


Constructing Effective Curriculum:

July 22, 2009


Agenda for Today



- Focus Activity/Discussion
- Long Range Vision
- Process Check

The Long Range Vision:

- To focus our work by identifying the overall direction of student expectation
- To align instruction and assessment so as to create equity in learning opportunities for students
- To make efficient use of instructional time to get the most and the best from our students



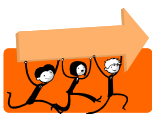
Using High Quality Professional Development:

- Active *engagement of teachers over time*
- Directly *linked to improved learning*
- Directly *linked to the CSIP*
- Developed by school community
- Provides **TIME**
- *Supported by Leadership*
- Provides opportunity for *feedback*



Curriculum Overall:


- What is curriculum?
- What are MLO's (Major Learner Objectives)?
- How are the GLE's/CLE's (Grade or Course Level Expectations) connected to the curriculum?
- What should teachers know about curriculum and the GLE's/CLE's?
- What role should teachers play in the development of curriculum?
- What will it take to accomplish this?
- What data/information is needed?



Types of Curriculum:




- What is Written
 - Scope and Sequence
 - Guides
 - Texts and Materials
- What is Taught
 - Content/Procedural Fluency
 - Concepts/Connections/DOK
 - Processes
- What is Assessed
 - What is taught
 - With what it is taught
 - How it is taught
 - Effectiveness of all the above




DETERMINE

- Major Learner Objectives (MLO's)
 - What should students know and be able to do?
 - What should students know coming into my classroom?
- Organize and prioritize GLE/CLE
 - How do these goals relate to the expectations/What's important?
- How to assess levels of knowledge and skill at regular points throughout the year
 - Benchmarks and common assessments

Identify



- What will the **core** content be?
- What information will be prioritized at each grade/course level?
- When will this information be emphasized throughout the year?
- What assessments will be used to evaluate content learned?
- What components will make up effective assessments of skills/concepts learned?




Agree:

- On MLO's and order of CLE/GLE in teaching
- On texts, materials and supplemental resources that will be used at what level and what general time
- On assessments to be used to inform instruction
- To create/use/collaboratively evaluate assessments in common that contain the necessary components to measure academic rigor and inform instruction

Data:

- Navigating the Data
 - Comparative data/Programmatic Data
 - IBD for Content and Assessment
- Identifying Trends
 - Over three years of comparative data
- Focusing on Specifics
 - MC/CR
 - Basic skills/conventions
 - Curricular Structure
- Drawing Conclusions



District General Findings:

<ul style="list-style-type: none">■ Strengths<ul style="list-style-type: none">□ Low "Below Basic" numbers□ Closing the achievement gap□ Average range in all areas□ Steady improvement at middle school level□ Specific successes K-12	<ul style="list-style-type: none">■ To Address<ul style="list-style-type: none">□ Graduation rate□ Mathematics 3-5□ Basic to proficient□ Curriculum specific to identified elementary sites in CA□ Science K-12
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General Conclusions:

- Student Achievement data (same students different grade) has leveled off in most grade levels or has dropped
- Program achievement data (same grade different students) shows inconsistency within grades/content year to year

General Recommendations:

- | | |
|--|---|
| <ul style="list-style-type: none"> ■ Quick Response <ul style="list-style-type: none"> □ MAP alike assessments □ Elementary small group instruction in math skill/drill □ Small group instruction to move basic to proficient □ Data Entry □ Hands-on Science materials | <ul style="list-style-type: none"> ■ Planned Response <ul style="list-style-type: none"> □ Address graduation and drop out rates □ Supplemental materials for 3-5 mathematics □ Articulation meetings □ CA curriculum refocus □ Science adoption |
|--|---|

Revealing our Direction:

- What does the data tell you that we need to focus on within those major goals?
- What does our current Annual Performance Report (APR) reveal?
- What do the CLE's and GLE's say?

(Data + Content Knowledge) x Effective Teaching/Assessment Practice =



What students need to know and be able to do

The Pilot Process: Secondary Communication Arts

- Perform and "Black and White" Audit
- Meet cross grade level/course level to determine "Knows and Dos"
- Cross reference and prioritize GLE's/CLE's
- Agree on materials and reorganize
- PD: Assessment construction; common assessment; ACT connections; other



Communication Arts Curriculum Audit
Raytown C-2 School District
 Fall 2008

The Communication Arts Department is beginning the process of revising our curriculum and looking at material needs for the department. The process is going to include looking at data, an audit of what materials, curriculum, scope and sequence are being used, and using the state GLE's/CLE's.

In order to get a clear picture of what we have, are using and what is needed each teacher should report their own information. Please use this form and attach all copies.

This information will help us to see what we have and what we need for Communication Arts. It is important that you get this information on your own, not as a grade level or course level group, and that you only list and include what you actually use in your class.

Name _____

Building _____

Grade/Courses Taught _____

There are 3 areas that we need information from each teacher.

I. Titles of all literature books, novels, materials, and curriculum used by each teacher at each grade level.

a. Text Reference List is attached - please highlight all materials you use in class. List any additional text/novels used in class.

i.
ii.
iii.

b. Additional Materials used (this would include magazines, curriculum notebooks, teacher purchased materials)

i.
ii.
iii.

c. Curriculum -List what you use as curriculum and attach copies- If you list GLE's you don't need to attach a copy.

i.
ii.

II. Scope and Sequence

a. Please list and attach copies of the Scope and Sequence (if you have one).

III. Assessments

a. Please list and attach sample assessments used for units, quarters, semesters, or common assessments you use.

i.

District Standard	High Level/Yes	General Level	Minimal Level/No
At what level is consistency present in the curriculum (texts, materials, literature)?			
What is the level of evidence present regarding the possession and use of a scope and sequence?			
What is the level of consistency in the use of additional materials?			
What is the level of consistency with regard to assessments used in content/grade level?			
What is the level of consistency in academic rigor present in assessments given in content/grade level?			

Facilitator Development

- Use guided questioning to move a group through discourse and understanding
- Promote collaboration between and among professionals
- Model respect of professional opinion and perception
- Achieve group consensus through listening and guidance

Facilitator Responsibilities:

- Using a Backwards Design Approach:
 - Provide teachers with the essential question:
“What should students know and be able to do in order to successfully articulate to the next grade?”
 - Create a list of skills written in action terms
 - Communicate these skills to the grade/course level teachers before and after your grade/course

The Process Continues:

- Curriculum Camps
 - Communication Arts
 - Mathematics
 - Science
 - Social Studies
 - Practical Arts
 - Fine Arts
 - Technology

Two to Three Year Goal:



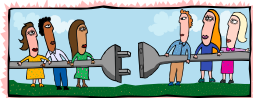
- To Construct a teacher created, user-friendly web-based curriculum, easily accessed that will include:
 1. MLO's for all grades and content areas
 2. Prioritized GLE/CLE's
 3. Sample assessments and master lessons
 4. Materials needed, references, source links
 5. Anything else you see fit to be included

Process Check



Group Discussions:

- Organized groups
- Facilitator
- Norms
- Process Observers
- Focus is discussion (Process is more important than the product)
- Product



As Will Rogers said:

“We need to get the herd to go roughly west”



What's Next?
