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Framework for Curriculum-Based Professional Learning

Overview

Rivet Education's Framework for Curriculum-Based Professional Learning defines for educators the **characteristics**, **types**, and **structures** that construct high-quality, curriculum-based professional learning. This framework guides Rivet's work and builds the field's understanding of the essential components and characteristics of strong, curriculum-based professional learning.
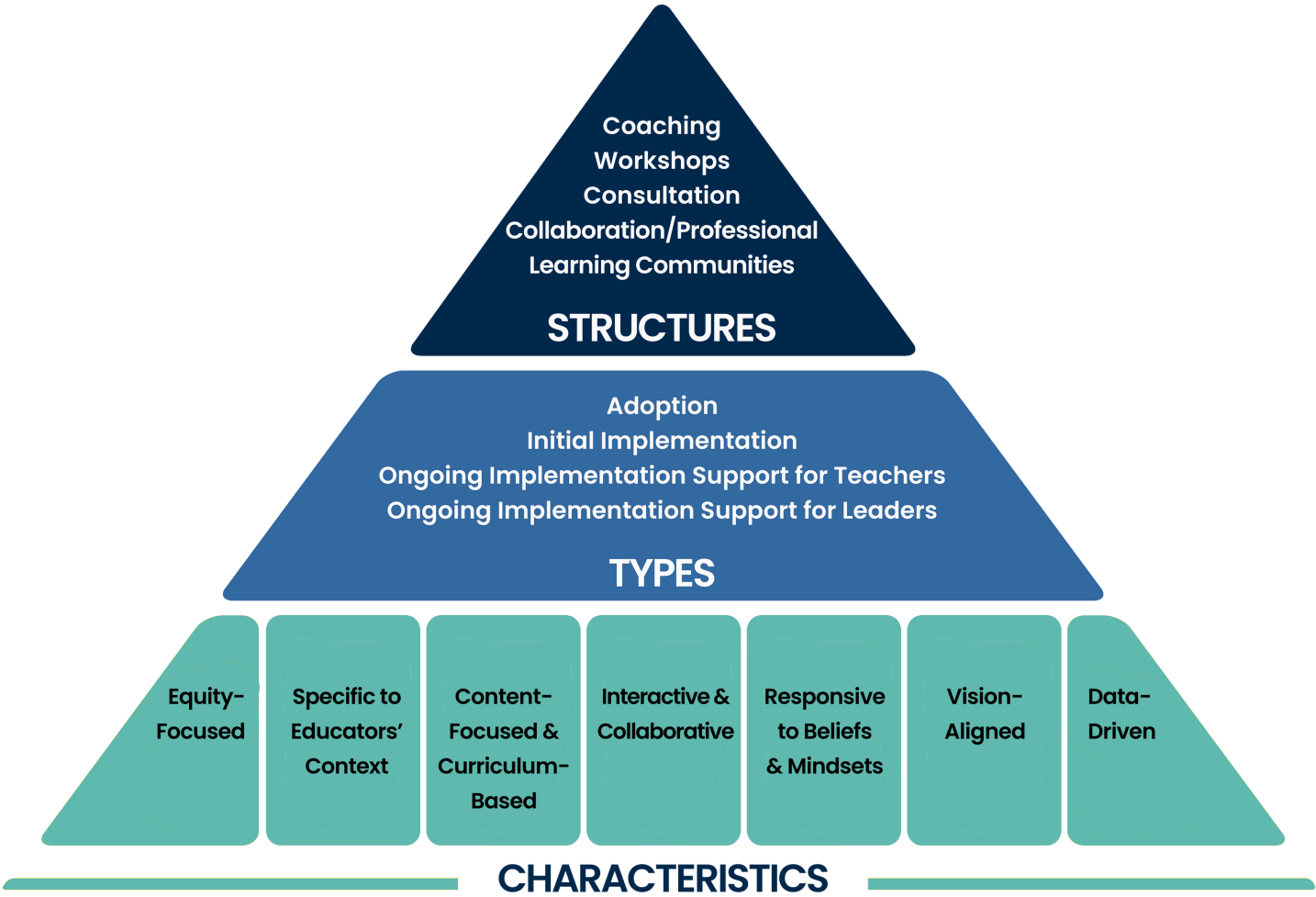
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Definition of Curriculum-Based Professional Learning

Curriculum-based professional learning (CBPL) supports and strengthens instruction using high-quality instructional materials (HQIM). It's uniquely powerful, connecting content knowledge and instructional strategies to the HQIM teachers use daily. CBPL goes beyond the initial product training of an HQIM to provide teachers and leaders with the ongoing, job-embedded, dynamic support needed to use the HQIM skillfully.

Coaching
Workshops
Consultation
Collaboration/Professional
Learning Communities

STRUCTURES

Adoption
Initial Implementation
Ongoing Implementation Support for Teachers
Ongoing Implementation Support for Leaders

TYPES

| Equity-Focused | Specific to Educators' Context | Content-Focused & Curriculum-Based | Interactive & Collaborative | Responsive to Beliefs & Mindsets | Vision-Aligned | Data-Driven |

CHARACTERISTICS

CBPL is an integral component of the HQIM implementation journey. Each type of CBPL aligns with key moments in the HQIM implementation timeline.

TYPES OF CBPL	IMPLEMENTATION TIMELINE	DESCRIPTION	DELIVERY STRUCTURES
ADOPTION	Prior to Implementation	Supports schools and school systems in developing and executing an adoption process to select an HQIM aligned with a vision for excellent, equitable instruction	Consultations and Workshops
INITIAL IMPLEMENTATION	Years 1-2	Equips teachers and leaders with an initial understanding of the HQIM and prepares them to implement it with integrity from day one of instruction	Collaboration, Coaching, and Workshops
ONGOING IMPLEMENTATION SUPPORT FOR TEACHERS	Years 2+	Deepens teachers' initial understanding of how to implement the HQIM by providing opportunities for teachers to reflect on their implementation and plan for upcoming instruction	Collaboration, Coaching, and Workshops
ONGOING IMPLEMENTATION SUPPORT FOR LEADERS	Year 1+	Supports school and school system leaders in identifying and implementing the enabling conditions and resources required to implement the HQIM successfully	Consultations, Coaching, and Workshops

Characteristics of High-Quality, Curriculum-Based Professional Learning

Seven characteristics must be met across all types and formats of CBPL for it to be considered high-quality.

1 **Content-focused and curriculum-based:** Deepens educators' understanding of what to teach and how to teach it within the context of teachers' HQIM.

2 **Specific to educators' context:** Customized to educators' roles, subject areas, grade levels/bands, and skill levels.

3 **Equity-focused:** Supports educator practices to ensure *all* students, regardless of their background or context, have the opportunity to engage in rigorous, grade-level tasks. It maintains high expectations, addresses disparities, and promotes inclusivity.

4 **Data-driven:** Supports educators in collecting, analyzing, and using data from various sources, including HQIM-embedded student work and assessments, to determine how to meet students' learning needs or support teachers with their implementation of the HQIM.

5 **Responsive to beliefs and mindsets:** Attends to educator motivation, mindset, and implicit bias; involves courageous conversations that challenge negative assumptions about what students are capable of.

6 **Interactive and collaborative:** Provides opportunities for educators to see models, practice skills, review data, engage with tasks from the HQIM, and collaborate with peers.

7 **Vision-aligned:** Supports educators by connecting the HQIM and goals for teachers and students to a vision for excellent, equitable instruction.

Professional Learning Types

High-quality CBPL serves four distinct purposes, each tailored to specific audiences and objectives.

PL TYPE	DESCRIPTION	OBJECTIVES
Adoption	Supports schools and school systems in developing and executing an adoption process to select an HQIM aligned with a vision for excellent, equitable instruction.	• Defines and communicates a vision for excellent, equitable instruction as well as an understanding the role of HQIM in achieving that vision. • Develops an adoption plan that includes clear goals, action steps, a timeline, stakeholder engagement, and communication plans that result in selecting and procuring an HQIM aligned with the vision. • Executes an adoption process with a clear structure for reviewing, piloting, and selecting an HQIM emphasizing stakeholder engagement and alignment to vision.
Initial Implementation	Equips teachers and leaders with an initial understanding of the HQIM and prepares them to implement it skillfully from day one of instruction.	• Develops a vision for strong implementation of the HQIM that connects back to the vision for instruction. • Helps educators understand the HQIM's approach and design and how it supports the vision for instruction. • Navigates publisher-specific logistical and technological considerations, such as the components of the materials, how they are organized, and how teachers and students access them. • Supports teachers' internalization of first units and lessons through rehearsal with colleagues who teach the same content and HQIM.
Ongoing Implementation Support for Teachers	Deepens teachers' initial understanding of how to implement the HQIM by providing opportunities for teachers to reflect on their implementation and plan for upcoming instruction.	• Reinforces the vision for strong implementation of the HQIM that connects back to the vision for instruction. • Supports teachers' internalization by rehearsing units and lessons with colleagues, focusing on anticipating student thinking and responses. • Supports educators in adapting the HQIM to meet the needs of all students and providing rigorous, grade-level instruction. • Supports teachers in reflecting on and analyzing student data, especially student work from the HQIM, to address the diverse needs of students through the use of HQIM-embedded supports.
Ongoing Implementation Support for Leaders	Supports school and school system leaders in identifying and implementing the enabling conditions and resources required to implement the HQIM successfully.	• Communicates a vision for strong implementation of the HQIM that connects back to the vision for instruction. • Supports leaders with allocating the essential time (e.g., class time, PLCs) and resources (e.g., trade books) needed for HQIM implementation. • Empowers leaders to build coherence by eliminating policies and procedures that impede strong implementation. • Supports leaders with monitoring and identifying trends within student learning and teacher practice.

Professional Learning Structures

High-quality CBPL may be delivered in various structures, depending on content, audience, or type of session. Rivet has defined four types of professional learning structures that enable the delivery of CBPL. All professional learning structures, regardless of whether or not they are delivered by an internal team member or external professional learning provider, are led by experienced educators with deep knowledge of the content area and HQIM.

PL TYPE	DESCRIPTION	RECOMMENDED OCCURENCE	RECOMMENDED FREQUENCY
Workshops	Group learning experiences grounded in a specific HQIM to support educators' initial or deeper understanding of the HQIM's resources, materials, or strategies and how to incorporate them into instruction.	After school, during the summer, or on assigned professional development days within the school year	Multiple times a year
Collaboration/ Professional Learning Communities	Small groups of educators within the same grade level or content area study lessons, tasks, texts, and student work from their HQIM. They use cycles of inquiry and protocols that support collaborative planning, observation, and feedback.	During planning periods within the school day	Weekly
Coaching	Informal opportunities for educators to receive actionable, HQIM-specific feedback on their instruction.	Observations during classroom instruction, with feedback sessions during planning periods or immediately following the lesson	Multiple times a year for all teachers, with frequency dependent upon teacher need
Consultations	Strategic meetings between system and school leaders and HQIM experts to support the enabling conditions required for a strong implementation of the HQIM.	During the school day	Multiple times a year

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