



CLI CHECKLIST FOR ADMINISTRATORS

Sometimes administrators are unable to serve as members of the Curriculum Coordinating Council or Subject Area Committees. In these cases it is important to remember that their assistance in the curriculum development process is essential. The following checklist details what all administrators should be doing within each year of the CLI Model.





DURING THE FIRST YEAR OF CCC/SAC WORK

- ✓ Read *Pathways* and become familiar with the CLI Model
- ✓ Read the Curriculum Coordinating Council (CCC) minutes and ensure an understanding of decisions made.
- ✓ Support and communicate CCC decisions to the faculty and professional staff members you supervise.
- ✓ Keep the **Long Range Plan** (LRP) handy and know which Subject Area Committees (SACs) are currently working, and where they are in their action agendas. Speak often to each SAC chair to update and clarify decisions made and actions taken.
- ✓ Pop in on or attend entire SAC/CCC meetings to show interest and support.
- ✓ Ask questions and converse with teachers, SAC chairs, and CCC members to clarify information and show support.





DURING THE SECOND YEAR OF SAC WORK

- ✓ Continue to do everything done in the first year.
Review the district's **Long Range Plan** (LRP) and do the following for each active SAC in the second year of model implementation:
 - ✓ Locate and review subject area pacing guides because familiarity with them opens dialogue with teachers, shows your interest in the hard work being done, and serves as a source of information for walk-through evaluations.
 - ✓ Attend as much of the implementation training for the new curriculum as possible to understand demands being made of teachers.
 - ✓ Make issues or concerns about curriculum implementation a standing item on faculty meeting agendas.
 - ✓ Share these discussions with the SAC for further consideration.
 - ✓ Ask teachers often how close they are to being on track with their pacing guides.




Locate, review/critique, and use **Instructional Planning Resources** (IPRs). These planning documents can be especially helpful in evaluating teachers, deciding on appropriate professional development for teachers, and starting conversations about student learning. The following are other actions you should take with regard to IPRs:

-  Monitor the IPR completion process and deadlines.
-  Monitor the completion of validation forms by ALL subject area teachers.
-  Be flexible in the schedule when possible to give teachers time to work with IPRs, and allow additional release time for teachers if necessary.
-  Be visible! The staff needs to see principals actively involved with the implementation process.

DURING THE THIRD YEAR OF SAC WORK

-  Continue to do everything done in the first and second years with continuously active SACs.
-  Monitor common assessment writing timelines and other SAC needs.
-  Monitor curriculum fidelity by ensuring that teachers use all parts of the new curriculum faithfully.
-  Plan the purchase of resources, and provide time, guidance and the professional development needed to use them correctly.

DURING THE FOURTH YEAR OF SAC WORK

-  Continue to do everything done in the first, second, and third years with continuously active SACs.
-  Monitor the completion of common assessment validation forms.
-  Monitor the completion of item analysis on common outcome assessments; discuss assessment data with teachers and determine necessary remedies.