Curriculum Audit Teaching is the Core

Summary and Updates

District Focus for 2014-15

A **Relentless Search** for better ways to

Engage

Empower

Enhance and

Achieve

as a High Performing School District.

High Performing Districts have:

- High standards and expectations for all.
- High levels of collaboration and communication among and between stakeholders.
- Personalized, supportive learning communities.
- Focused and intentional professional development.
- Strong family and community engagement and involvement.
- Curriculum, instruction and assessments aligned with Common Core Learning Standards.

Curriculum Audit - Purpose

- Ensure alignment of Curriculum, Instruction,
 Assessment in regards to Common Core Standards and Gates Chili's definition of Rigor
- Rigor has been identified as the lens that we will use to look at Curriculum, Instruction, and Assessment throughout this process
- Collect and use data about our Curriculum,
 Instruction, and Assessment to diagnose teacher and classroom needs
- Identify ways of supporting teachers based on data that is collected

Curriculum Audit - Process

- Setting the Stage work in July w/ Giselle Martin-Kniep
- Developing a common understanding of RIGOR in Gates Chili
- Communication with Administrators, Teacher Leaders, Faculty members
- Defining components of high quality curriculum
- Working with Teacher Leaders and Departments to analyze K-12 curriculum
- Develop action plans with departments to guide future work which will focus on aligning curriculum, instruction and assessment to meet the qualities of a High Performing District

Teaching is the Core - Purpose

- Consortium through Monroe 2-Orleans BOCES, led by Giselle Martin-Kniep
- Rigorous assessment review process and design
- Refine, create and implement high quality assessments aligned to the Common Core Learning Standards.
- Primary goal ensure that assessments are used to inform instruction and student achievement.

Teaching is the Core - Process

Assessment Review

- Develop a common vision for our assessment audit
- Look at assessment in the district through multiple perspectives
- What are the current assessment practices in the district?

Assessment Audit

- Collection and review of survey data and assessment artifacts
- Report of findings

Action Plan

- Minimize unnecessary assessment
- Increase the use of diverse and quality assessment practices
- Plan for revision or development of new assessments

Assessment Design

- a design team will come together to revise or develop diversified assessments based on needs and results of the audit
- Professional Development will be embedded throughout the process so that we build capacity to guide future work

Common Focus

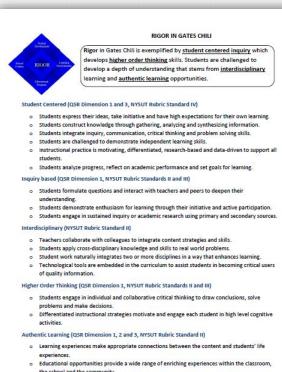
 Rigor – Through both projects we will work to ensure that our Curriculum, Instruction and

Assessments are:

- Student Centered
- Inquiry Based
- Interdisciplinary

And lead to:

- Higher Order Thinking
- Authentic Learning



Students have opportunities to create useful products to be shared with a real audience.
 Note: The descriptors for the Gotes chill Checklist for Rigor are grounded in educational research and connected to language from the Quality School Rubric and NYSUT Teacher Practice Rubric.

Timeline and Next Steps

• July:

- Setting the stage, work with Giselle Martin-Kniep
- RIGOR as a lens for the work that we will be doing
- District definition of Rigor was developed

• August:

- Teacher Leader Meeting to share and gather feedback
- Inventory of current curriculum documents

September:

- Faculty presentations at each building to share District Focus, definition of Rigor, and Curriculum Audit project
- Staff reflections on current practice and opportunities for growth in regards to Rigor

Timeline and Next Steps

October:

- Work with Giselle Martin-Kniep and curriculum leaders to develop a common understanding of high-quality curriculum
- Align Atlas templates with Gates Chili components of quality curriculum
- Work at BOCES to begin Assessment Review and develop an action plan

• November:

- Collect artifacts and survey feedback regarding assessment practices in Gates Chili
- Task force will begin work to revise and align the Gates Chili Graduation Standards

December:

 Assessment audit with Giselle to review artifacts and report findings

Timeline and Next Steps

• January:

- Work with Giselle and teacher leaders:
 - Core teacher leaders identify and annotate one unit
 - Identify exemplar and anchor units

• February:

- Begin work identifying and annotating one unit per department with special areas and exploratory department leaders
- Develop Action Plan for revision of existing assessments or development of new assessments
- Identify Assessment Design Team based on Assessment Audit Results

Spring:

- Departments will conduct a mini-audit assessing their unit for rigor
- TOSAs and curriculum leaders will work with departments to generate action plans for moving toward high level curriculum in all areas
- Assessment Design Team will work to develop standards-based and curriculum-embedded rigorous assessments

Questions or Comments?