (including summer PL)
	CBPL Feedback Survey	Administered after each shared learning workshop Administered after a representative sample of PLC meetings and coaching interactions Completed by 100% of educators in attendance
Classroom Observations	Instructional Practice Guides (IPGs)	Before each observation window starts, observers calibrate around specific indicators aligned to implementation goals by practicing rating examples together. Observe a representative sample (reflects the characteristics of the teacher population) during each locally-determined observation window Recommend classroom observations are conducted in pairs Recommend 2-3 formal observation windows per year, each window 2-3 weeks in duration.
Educators Mindsets	Leader Survey	Administered one to three times per year Minimum of 70% response rate
	Teacher Survey	Administered one to three times per year Minimum of 70% response rate
Student Experience	Student Survey	Administered one to three times per year Minimum of 70% response rate
Student Outcomes	Curriculum-Embedded Assessments	Administered as designed within the scope and sequence of the HQIR.



Sample Annual Monitoring Calendar

This sample calendar shows all the measurement tools and when they might occur over the course of an academic year according to the recommendations made above. Districts would choose which to focus on and when to place them according to implementation stage, implementation goals for the year and optimal times within the local calendar.

July-August	September-November	December
Shared Learning Workshop Observations CBPL Feedback Surveys Leader Survey Teacher Survey	PLC Observations Classroom Observations (IPGs) Shared Learning Workshop Observations CBPL Feedback Surveys	Leader Survey Teacher Survey Student Survey
January-March	April-May	June
PLC Observations Classroom Observations (IPGs) Shared Learning Workshop Observations CBPL Feedback Surveys	Leader Survey Teacher Survey Student Survey Curriculum Implementation Framework	Shared Learning Workshop Observations CBPL Feedback Surveys

Districts and schools should conduct quarterly and end-of-year stepbacks as a part of their data-based decision-making process to analyze data gathered for targeted aspects aligned to implementation goals in order to determine progress, identify key successes, learn from and solve significant challenges, and make adjustments as needed. Key tools to support these stepbacks include:

- [Setting Implementation Goals and Developing Aligned Monitoring Plan Template](#)
- [Sample Quarterly Stepback Agenda](#)
- [Sample End-of-Year Stepback Agenda](#)

For more support with understanding and addressing the key aspects, additional resources include:

- [Curriculum Development Process](#) (Phase 4)
- [Curriculum-Based Professional Learning Guidance Document](#)
 - [Intellectual Preparation Guidance](#)

