

Evaluating Curriculum and Instructional Practices

February 13, 2025

Session 5



Meet the Presenters

Dr. Michael J. Young

Assistant Professor, Elementary Literacy |
Illinois State University

Julie Stratman

Assistant Regional Superintendent | Regional
Office of Education #1



Housekeeping

- Please complete the registration form for this event.
- Today's slide deck can be accessed here:
- All resources are available in a [our shared folder](#) and archived on ISBE's [Illinois Comprehensive Literacy Plan webpage](#) after each session.



Illinois has an **urgent** and **collective responsibility** to achieve **educational equity** by ensuring that **all** policies, programs, and practices **affirm** the **strengths** that each and **every child** brings within their **diverse backgrounds** and **life experiences**, and by delivering the comprehensive **supports, programs, and educational opportunities** they need to **succeed**.

ISBE Equity Statement



Shared Norms

Empower

Stay future-focused, work toward solutions, and promote progress in every discussion.

Engage

Actively participate by sharing feedback and interacting in both the chat and small groups.

Uplift

Encourage diverse perspectives, provide space for everyone to share their ideas, and embrace discomfort to foster growth.

Unite

Foster a sense of togetherness and openness, ensuring full participation. Make your video available if possible.

Mark Your Calendars: 2024-2025 Capacity Builders

- 10/17/24 Session 1: Overview of the Series and Illinois Comprehensive Literacy Plan
- 11/14/24 Session 2: Understanding Literacy Data
- 12/5/24 Session 3: Making Sense of Data Overload
- 1/23/25 Session 4: Local Control and Data Utilization
- **2/13/25 Session 5: Evaluating Curriculum and Instructional Practices**
- 3/13/25 Session 6: Key Literacy Strategies and Concepts
- 4/10/24 Session 7: Assembling and Leading a Literacy Team
- 5/8/25 Session 8: Monitoring Progress and Leveraging Resources
- 6/5/25 Session 9: Revising and Sustaining Literacy Plans



Learning Outcomes

- **Reflect on curriculum and program processes through a localized, equity-focused lens**
- **Examine literacy instructional practices that intersect with local, data-informed decision making**
- **Identify pathways for developing and implementing strategic literacy leadership in support of continuous improvement**

Building Capacity: Literacy Leadership

What is *literacy leadership*?

If you were to define *literacy leadership* for you, what might it involve?

Agenda

1

Curriculum
vs
Program

2

Instructional
Practices

3

Literacy
Leadership

What comes to mind?

Curriculum

Program

What is curriculum?

Curriculum is a set of academic content, instructional methods, and assessments that guide students' learning and development. It outlines what students should know and be able to do at each stage of their education. Curriculum is a vital part of learning, along with effective instruction.

What is a program?

A structured set of activities and instruction designed to improve skills and knowledge.

Two Program Evaluation Tools

Curriculum Evaluation Tool

<https://www.isbe.net/Documents/Curr-Eval-Tool.pdf>

Literacy- Specific Addendum to the Curriculum Evaluation Tool

<https://www.isbe.net/Documents/Curr-Eval-Tool-ELA-Add.pdf>

A Couple Questions to Consider

Take a moment and personally reflect on two key questions:

Who is involved making decisions about curriculum?

In what ways are they involved in that decision-making?

A Key Reminder

The Illinois Comprehensive Literacy Plan offers a **flexible approach**, aligning with state standards while allowing district-specific adaptations. It **avoids prescribing specific materials or assessments**, while instead **promoting data-informed choices** by districts. This plan cannot address all district-specific contexts and challenges, and, therefore, ISBE encourages each district to **carefully consider district and school-level data** as it makes decisions related to literacy instruction.

It is imperative within the context of **local control** that districts **design local assessment strategies** and **allocate resources** based on their **unique demographics and context** supported by data and **current evidence-based instructional practices**.

(Illinois Comprehensive Literacy Plan, 2024, p. 9)



Curriculum

The **formal overt knowledge** that is **central** to the **activities of teaching**, as well as **more tacit, subliminal messages**—transmitted through the process of **acting** and **interacting** within a particular kind of institution—that foster the inculcation of particular *values, attitudes, and dispositions*.

(Buyer & Liston, 1996, p. xv)

Curriculum

Explicit Curriculum

Overt learning opportunities students experience that are stated or printed in documents typically drawn from standards, policies, and related guidelines

Implicit Curriculum or Hidden Curriculum

Learning opportunities students experience that may be intended or unintended, but not stated or written down

Null Curriculum

What students do not have the opportunity to learn

(Eisner, 1994)



Curriculum

Explicit Curriculum

Overt learning opportunities *students* experience that are stated or printed in documents typically drawn from standards, policies, and related guidelines

Implicit Curriculum or Hidden Curriculum

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What *students* do not have the opportunity to learn

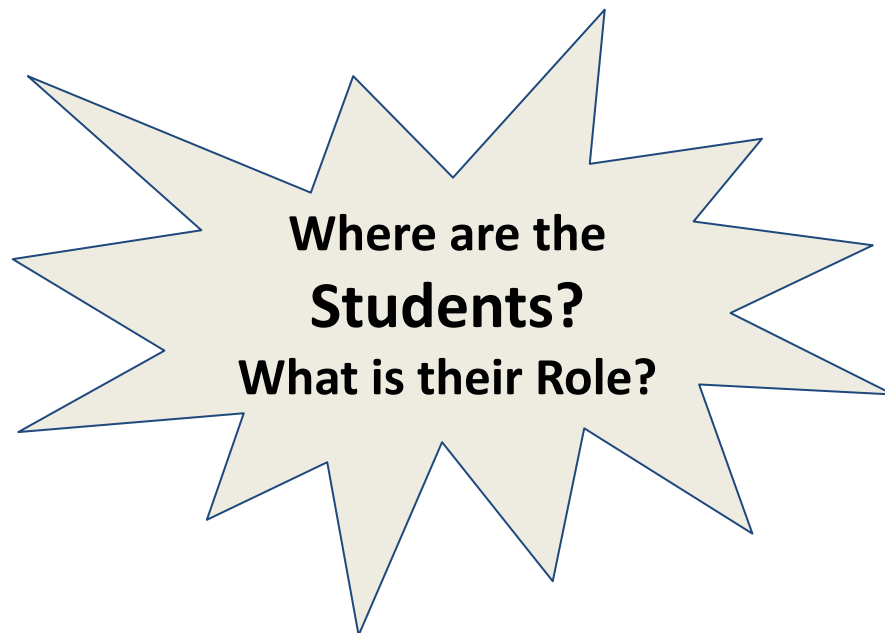
(Eisner, 1994)



A Couple Questions to Consider

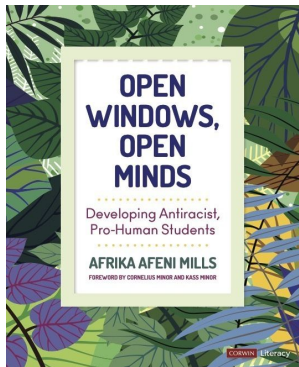
Who is involved making decisions about curriculum?

In what ways are they involved in that decision-making?



Learning is something we do **WITH**
students and their families and
communities not something that we do
TO them.

Afrika Afeni Mills (2024)



A Couple Questions to Consider

Who is involved making decisions about curriculum?

In what ways are they involved in that decision-making?

How do we ensure that decision-making:

- **affirms** the **strengths** that each and **every (*each*) child** brings within their **diverse backgrounds** and **life experiences?**

AND

- provides the comprehensive **supports** and **educational opportunities every (*each*) child** need to **succeed?**

Learning Outcomes

- **Reflect on curriculum and program processes through a localized, equity-focused lens**
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A Call for Leaders: Equity-Driven Decision Making

Leaders across all levels must **prioritize equity in their decision-making, recognizing the distinct needs of diverse students and working to dismantle systemic barriers to literacy achievement.** This commitment to equity acknowledges the **multifaceted identities and experiences of students,** fostering a learning environment that **serves the needs of all students.**

Key actions for leaders to attend to equity include:

- **Promoting a Diverse Workforce**
- **Ensuring Inclusive Literacy Plan Development and Implementation**
- **Disaggregating Data to Unearth Inequities**
- **Involving Students in Needs Assessment Processes**

(Illinois Comprehensive Literacy Plan, 2024, p. 131)



Building a Capacity for Leadership in Literacy

Leader's capacity to lead for literacy begins with a solid base of knowledge and expertise.

At its core, effective leadership in literacy instruction is about creating an environment where every student has the opportunity to become a proficient reader and a skilled communicator.

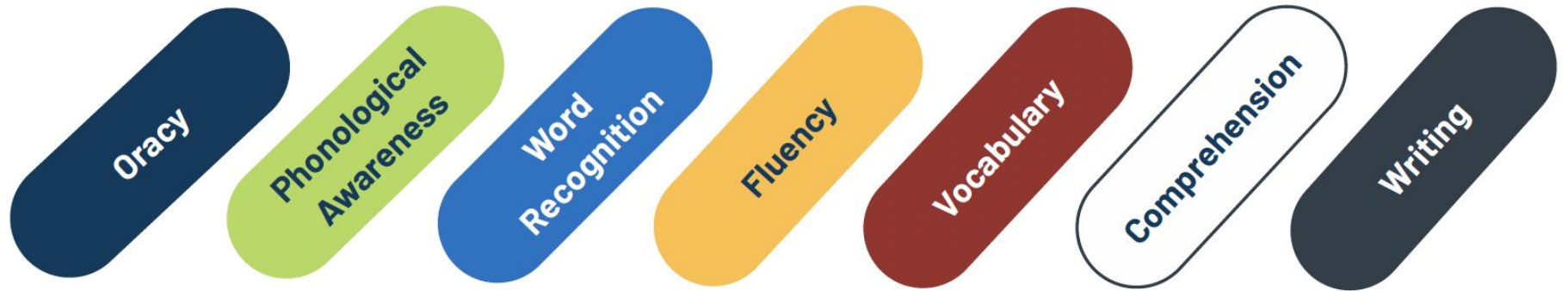
This **foundational knowledge is the bedrock** upon which leaders can construct such an environment, and it serves multiple critical purposes.

(Illinois Comprehensive Literacy Plan, 2024, p. 131)











Instructional Practices

7 COMPONENTS OF LITERACY



Literacy Modalities

a way or manner through which something occurs or is experienced, expressed, or done.

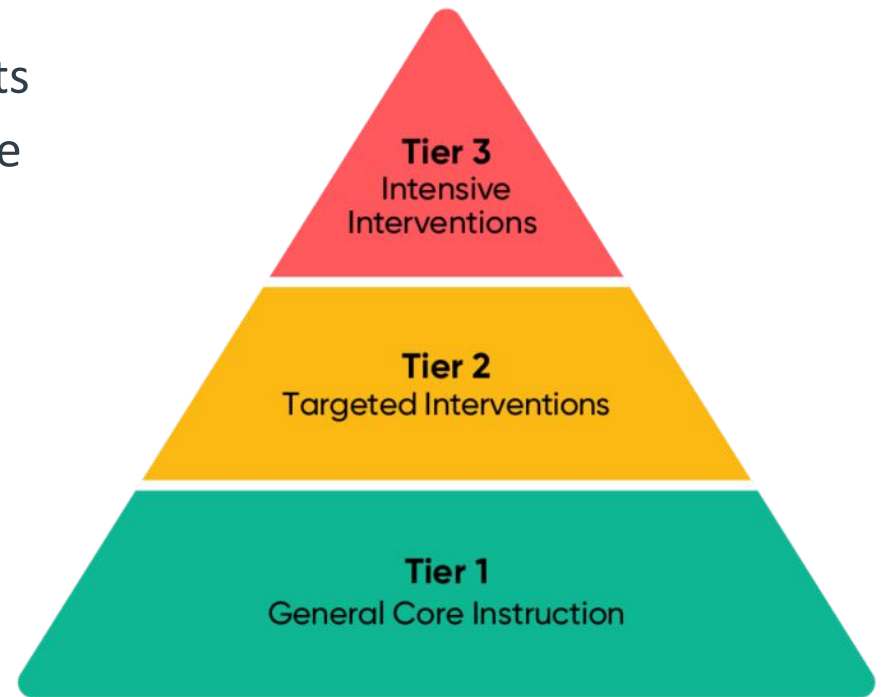
	Oral Language	Written Language	Visual Language
Receptive Comprehension  Thinking	 Listening	 Reading	 Viewing
Expressive Composition  Sharing Ideas	 Speaking	 Writing	 Visually Representing

(McAndrews, 2020)

Core Instructional Practices

Practices outlined across components of the 2024 Illinois Comprehensive Literacy Plan are designed for Core Instruction.

Each and every student should have access to core instruction.



Progression Across the Seven Components

The Seven Components of Literacy

	Oracy	Phonological Awareness	Word Recognition	Fluency	Vocabulary	Comprehension	Writing
Birth College & Career Ready							
ORACY	Begin developing basic oral communication through sounds and responses.	Engage in conversation; express feelings and join class discussions.	Speak clearly, follow directions, and engage in storytelling and role-playing.	Practice structured talk, active listening, and presenting.	Work on complex speech, articulation, and nonverbal cues.	Enhance oracy for academia, real-world, debates, and presenting.	
CONCEPTS OF PRINT	Children explore board books with pictures and simple words, learning that words and pictures convey meaning from parents and caregivers.	Children grasp book handling, page-turning, and the concept of print conveying meaning, while also beginning to recognize letters.	Learners begin to recognize letters and understand left-to-right and top-to-bottom reading direction.	Students continue to develop print awareness, letter recognition, and the use of text features, such as the table of contents.	Students enhance their proficiency in utilizing various text features for clarity and comprehension. These may include titles, headings, maps, sidebars, bulleted lists, photos, captions, subtitles, page numbers, illustrations, charts, graphs, diagrams, important quotes, keys, sources, special print, glossaries, timelines, or word usage indexes.		
PHONOLOGICAL AWARENESS	Explore language sounds through rhymes, songs, and wordplay.	Engage in rhyming, clapping syllables, and identifying beginning sounds.	Develop understanding of phonemes; learn to blend and segment sounds in words.	Apply phonemic awareness by segmenting, isolating, and substituting sounds.	Master complex phonemic tasks, including reading multisyllabic words and phoneme manipulation.	Seek tailored instruction in phonological awareness as needed, informed by assessment.	
WORD RECOGNITION	Establish phonological and phonemic awareness as foundations for phonics and letter-sound relationships.	Initiate phonics with basic letter-sound relationships, encoding, and decoding.	Expand phonics instruction to more complex letter-sound correspondences.	Advance in phonics, focusing on spelling patterns and word decoding.	Continue to reinforce phonics skills through advanced vocabulary and complex texts, including morpheme study and intricate word analysis in English and World Language courses.		
FLUENCY	Develop oral language through repeated exposure in infancy and preschool.	Cultivate early fluency skills, like sound/letter fluency, and enhance it by reading aloud with expression and pacing.	Practice reading fluently with expression and accuracy.	Enhance reading fluency, focusing on more complex texts.	Extend reading fluency to a wide range of academic and literary texts.		
VOCABULARY	Acquire vocabulary through exposure to spoken language, texts read aloud, and conversations with caregivers in early childhood.	Build oral and written vocabulary through explicit instruction, exposure to varied texts, and engaging in discussions.	Expand vocabulary by reading challenging texts, studying academic vocabulary, and using context clues for word meanings.	Develop sophisticated vocabulary knowledge by exploring word origins, prefixes, and suffixes.			
COMPREHENSION	Engage with texts by listening and interacting with oral and written language through read-alouds.	Deepen understanding and interaction with texts, focusing on comprehension.	Develop critical reading skills, analyzing texts in-depth.	Perform critical analysis of literature and various texts, enhancing interpretative abilities.			
WRITING	Explore emergent writing through scribbling, drawing, and gradually using letters, invented spelling, and basic grammar.	Integrate reading and writing skills, enhancing both simultaneously.	Develop basic writing skills, focusing on sentence and paragraph structure, and connecting them with reading skills.	Progress to more advanced writing, including argumentative and research writing.	Master advanced writing skills for essays, research papers, and college applications.		

Building background on progressions across the seven components of literacy is helpful for developing the solid base knowledge for effective literacy leadership.

Let's take some time to explore these progressions ([Link](#))

In the Chat: What is rolling around in your head as you think about the seven components?



Instructional Practices

ICLP: Section 1
(pp. 34-61)

Core Instructional Practices			
Instructional Practice Aligned with Evidence	Grade Level(s)	Illinois Learning Standards for ELA and Illinois Early Learning and Development Standards (IELDS)	Instructional Practice Not Aligned with Evidence
Foster structured discussions to develop oral language skills.	PreK-12	Pre-K: IELDS: Goal 1 K-12: CCRA.SL.1, CCRA.SL.3	Provide limited verbal discourse opportunities.
Engage students in spoken language activities to expand vocabulary, construct sentences, and improve grammar proficiency.	PreK-12	Pre-K: IELDS: Goal 2, Goal 3 K-12: RL.K-5.10, SL.K-5.2	Emphasize rote memorization of vocabulary and grammar without meaningful spoken interaction.
Utilize read-alouds and storytelling to enhance expressive language and comprehension.	PreK-5	Pre-K: IELDS: Goal 1 K-12: CCRA.L.3, CCRA.L.6	Conduct passive read-alouds without interactive elements like discussion or relating to experiences.
Promote oral planning and discussion before writing to organize thoughts and develop language skills.	1st-12	Pre-K: IELDS: Goal 1 K-12: CCRA.SL.4	Allow writing without prior oral discussion or planning, leading to disorganization.
Encourage providing and receiving feedback on oral presentations or discussions to refine speaking and listening abilities.	K-12	Pre-K: IELDS: Goal 1 K-12: CCRA.SL.3	Focus solely on presentation content, neglecting oral communication feedback.

With each component, the ICLP identifies a.) instructional practices aligned with evidence, b.) the recommended applicable grade levels, c.) connections to standards, and d.) related practices not aligned with evidence.



K-12 Instructional Practice

ICLP: Section 1
(pp. 34-61)

Core Instructional Practices			
Instructional Practice Aligned with Evidence	Grade Level(s)	Illinois Learning Standards for ELA and Illinois Early Learning and Development Standards (IELDS)	Instructional Practice Not Aligned with Evidence
Foster structured discussions to develop oral language skills.			Provide limited verbal discourse opportunities.
Engage students in language activities to build vocabulary, comprehension, and improve communication skills.			Emphasize rote memorization.
Utilize read-alouds and storytelling to develop oral language and listening skills.			Use interactive elements unrelated to explicit instruction.
Promote oral planning and discussion before writing to organize thoughts and develop language skills.	1st-12	Pre-K: IELDS: Goal 1 K-12: CCRA.SL.4	Allow writing without prior oral discussion or planning, leading to disorganization.
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Aligned with Evidence
Foster structured discussions to develop oral language skills.

vs.

Not Aligned with Evidence
Provide limited verbal discourse opportunities.

With each component, the ICLP identifies a.) instructional practices aligned with evidence, b.) extended level practices, c.) standards, and d.) related practices not aligned with evidence.



Rather than a Binary, Consider a Progression

Core Instructional Practices			
Instructional Practice	Grade	Illinois Learning Standards for ELA and Illinois Early	Instructional Practice
Foster structured discussions to develop oral language skills.			Provide limited verbal discourse opportunities.
Engage students in language activities to build vocabulary, comprehension, and improve communication skills.			Provide limited verbal discourse opportunities.
Utilize read-alouds and storytelling to develop oral language and listening skills.			Provide limited verbal discourse opportunities.
Promote oral planning and discussion before writing to help students organize thoughts and develop language skills.			Provide limited verbal discourse opportunities.
Encourage providing and receiving feedback on oral presentations or discussions to refine speaking and listening abilities.	K-12	Pre-K: IELDS: Goal 1 K-12: CCRA.SL.3	Focus solely on presentation content, neglecting oral communication feedback.

Aligned with Evidence

Foster structured discussions to develop oral language skills.

Not Aligned with Evidence

Provide limited verbal discourse opportunities.

vs.

With each component, identifies a.)

Instructional practices evidence, extended levels, to standard, and d.)

actices not aligned with evidence.

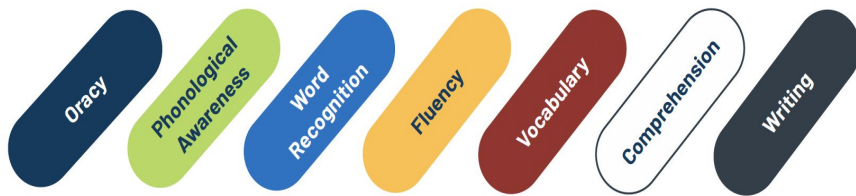
Looking at Instructional Practices

Core Instructional Practices			
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Let's Take Some Time to Explore the Practices in the [ICPL](#) (See Page 33):

1. Select One Component.
2. Focus on the Individual Practices.
3. When you look to the individual practices (aligned and not aligned) as a progression, what might that offer for thinking about the criteria for evaluating curricula and programs?
4. What information will you need to engage in this sort of evaluation?

7 COMPONENTS OF LITERACY



Learning Outcomes

- **Reflect on curriculum and program processes through a localized, equity-focused lens**
- **Examine literacy instructional practices that intersect with local, data-informed decision making**
- **Identify pathways for developing and implementing strategic literacy leadership in support of continuous improvement**

Building a Capacity for Leadership in Literacy

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(Illinois Comprehensive Literacy Plan, 2024, p. 131)



ICPL Section 3: Effective Literacy Leadership

Literacy Leaders have several important **responsibilities**:

- Maintain and uphold the current **standards** and **practices** in literacy instruction.
- Develop a **forward-looking vision** for the institution, focusing on achieving literacy excellence.
- Possess a **comprehensive understanding** of the key **processes** and **practices** essential for literacy success.
- **Inspire and motivate teams to work collaboratively** towards **common literacy goals**.
- **Organize and lead teams in a cohesive manner**, ensuring aligned efforts towards improving literacy outcomes.
- **Manage and coordinate support and resources** for effective implementation of literacy programs and initiatives.

(Illinois Comprehensive Literacy Plan, 2024, p. 131)



ICPL Section 3: Strategic Literacy Leadership

Strategic leadership in literacy encompasses a *multifaceted approach*, focusing on **informed decision-making**, providing **tailored support** to educational stakeholders, and **fostering a culture of continuous improvement** in literacy instruction.

- **Informed Decision Making**
- **Tailored Support**
- **Continuous Improvement**

(Illinois Comprehensive Literacy Plan, 2024, p. 132)

Leadership Levers

- Cultivate a Passion for Literacy
- Prioritize Tailored Professional Development
- Encourage Interdisciplinary Collaboration
- Strengthen Data-Informed Decision-Making Skills
- Undertake Equity Appraisals
- Champion Culturally Sustaining Literacy Instruction
- Benchmark Performance
- Engage in Continuous Feedback and Sustained Support
- Align Leadership

(ICLP, 2024, p. 133-134)



ICPL Section 3: Strategic Literacy Leadership

Identify pathways for developing and implementing strategic literacy leadership in support of continuous improvement

1. What might this offer for thinking about the criteria for evaluating curricula and programs?
2. What information will you need to engage in this sort of evaluation?

Resources:

[ICLP](#)

[Seven Components Poster](#)

[Curriculum Evaluation Tool](#)

[Literacy Curriculum Evaluation Rubric](#)



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Evaluation

Evaluation | Session 5: Evaluating Curriculum and Instructional Practices



Please complete the evaluation form for this session:

<https://forms.ofice.com/r/wZEhdGGTCV>

Capacity Builders: ICLP Lead Team

Jill Uher

Director of Professional Learning | South Cook ISC

Dara Carr

Professional Development/School Improvement | BHS ROE #28

Julie Stratman

Assistant Regional Superintendent | Regional Office of Education #1

Molly Allen

Assistant Regional Superintendent | Regional Office of Education #17

Chrissy Wiggs

Professional Development Director | Regional Office of Education #21

Kellyn Sirach

Reading Content Specialist | IL SLD Support Project

Kim Johnson

ELA Principal Consultant | Illinois State Board of Education

Jill Donnel

Executive Director, Council on Teacher Education | UIUC

Scott Filkins

Lecturer & K-12 Licensure Programs Coordinator | UIUC

Kristen Driscoll

Assistant Professor, Curriculum & Instruction | UIUC

Deborah MacPhee

Professor, Elementary. Literacy | Illinois State University

Michael Young

Assistant Professor, Elementary Literacy | Illinois State University

Melissa Jones-Bromenshenkel

Professor, Dept of Special Education | Eastern Illinois University
Grant Partner | IL SLD Support Project



Questions



Thank you