Comprehensive Systems: Curriculum, Instruction and Educator Support

Charter School Development Center 2025

Meet Today's Facilitators

Kristen Manchester	*Montoya Mayo*	*Kaylee Song*	*Victoria Soria*	*Dina Zakaria*
Curr. Coordinator	**Professional Learning**	**Curr. Coordinator**	**PLI Manager**	**Professional Learning**
An experienced educator and leader passionate about ensuring all students have both access and opportunity to learning. Dedicated to supporting educators in data-driven instruction, collaborative processes and reflective strategies that support all learners.	A passionate educator grounded in the "warm demander" philosophy, recognized for cultivating engagement among both students and adult learners through inclusive, dynamic learning environments.	A dedicated educator experienced in data analysis, teacher coaching, system implementation, and collaboration to pilot and engage in strategies to benefit all students and community members.	An experienced leader and compassionate educator who believes in access and learning innovation. Dedicated to developing systems and spaces that drive student growth, family connection, staff success and community strength.	A dedicated educator with a passion for creating meaningful learning environments that bridge content with real world context for all learners. Driven to empower our educators to give all students equal access.

Learn About Visions In Education

PLI Department

April Ashton
Professional Learning

Alexandria Bersig
Professional Learning

Whitney Hardcastle
Professional Learning

Kristen Manchester
Curr. Coordinator

Montoya Mayo
Professional Learning

Ashley McDonald
Professional Learning

Alejandro Montaño
Professional Learning

Rebecca Moore
Professional Learning

Kaylee Song
Curr. Coordinator

Victoria Soria
PLI Manager

Dina Zakaria
Professional Learning

The Professional Learning & Innovation (PLI) Department partners with educators and leaders across Visions In Education to strengthen learning, instruction, and leadership through professional learning, coaching, consultation, and curricular review. Our professional learning team designs and facilitates engaging learning experiences and provides differentiated coaching to support instructional excellence. Our curriculum department conducts rigorous curriculum analysis to ensure access to a guaranteed and viable curriculum aligned to California standards. Through collaboration, data-informed decision-making, and a commitment to equity, we equip all staff with the tools, strategies, and resources needed to improve student achievement and support individualized learning pathways in Visions' unique learning environments.

Agenda & Outcomes

I. Comprehensive Systems of Support for **Curriculum & Instruction** with Victoria Soria
   A. Establishing Context
   B. Initiatives & Projects
   C. Identifying a Problem of Practice

II. The What, Why and How of **Professional Learning** with Montoya Mayo
   A. Tangible Tool: Instructional Best Practices Research

III. The What, Why and How of **Coaching & Consultation** with Dina Zakaria
   A. Tangible Tool: Agenda with the 4 key questions in a Professional Learning Community

IV. The What, Why and How of **New Curricular Review** with Kaylee Song
   A. Tangible Tool: Curriculum Review Rubric

V. The What, Why and How of **Current Curricular Review** with Kristen Manchester
   A. Tangible Tool: Course Review Tool

VI. The What, Why and How of **Comprehensive Systems of Support** with Victoria Soria
   A. Peer Consultation in Problem of Practice

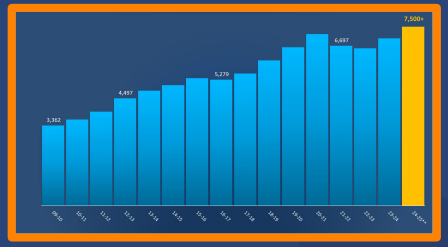
Outcomes

I. Identify your own problem of practice in system sustainability

II. Understanding the What, Why and How of comprehensive systems of support for educators

III. Identify your own bite-sized next step as a way to respond to the needs of your charter school in an ever changing world

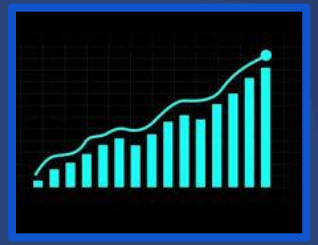
Comprehensive Systems of Support Impact Data



Strong Enrollment Trends

It's *Good* to be *Visions!*

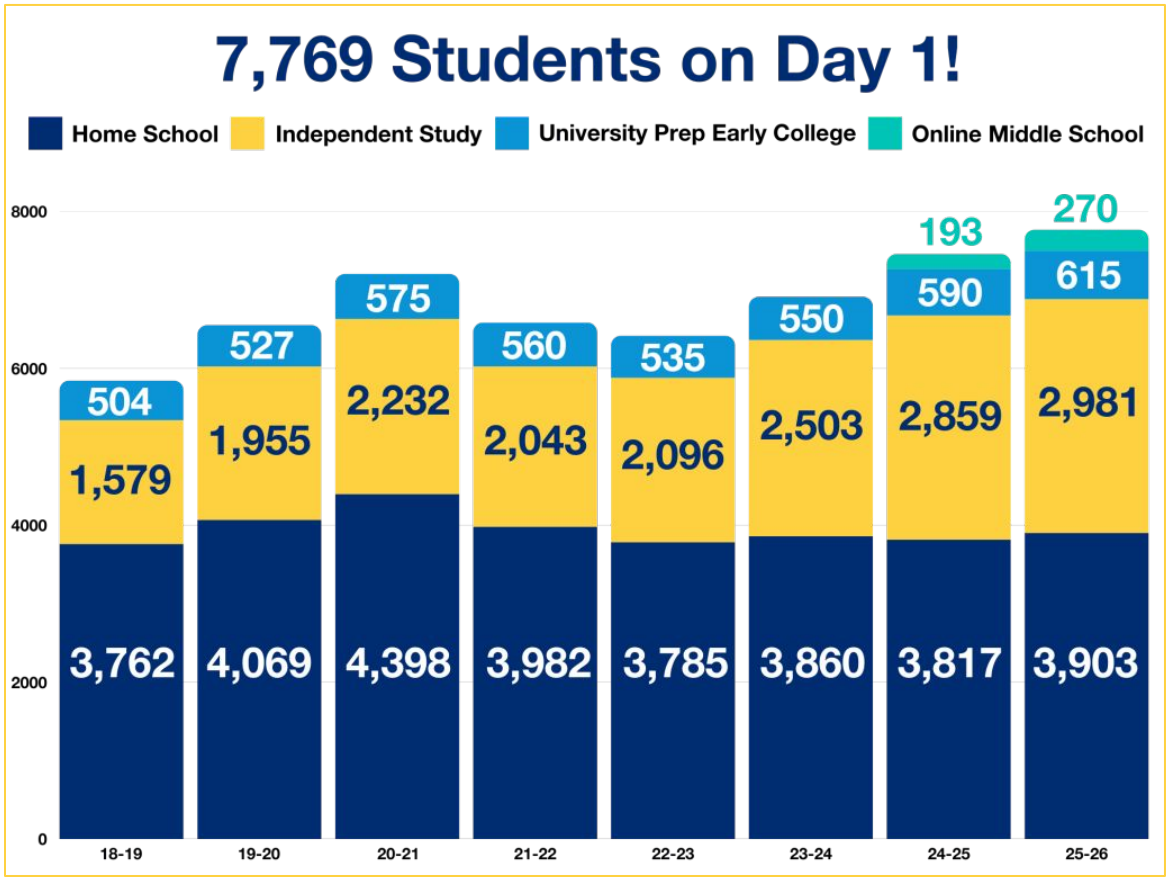
Increasing Graduation Rates



Increased Student Engagement

Declining Withdrawals

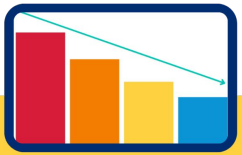
Student Enrollment



1% Better

Record Enrollment

This year, **over seven thousand students started with Visions** on the first day of school and **our enrollment peaked with 7,571 students!**

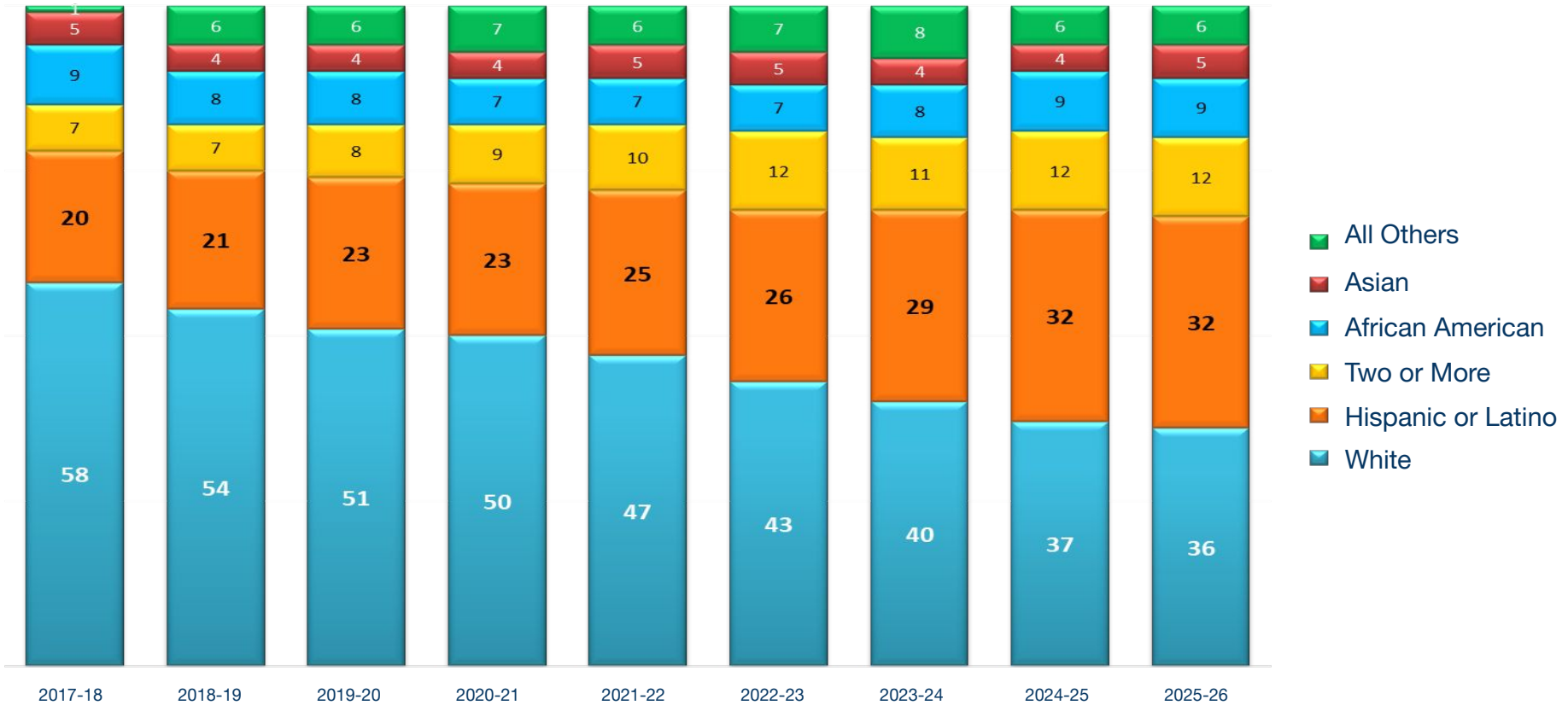


1% Better

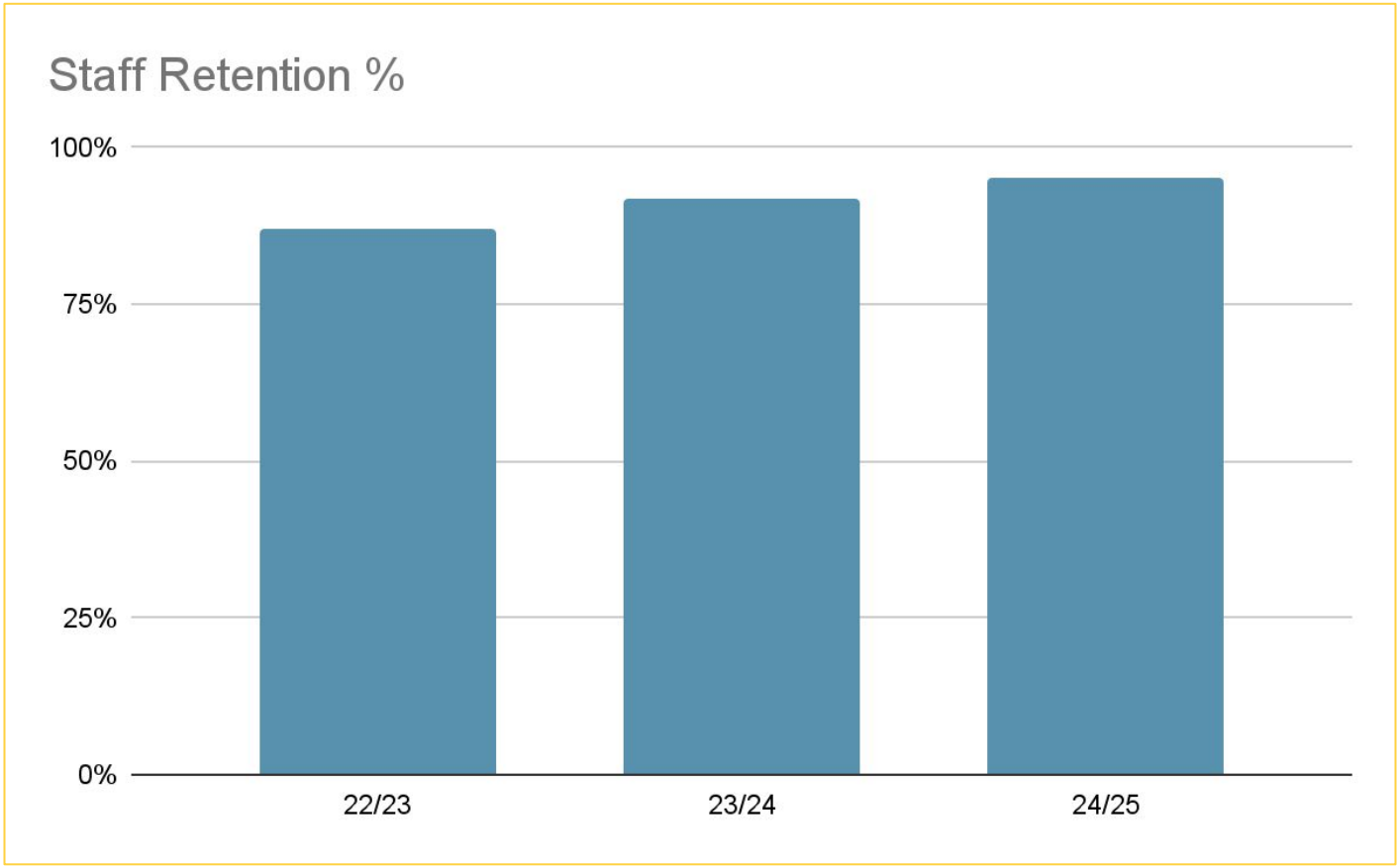
Withdrawal Rate Down

More students are staying with Visions longer, allowing them to continue their education in a stable environment with a school they trust.

Student Enrollment



Staff Retention



Impact Data on Student Academic Success

Key Dashboard Indicators			
Indicator	**2023**	**2024**	**2025**
ELA	-1.2 DFS	-10.1 DFS	-2.5 DFS
Math	-52 DFS	-60.7	-35.2 DFS
ELPI	41.6%	43.7%	47.6%
Chronic Abs	10.7%	4.2%	3.9%
College / Career	20.1%	23.1%	21-25%
Graduation	75.2%	81.8%	83.9%

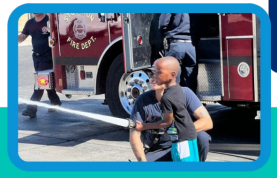
Specialized Programs

Online Middle School

Our Online Middle School program completed its first full year and has **officially transitioned from a pilot program to a full academy!**

Credit Recovery

Our Credit Recovery program completed its first full year, helping **hundreds of high school students catch up and graduate.**



TK Events & Field Trips

Transitional Kindergarten (TK) students enjoyed **more focused events, workshops, and field trips** this year as part of a statewide TK effort.

Seal of Biliteracy

For the first time, **Visions offered the State Seal of Biliteracy exam to early graduates.** As a result, **63 graduates received their Seals of Biliteracy (including 7 students earning multiple seals!)**

Dual Enrollment Increased!

More high school students than ever are taking community college classes and this year, **287 students took more than 450 courses!**

PLI 2025-2026 Initiatives & Projects

PLI Initiative: High levels of professional learning for instructional staff organization-wide with a focus on PLC implementation, instructional best practices, and guaranteed and viable curriculum through the California standards and frameworks.

- **Initiative: Professional Learning**
  - **Provide differentiated professional learning opportunities on curriculum and instruction with a focus on PLC practices, Instructional Best Practices (IBPs) and the utilization of standards and frameworks for a guaranteed and viable curriculum.**
- **Initiative: Coaching & Consultation**
  - **Provide differentiated coaching opportunities for educators and consultation for instructional leaders within Visions' unique learning environments on curriculum and instruction with a focus on CSTPs, PLC implementation, Instructional Best Practices (IBPs) and the utilization of standards and frameworks for a guaranteed and viable curriculum.**
- **Initiative: Curricular Review**
  - **Provide in-depth analysis and recommendations for curricular resources based on the California standards and frameworks for a guaranteed and viable curriculum with equitable access to all Visions within our unique learning environments.**

PLC Professional Learning	IBP Professional Learning	Family Learning Communities	1:1, Group & Systems Coaching	Review Current Curriculum & Courses	Review New Curriculum Options

PLI Projects & Initiatives

Org-Wide

Professional Learning
Coaching & Consultation
Curricular Review
PLC Consultation
Org. Leadership Consultation
Visual & Performing Arts
Program Development

Curriculum

New Curricular Review
Annual Curricular Review
Curriculum Fair
HS Hub & Curr. Corner

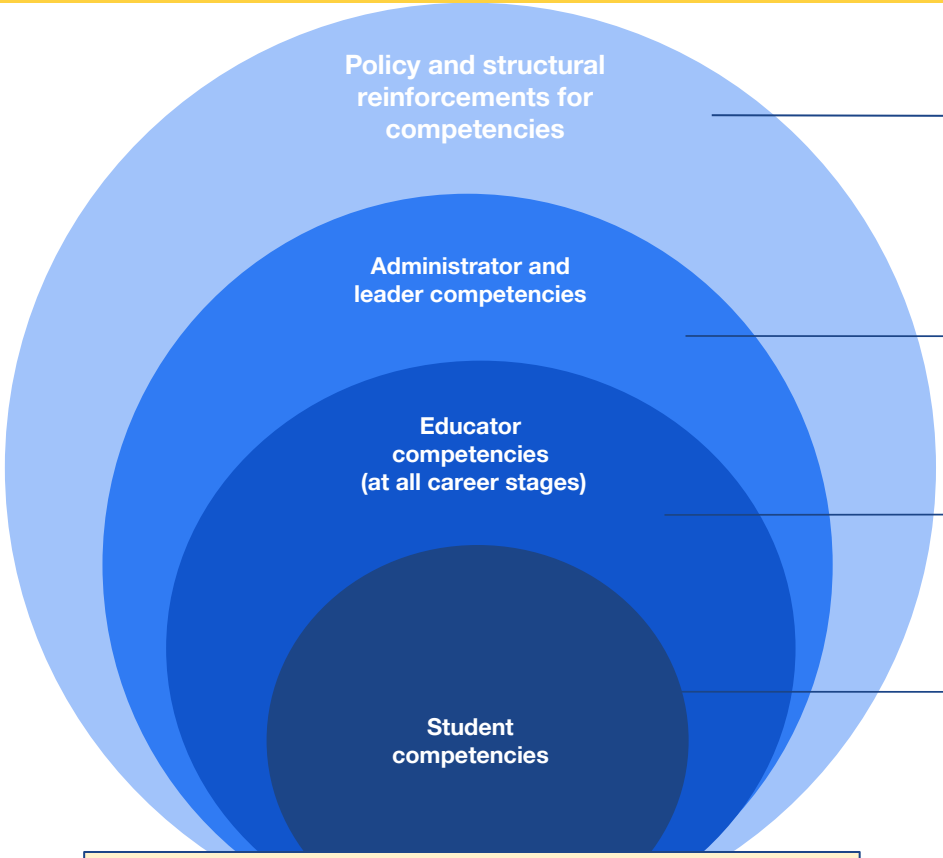
Standards & Frameworks

Course Standards Reviews
Essential Standards Support
Lesson Planning Templates
Subject Content Research

Instruction

PLC Practices
CSTP Modules
Instructional Best Practices
Family Learning Communities

Comprehensive Systems of Support from PLI



Nested School Structures & Relationships

Comprehensive Systems of Support

- Policy & Senior Leaders
  - CSDC Presentation
  - CCIS Presentation
  - PLC Consultation
  - SCOE PL Facilitation
- Instructional Leaders
  - Professional Learning
  - Instructional Consultation
  - Curricular Review
- Visions Educators
  - Professional Learning
  - Instructional Coaching
  - Curricular Resources
- Visions Students
  - PLC Practices
  - Instructional Best Practices
  - Guaranteed & Viable Curricula

Problem of Practice

- Problem of Practice
  - State - Identify - Evaluate - Design - Collaborate - Establish
- Change Readiness Tool
  - Explore individual and organizational readiness
- Comprehensive Systems of Support Guiding Questions
  - Readiness with each other and within systems

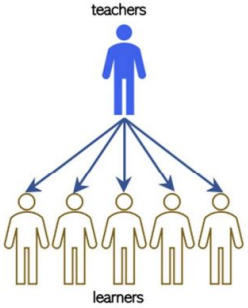
1. **State the problem**
2. **Identify the needs**
3. **Evaluate Change Readiness**
4. Design Success Criteria
5. Collaborate
6. Establish a Cycle of Inquiry

Professional Learning
Instructional Best Practices Research

Professional Learning

Professional Learning

Pedagogy

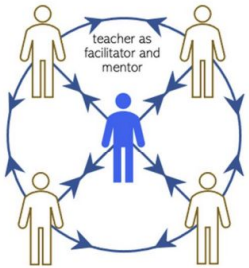


One-way transfer of knowledge/information

Traditional method

Best for teaching individuals with very little subject matter

Andragogy



Two-way transfer of knowledge

Learner-centric approach

Experienced learners, familiar with subject

Heutagogy

Participants are teachers and teachers are participants

Self-controlled learning

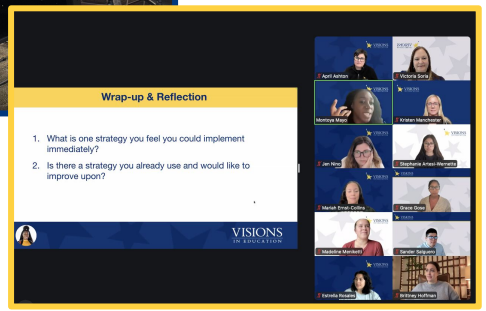
Learners guide the training, teachers are facilitators

Ghodang, (2022)

Professional Learning

Synchronous Learning

In-Person Workshops



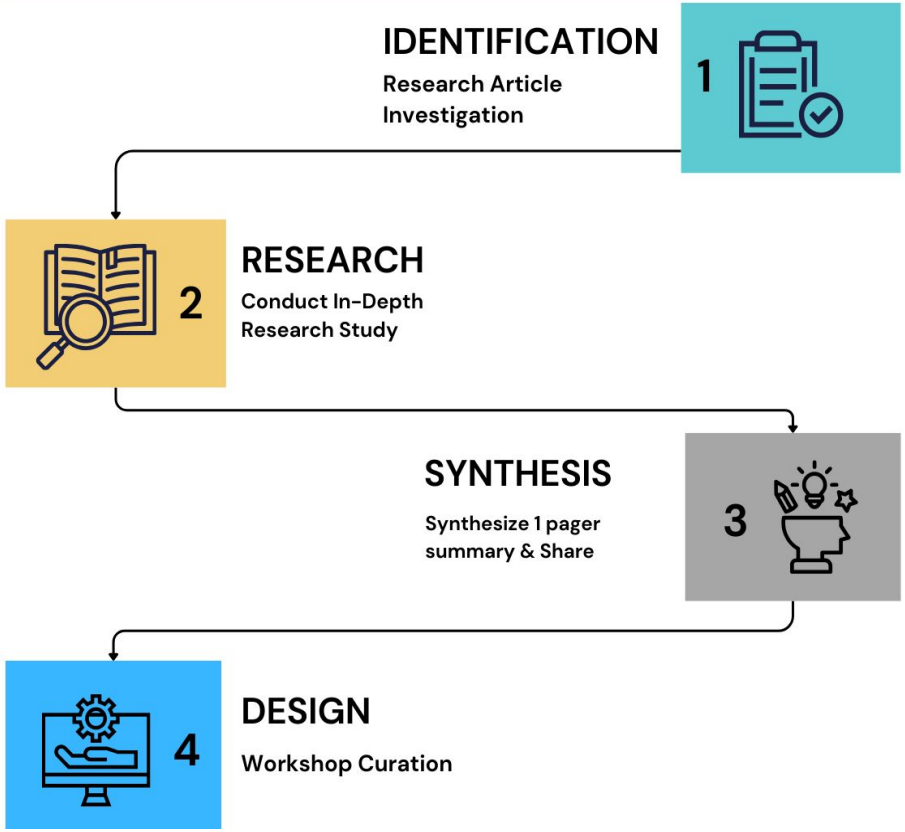
Virtual Workshops

Asynchronous Learning

Resource Libraries

Canvas Courses

Instructional Best Practices Research Methodology



Research Based IBP Categories

Synchronous Learning

- All educators engage in this opportunity to support students

Students Working Asynchronously

- All instructional staff have unique opportunities to support students with the skills required to do this successfully

Family Partnership

- All instructional staff have unique opportunities to partner with families in supporting student success

Andragogy For Adult Learners

- All instructional leaders support educators in student learning

Research Methodology

PHASE 1 IDENTIFICATION

Identify & Investigate

- Analyze Visions' unique learning environment parameters
- Investigate and identify research based practices to consider in designing structures that address the unique factors impacting student success in online learning.

PHASE 2 RESEARCH

In-Depth Research

- Compile a list of the top 10 evidence-based best practices that most significantly impact student success in Visions' unique enviornemnt.
- Engage in a deep dive into their chosen practice, reviewing relevant peer-reviewed journal articles and reputable research sources

PHASE 3 SYNTHESIS

Synthesize & Share

- Summarize key insights, strategies, and implications for implementation within our unique educational context.
- Present findings to the group to inform collective understanding and support effective online learning structures.

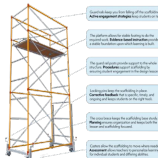
PHASE 4 DESIGN

Workshop Design

- Use research findings to design practical, engaging, and actionable professional learning experiences that highlight each best practice.
- Refine workshop materials to ensure clarity, alignment with adult learning principles, and readiness for delivery.

Instructional Best Practices

Feedback



Scaffolding

Active Learning

Background Knowledge

Cognitive Lift

4 Key Aspects of Teaching Online

Reading Interventions

Math Accessibility

Co-Teaching Relationships

Learning Environments at VIE

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For Adult Learners

- All instructional leaders support educators in student learning

Impactful Feedback - Defined

Feedback loop image adapted from Jones, Nelson, & Gerzon (2021)

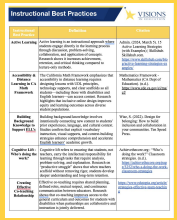
Hattie & Timperley, (2009)

VISIONS IN EDUCATION

Instructional Best Practices

25 YEARS VISIONS IN EDUCATION

WHAT:	Research impactful instructional best practices that work within Visions' unique learning environments and provide meaningful staff training on how to best leverage these instructional best practices to support positive student outcomes.
WHY:	Equip our educators with instructional strategies and tools that are research based to produce impactful outcomes on student learning experiences.
HOW:	**Researcher/Facilitator:** • Research IBP for specific learning environment • Identify and design training resources • Embed in coaching program and professional learning opportunities **Participants:** • Synchronous learning opportunities such as workshops, webinars, and institutes • Asynchronous learning opportunities such as Canvas courses, self-paced workshops, and resource libraries • Coaching and consultation upon request to meet the unique needs of groups or individuals


Instructional Best Practices

VISIONS

Multi-Tiered System of Support	Definition	Citation
Active Learning	Active learning is an instructional approach where students engage directly in the learning process through activities like discussion, collaboration, and application of concepts. Research shows it increases achievement, motivation, and critical thinking compared to lecture-only methods.	Admin. (2024, March 21). 11 Active Learning Strategies to Engage Students [Examples]. Northern Arizona University. https://nau.edu/blog/active-learning-strategies-engage-students/
Accessibility & Efficacy via Universal Design for Learning Framework	The California Math Framework emphasizes that accessibility in distance learning requires intentional design, including flexible tools, technology supports, and clear workflows so all students can engage. It also highlights the role of English learners—not as an issue—but as assets. Research highlights that inclusive online design improves outcomes for all learners, especially across diverse student populations.	Mathematics Framework – Mathematics (CA Dept of Education). (n.d.). https://www.cde.ca.gov/ci/ma/cf/
Building Background Knowledge to Support ELLs	Building background knowledge involves intentionally connecting new content to students' prior experiences, cultures, and languages. Studies confirm that explicit vocabulary instruction—especially when paired with visual learning strategies—enhances comprehension and accelerates English learners' academic growth.	Wan, S. (2022). Design for belonging: How to create a sense of belonging in online classrooms in your communities. The Spool Press.
Cognitive Lift: Who's doing the work?	Cognitive Lift refers to ensuring that students, not teachers, are doing the majority of the thinking, struggling, and meaning-making during learning. Research shows that when teachers "withdraw to engage," they're more likely to scaffold without removing rigor, students develop deeper understanding and long-term retention.	Achieve3000.com. (n.d.). "Who's doing the work?" Cognitive Lift Strategies. (n.d.). https://admin.achieve3000.com/sites/default/files/2021-09/Cognitive%20Lift%20Classroom%20Strategies.pdf
Creating Conditions for Relationship	Effective co-teaching requires shared planning, clear roles, and mutual trust. Research shows that communication between educators directly impacts student outcomes. Co-teachers must align curriculum and instruction for students with disabilities, and collaborative conversations are essential to jointly delivered.	https://www.edutopia.org/article/lessons-effective-team-teaching/

Impact Data

Professional Learning Data

Average Scores on a scale of 1-5 of 134 responders as of September 15th, 2025

Where would you rate yourself in terms of your current understanding of the topics covered, **at the start** of the workshop?	Where would you rate yourself in terms of your current understanding of the topics covered, **at the end** of the workshop?	How relevant/helpful do you think this content will be in **furthering your expertise** as a professional educator?	How relevant/helpful do you think this content will be in **supporting student learning**?	Please indicate your **overall level of satisfaction** with the Professional Learning you engaged with:
2.88	3.77	4.06	4.14	4.10

Batterton, K. A., & Hale, J. (2017). *The Likert scale: What it is and how to use it.*

Coaching & Consultation
PLC Practices

Coaching & Consultation

The **Coaching Continuum** at **Visions**

The **Consultation Continuum** at **Visions**

Coaching Program Development

The Coaching Development Plan focused on building the capacity of instructional coaches to deliver impactful support across Visions. Coaches engage in continuous professional learning to refine their skills in:

- **Modeling and co-teaching strategies**
- **Data analysis and reflective dialogue**
- **PLC practices, IBPs and GVCs**

The plan emphasized the following:

- Regular training sessions and collaborative learning among coaches
- Alignment of coaching practices with org. goals and priorities
- Use of evidence-based tools and protocols
- Development of strong relationships and trust with educators

Through this plan, coaches are equipped to provide individualized, team-based, and system-wide support, fostering a culture of continuous improvement and ensuring high-quality instruction that drives student success.

Family Learning Community Sessions

Join VIE's Professional Learning & Innovation staff for community support specific to curriculum and instruction across all academies. Each session includes an overview from our curriculum coordinators, followed by breakout rooms specific to instruction based on subject and grade. Learn alongside other family partners as well as share your own tips and tricks. We look forward to seeing you there!

September 16th, 2025 | 2:00pm -3:00pm
Family Learning Communities
- **Curriculum: Quick-Start Guides**
- **Instruction: Standards**

REGISTER NOW
CLICK HERE

October 14th, 2025 | 2:00pm -3:00pm
Family Learning Communities
- **Curriculum: Assessments**
- **Instruction: Responding to Data**

REGISTER NOW
CLICK HERE

November 4th, 2025 | 2:00pm -3:00pm
Family Learning Communities
- **Curriculum: Pacing & Planning**
- **Instruction: Scaffolding**

REGISTER NOW
CLICK HERE

December 2nd, 2025 | 2:00pm -3:00pm
Family Learning Communities
- **Curriculum: Culminating Projects**
- **Instruction: Feedback**

REGISTER NOW
CLICK HERE

February 10th, 2026 | 2:00pm -3:00pm
Family Learning Communities
- **Curriculum: Fresh Start to the Semester**
- **Instruction: Building Background Knowledge**

REGISTER NOW
CLICK HERE

March 10th, 2026 | 2:00pm -3:00pm
Family Learning Communities
- **Curriculum: Shared Experiences**
- **Instruction: Cognitive Lift**

REGISTER NOW
CLICK HERE

April 14th, 2025 | 2:00pm -3:00pm
Family Learning Communities
- **Curriculum: Bridging Gaps Before Summer**
- **Instruction: Making Learning Visible**

REGISTER NOW
CLICK HERE

May 5th, 2026 | 2:00pm -3:00pm
Family Learning Communities
- **Curriculum: Planning for Next Year**
- **Instruction: Ending the Year Strong**

REGISTER NOW
CLICK HERE

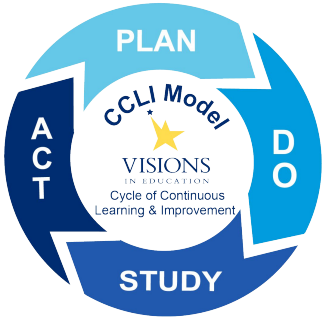
Coaching Cycles

- The **purpose** of the coaching cycle is to **build educator capacity** through implementation of **effective instructional practices** in order to boost **student achievement**.
- The coaching cycle is embedded within all layers of the coaching continuum.
- The cycle consists of a series of **coaching conversations** engaging the educator in identifying a goal, learning the practice, and improving through reflection/data. This is a cyclical process and can begin at any point in the cycle.

Coaching Session I - Plan

Coaching Session II - Do

Coaching Session III - Study/Act



Professional Learning Community Practices

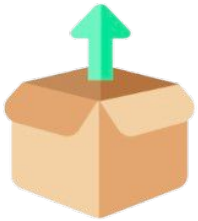
Essential Standards

Learning Targets

Course Review

CFAs in Action

Data Analysis Protocol



Vertical Articulation

Learning Environments at VIE

Online Learning

- All educators engage in this opportunity to support students

Students Working Asynchronously

- All instructional staff have unique opportunities to support students with the skills required to do this successfully

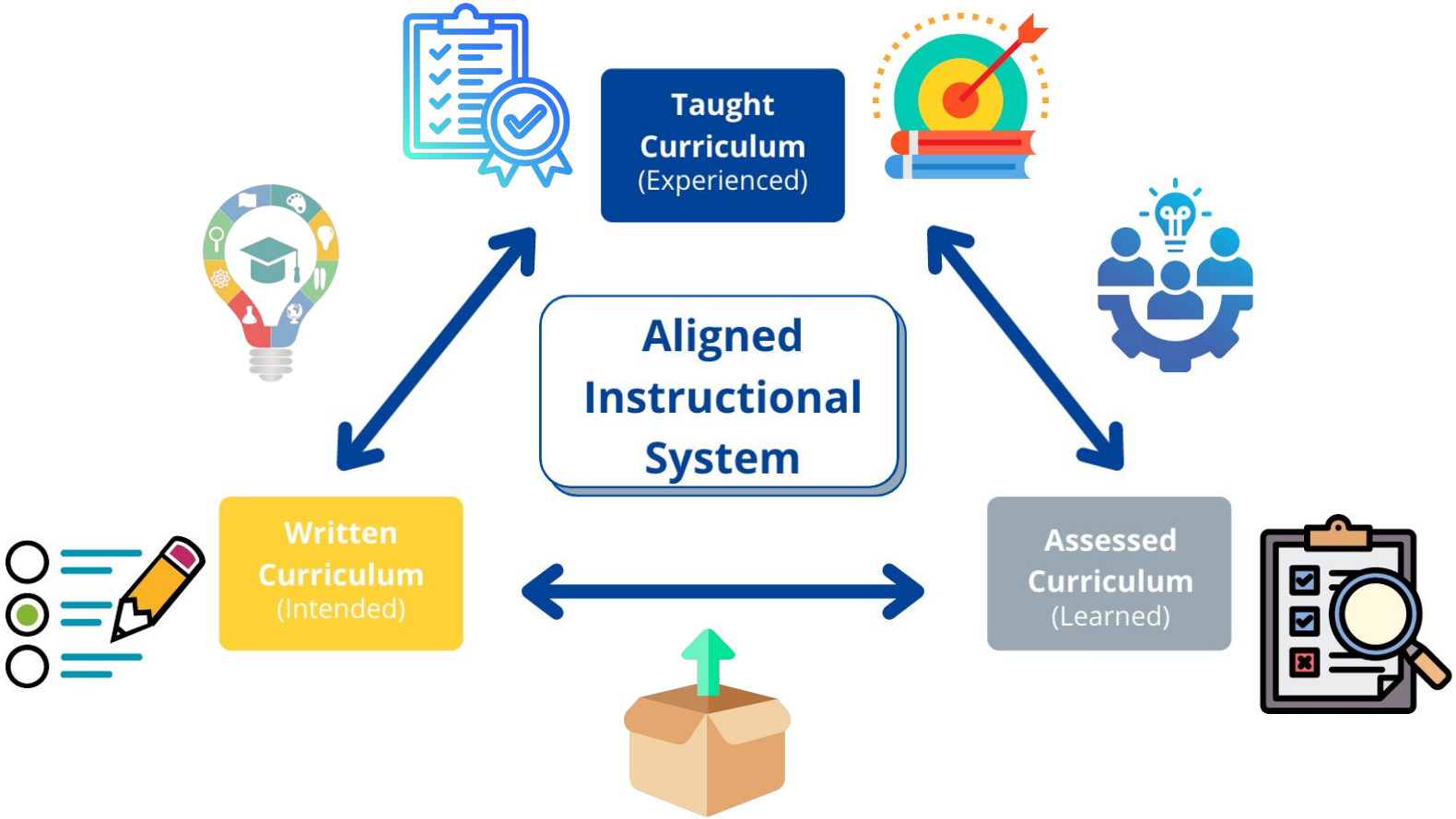
Family Partnership

- All instructional staff have unique opportunities to partner with families in supporting student success

For Adult Learners

- All instructional leaders support educators in student learning

Professional Learning Community Practices



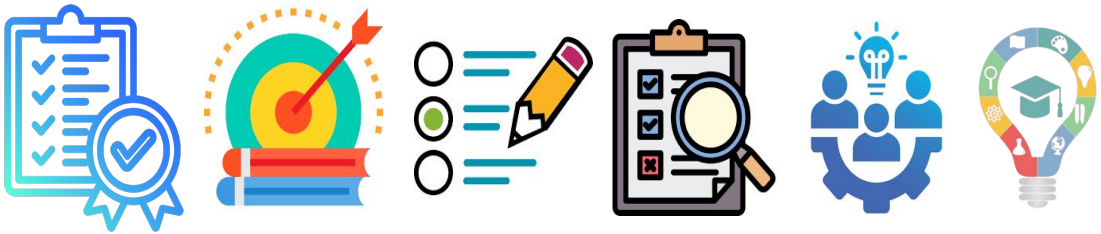
PLC Practices: The Four Key Questions

Four Key Questions

1. **What** do we expect students to learn?
2. **How do we know** they are learning it?
3. **How do we respond** when they **do not learn**?
4. **How do we respond** when they have **already learned**?

1. **Essential standards** refine **what** we expect students to learn.
2. **Common formative assessments** measure **how** we know students are learning the essential standards.

¾. **Aligning curricular resources**, engaging in **data analysis** and incorporating **instructional best practices** underscore our **why** to support the learning and academic progress of all students in our unique learning environments.



The Four Key Questions

WHAT:	1. What do we want students to learn and know/do? 2. How do we know they are learning it? 3. How do we respond when they do not learn? 4. How do we respond if they have already learned?
WHY:	To provide guidance for collaborative teams to a focus on learning, and establish collective responsibility for student learning.
HOW:	Focus on Learning - Build a Collaborative Culture - Results Orientation 4 Key Questions Agenda Template

Coaching Impact Data

Coaching & Consultation

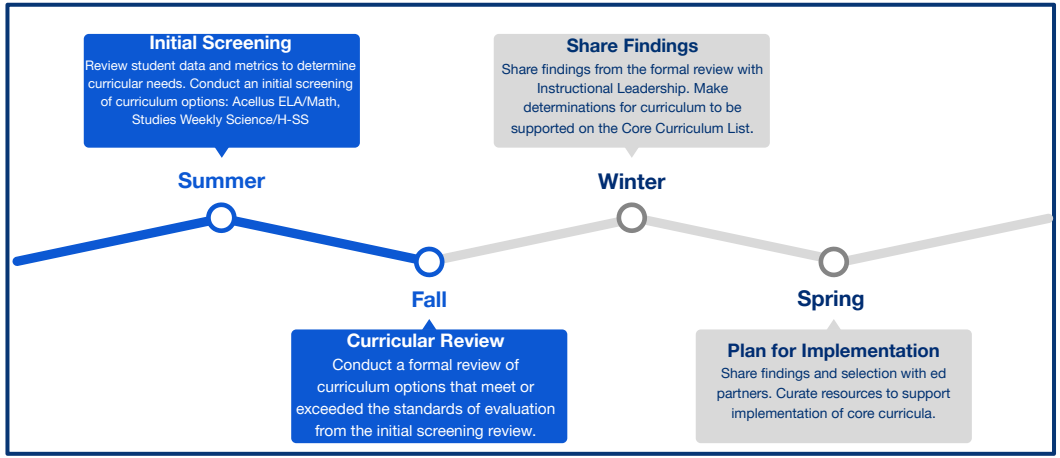
Average Scores on a scale of 1-5 of 30 coachees as of September 15th, 2025

Please rate your **overall satisfaction** with the coaching cycle process	Reflecting on your selected coaching goal. Where would you rate yourself in terms of your professional learning journey, at the start of your coaching cycle?workshop?	Start to Finish	Reflecting on your selected coaching goal. Where would you rate yourself in terms of your current professional learning journey, after completing this coaching cycle?
4.8	**2.3**	**<**	**3.5**

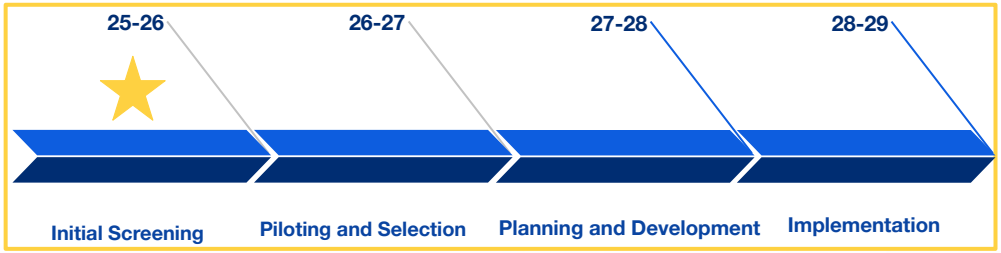
Batterton, K. A., & Hale, J. (2017). *The Likert scale: What it is and how to use it.*

New Curricular Review

How Do We Engage in New Curricular Review?

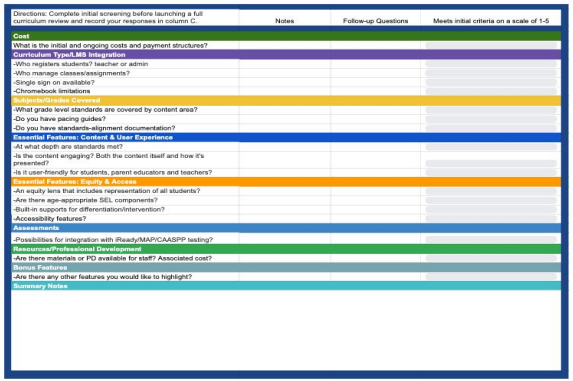


New Curricular Review Timelines



How Do We Engage in New Curricular Review?

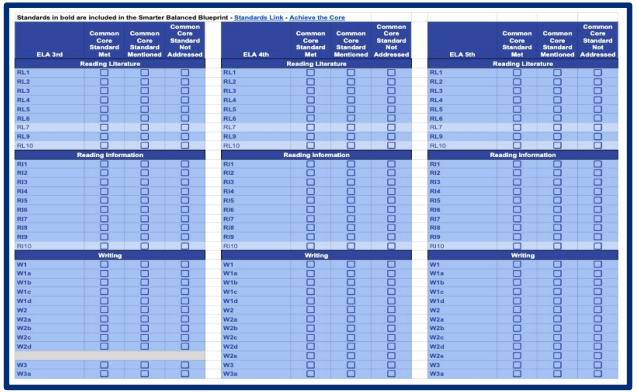
Clear and Well-defined Processes



Directions: Complete initial screening before launching a full curriculum review and record your responses in column C.

	Notes	Follow-up Questions	Meets initial criteria on a scale of 1-5
Cost			
What is the initial and ongoing costs and payment structures?			
Curriculum Type/LMS Integration			
-Who registers students? teacher or admin			
-Who manage classes/assignments?			
-Single sign on available?			
-Chromebook limitations			
Subjects/Grades Covered			
-What grade level standards are covered by content area?			
-Do you have pacing guides?			
-Do you have standards-alignment documentation?			
Essential Features: Content & User Experience			
-At what depth are standards met?			
-Is the content engaging? Both the content itself and how it's presented?			
-Is it user-friendly for students, parent educators and teachers?			
Essential Features: Equity & Access			
-An equity lens that includes representation of all students?			
-Are there age-appropriate SEL components?			
-Built-in supports for differentiation/intervention?			
-Accessibility features?			
Assessments			
-Possibilities for integration with iReady/MAP/CAASPP testing?			
Resources/Professional Development			
-Are there materials or PD available for staff? Associated cost?			
Bonus Features			
-Are there any other features you would like to highlight?			
Summary Notes			

Initial Screening Tool



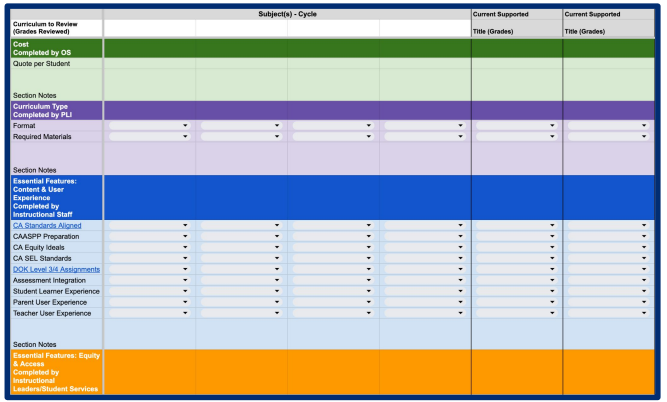
Standards in bold are included in the Smarter Balanced Blueprint - Standards Link - Achieve the Core

ELA 3rd	Common Core Standard Met	Common Core Standard Mentioned	Common Core Standard Not Addressed
Reading Literature			
RL1			
RL2			
RL3			
RL4			
RL5			
RL6			
RL7			
RL9			
RL10			
Reading Information			
RI1			
RI2			
RI3			
RI4			
RI5			
RI6			
RI7			
RI8			
RI9			
RI10			
Writing			
W1			
W1a			
W1b			
W1c			
W1d			
W2			
W2a			
W2b			
W2c			
W2d			
W3			
W3a			

ELA 4th	Common Core Standard Met	Common Core Standard Mentioned	Common Core Standard Not Addressed
Reading Literature			
RL1			
RL2			
RL3			
RL4			
RL5			
RL6			
RL7			
RL9			
RL10			
Reading Information			
RI1			
RI2			
RI3			
RI4			
RI5			
RI6			
RI7			
RI8			
RI9			
RI10			
Writing			
W1			
W1a			
W1b			
W1c			
W1d			
W2			
W2a			
W2b			
W2c			
W2d			
W3			
W3a			

ELA 5th	Common Core Standard Met	Common Core Standard Mentioned	Common Core Standard Not Addressed
Reading Literature			
RL1			
RL2			
RL3			
RL4			
RL5			
RL6			
RL7			
RL9			
RL10			
Reading Information			
RI1			
RI2			
RI3			
RI4			
RI5			
RI6			
RI7			
RI8			
RI9			
RI10			
Writing			
W1			
W1a			
W1b			
W1c			
W1d			
W2			
W2a			
W2b			
W2c			
W2d			
W2e			
W3			
W3a			

Standards Evaluation Tool



Curriculum to Review (Grades Reviewed)	Subject(s) - Cycle				Current Supported Title (Grades)	Current Supported Title (Grades)
Cost Completed by OS						
Quote per Student						
Section Notes						
Curriculum Type Completed by PLI						
Format						
Required Materials						
Section Notes						
Essential Features: Content & User Experience Completed by Instructional Staff						
CA Standards Aligned						
CAASPP Preparation						
CA Equity Ideals						
CA SEL Standards						
DOK Level 3/4 Assignments						
Assessment Integration						
Student Learner Experience						
Parent User Experience						
Teacher User Experience						
Section Notes						
Essential Features: Equity & Access Completed by Instructional Leaders/Student Services						

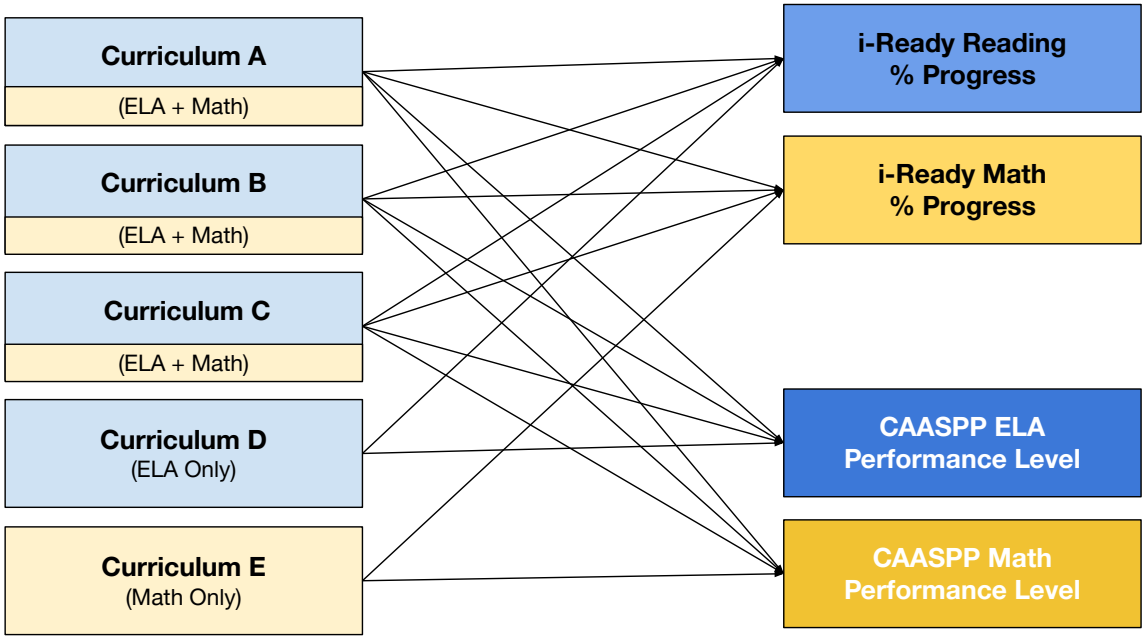
Curriculum Evaluation Tool

Essential Features Rubric

25 YEARS VISIONS IN EDUCATION

WHAT:	The Essential Features Rubric is a reference tool for evaluating the quality and usability of curriculum. The rubric accompanies the Curriculum Evaluation Tool and focuses on two key areas: Content & User Experience and Equity & Access.
WHY:	The rubric allows for data-informed decision making about curriculum by identifying strengths and gaps in both new and existing curriculum and gives us a common language to engage in collaborative discussions with ed partners about the curriculum. The Essential Features Rubric helps confirm that Visions students have access to a guaranteed and viable curriculum that is rigorous, accessible, and engaging.
HOW:	Visions engages in a systematic review process that begins with examining curriculum and using the Essential Features Rubric to rate each feature using the descriptors. We analyze those ratings to identify strengths and gaps in a curriculum. The information is used to inform curriculum adoption decisions, professional development needs, and curriculum improvements.

Curricular Review Impact Data TK-8

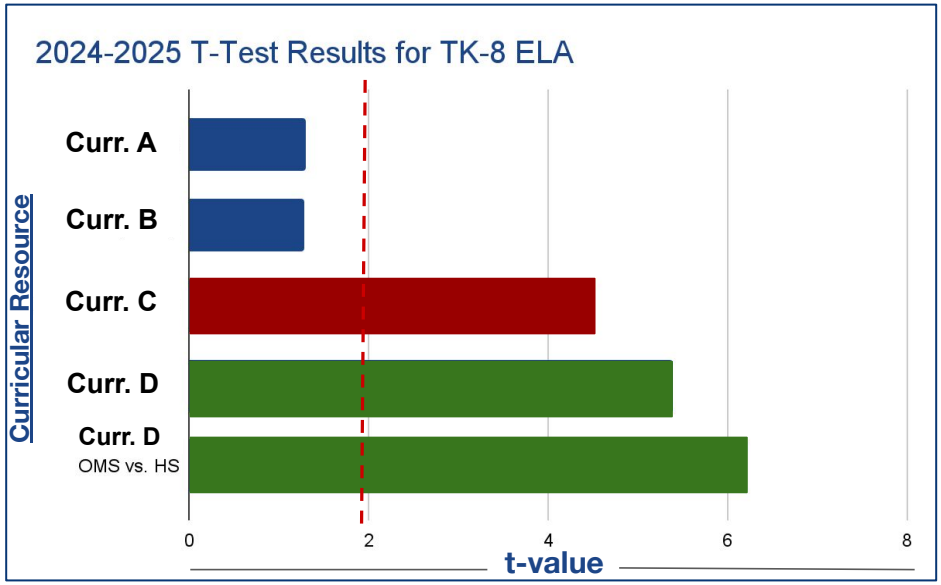


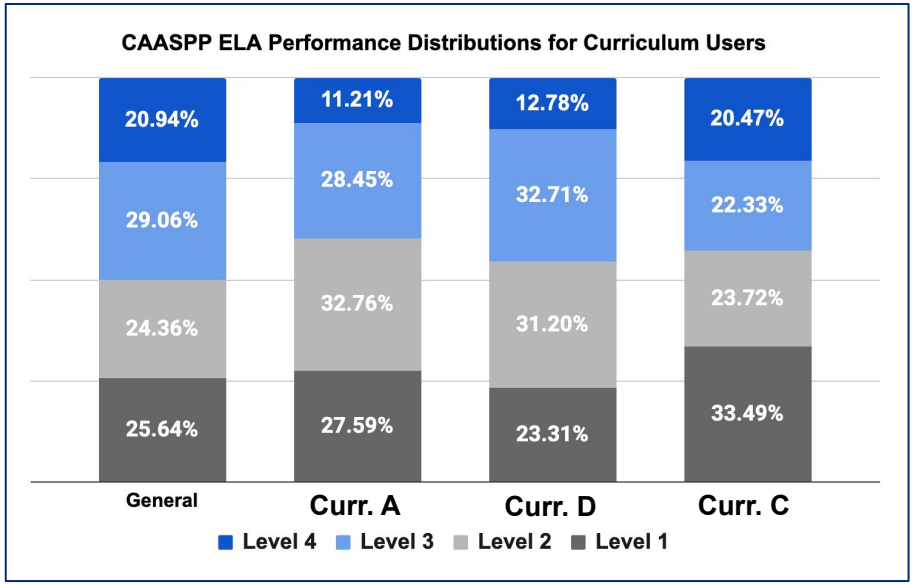
How were curriculum impacts measured?

Analyses were conducted to understand the relationship between K-8 student curriculum use, performance on i-Ready Diagnostics and performance on CAASPP ELA and Math summative assessments. i-Ready growth was calculated using a one tailed T-Test along with effect-size, while CAASPP summative performance was measured by distribution by curriculum type.

**Metrics were collected in partnership with the Internal Data & Systems Services Department.*

Curricular Review Impact Data - TK-8 ELA

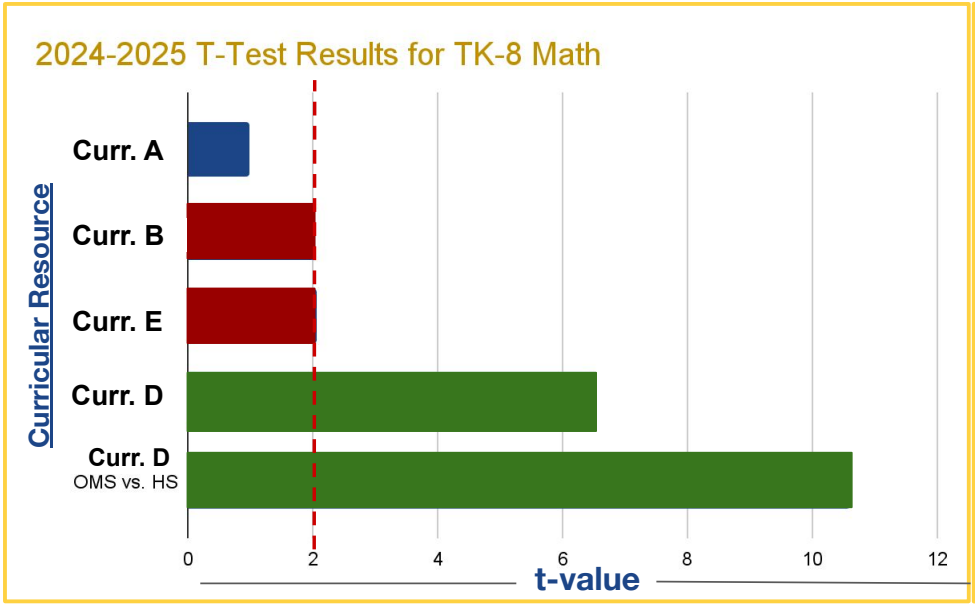


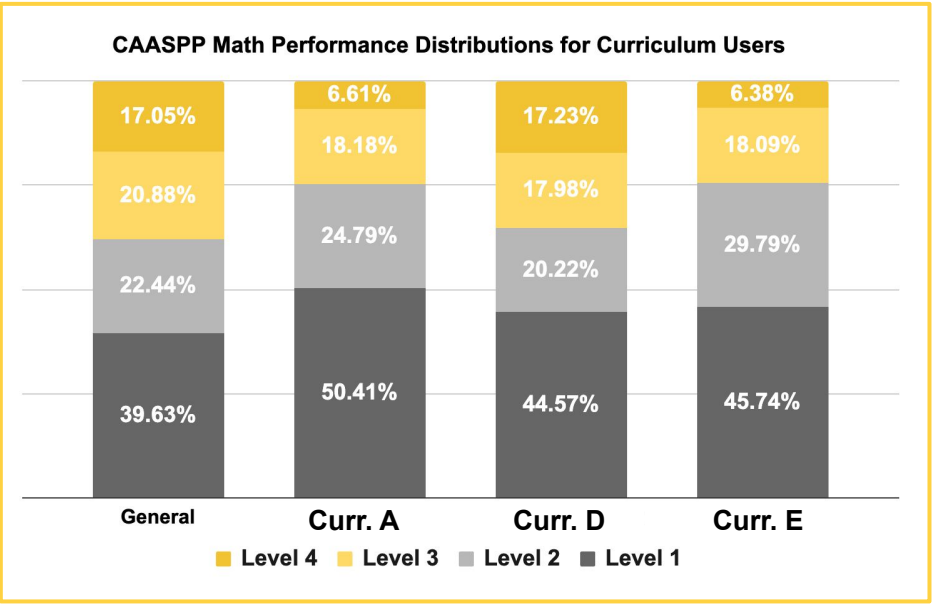


Graph Key

- Typical Significance Threshold
- ailed)
- No Significant Difference
- Non-users > Users
- Users > Non-Users

Curricular Review Impact Data - TK-8 Math





Graph Key

- Typical Significance Threshold
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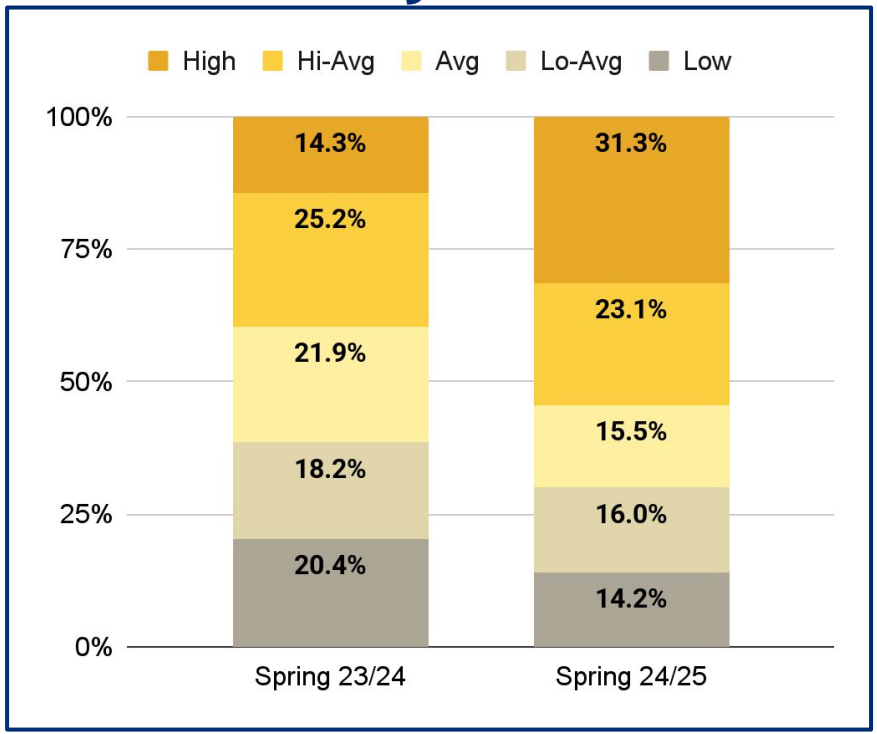
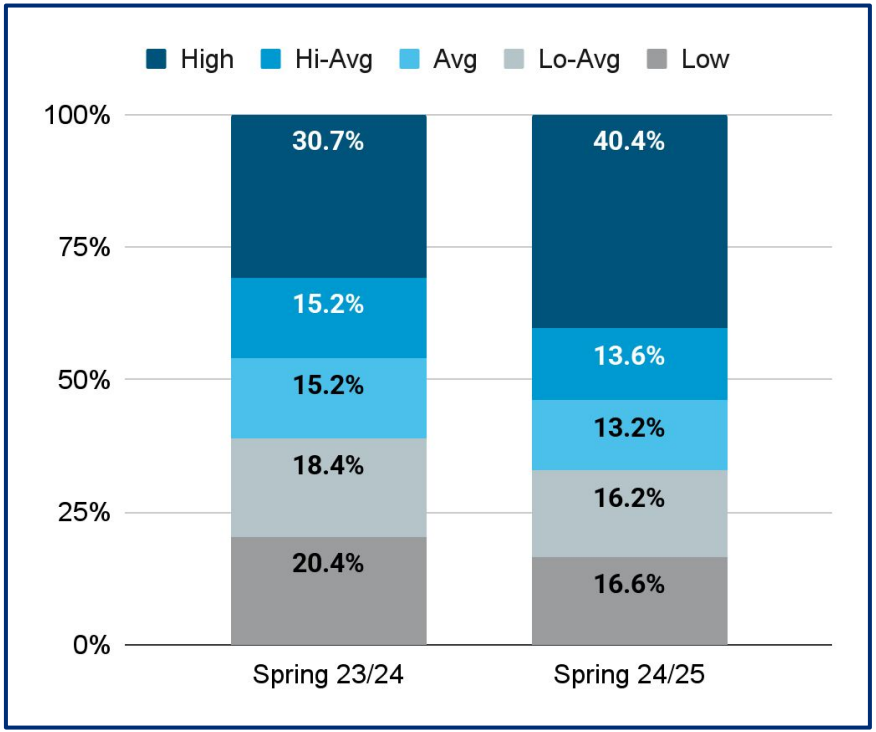
**Metrics are collected in partnership with multiple departments & instructional leaders organization-wide.*

Curriculum & Instruction Impacts 9-12

Reading: N=2531



Math: N=2532

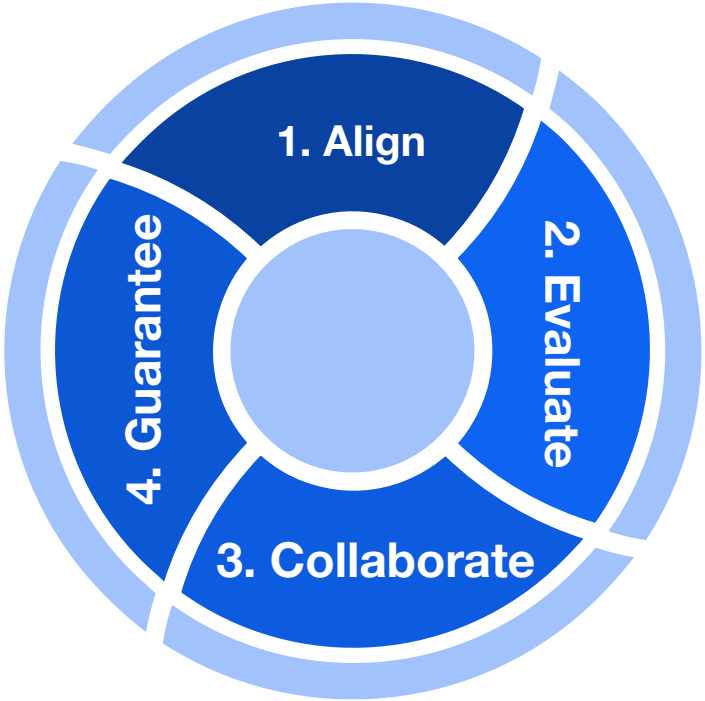


**Metrics were collected in partnership with the Internal Data & Systems Services Department.*

Current Curricular Review
Course Evaluation

What is Curricular Review?

1. Review for alignment to CA standards and essential standards.

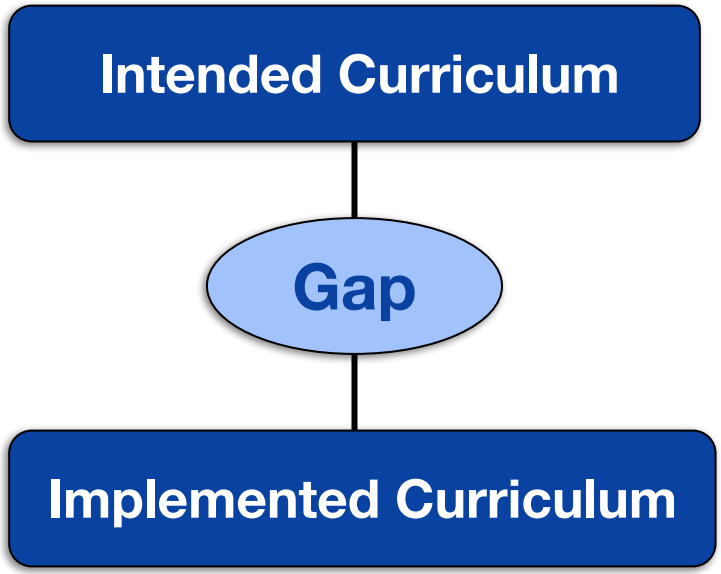


2. Evaluate the level of rigor, equity, and accessibility.

4. Ensure all students have access to a guaranteed and viable curriculum.

3. Collaborate with instructional leaders to identify gaps and strengths.

Why Do We Engage in Curricular Review?

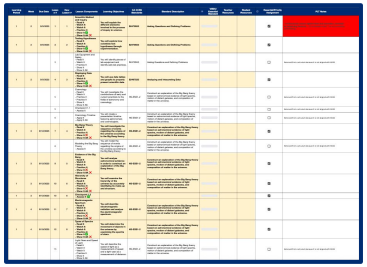


Alignment Goals

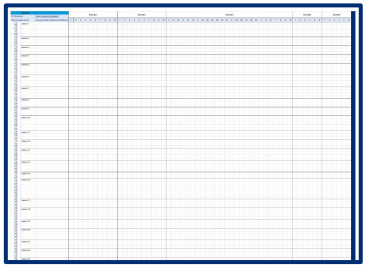
- Confirm
- Close
- Guarantee
- Meet or Exceed

How Do We Engage in Curricular Review?

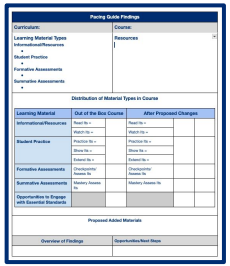
Clear and Well-defined Processes



VIE Pacing Guide



Course Standards Correlation Tool



Course Review Findings Tool

Summary of Content Findings

Pacing Guide Review Control Sheet

Annual Curriculum Review Tools

How Do We Engage in Curricular Review?

Clear and Well-defined Timelines

CCLI & Metrics; Prepare and refine review tools

Fall Review

Findings Shared with Ed. Partners

Findings Shared with Ed. Partners

Spring Review

Review Timeline

Course Review Tool

WHAT:	The Course Review tool is a structured tool used to evaluate how well a course is aligned to the state standards and whether it provides students with multiple opportunities to fully engage in the learning cycle - from instruction and practice to feedback and assessment.
WHY:	The tool allows for data-informed decision making about our current curriculum by identifying strengths and gaps in the curriculum and gives us information to engage in data-informed collaborative discussions with ed partners about the curriculum. The Course Review Tool helps confirm that Visions students have access to a guaranteed and viable curriculum that is rigorous, accessible, and aligned to the state standards.
HOW:	Visions engages in a systematic in-depth review of each course that analyzes standards alignment, student learning opportunities, and both formative and summative assessment opportunities. The data is compiled and used to identify strengths and gaps in the curriculum as well as opportunities for development. The findings guide collaborative discussions with education partners around curriculum refinement, professional development planning, and next steps to strengthen teaching and learning.

Curricular Review Impact Data

March, 2025 - September, 2025

Quantitative

140+ Curricular Review Resources Created

34 Courses Reviewed for Standards Alignment

Qualitative

Pacing Guide Review Meetings with Ed Partners

Pacing Guide Findings to communicate findings and identify opportunities

Analysis Overview to identify common themes and trends in a content area

Staying Focused Shows Strong, Positive Outcomes

K–12 Overall: Students using a **consistent curricula** all year **outperformed** peers across all programs.

- ★ **Home School K–8:** Higher i-Ready growth in ELA & Math; grades 3–8 **exceeded** peers on CAASPP.
- ★ **Online Middle School:** **Even greater** ELA & Math gains, often at higher rates.
- ★ **Independent Study 9–12:** **Stronger** growth on NWEA MAP vs. prior years; first year with content supported by administrator-led PLCs.

Consultation

Problem of Practice

- Problem of Practice
  - State - Identify - Evaluate - Design - Collaborate - Establish
- Change Readiness Tool
  - Explore individual and organizational readiness
- Comprehensive Systems of Support Guiding Questions
  - Readiness with each other and within systems

1. State the problem
2. Identify the needs
3. Evaluate Change Readiness
4. **Design Success Criteria**
5. **Collaborate**
6. **Establish a Cycle of Inquiry**

Comprehensive Systems of Support

25 YEARS VISIONS IN EDUCATION

WHAT:	A **comprehensive system of support** is a multi-tiered, interdependent framework designed to align **policy, leadership, professional learning, coaching, and curriculum** to build and sustain **competencies across all levels** of a school system, **from students to policymakers**. These supports are grounded in **PLC implementation, instructional best practices,** and **guaranteed and viable curricula (GVC)** aligned to **California Standards and Frameworks**.
WHY:	The **purpose** of building **comprehensive systems** of support is to: • **Ensure instructional equity** and consistent access to a guaranteed and viable curriculum for all students. • **Develop and sustain educator effectiveness** at all career stages through aligned professional learning and coaching. • **Build leadership capacity** among administrators to drive instructional improvement. • **Embed PLCs** and Instructional Best Practices (IBPs) as core drivers of continuous improvement. • **Support coherent implementation** of California's standards and frameworks across diverse and unique learning environments. • **Strengthen alignment across organizational levels**, so that each group (leaders, teachers, students) is reinforced by the supports above and around them.
HOW:	**Comprehensive systems of support** are implemented through **aligned actions** across all levels of the **school system**. At the **policy level**, leaders establish **structures**, **resources**, and **partnerships** to reinforce **PLC practices**, **Instructional Best Practices (IBPs)**, and a **Guaranteed and Viable Curriculum (GVC)** aligned to **California Standards**. **Administrators** and **instructional leaders** build **capacity** through targeted **professional learning**, **coaching**, and **curricular guidance** to lead **instructional improvement**. **Educators** engage in **differentiated professional learning** and **coaching** to refine practice, collaborate in **PLCs**, and implement **standards-aligned instruction**. **Students** benefit from **high-quality**, **consistent learning experiences** that promote **equity** and **academic success** within Visions' **unique learning environments**.

Reflective Process

When **groups**, rather than individuals, are seen as the main units for **implementing** curriculum, instruction, and assessment, they **facilitate** development of **shared purpose** for student learning and **collective responsibility** to achieve it.

(Newmann & Wehlage, 1995, p. 38).

Questions