

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



RIGOR IN GATES CHILI

Rigor in Gates Chili is exemplified by student centered inquiry which develops higher order thinking skills. Students are challenged to develop a depth of understanding that stems from interdisciplinary learning and authentic learning opportunities.

Student Centered (QSR Dimension 1 and 3, NYSUT Rubric Standard IV)

- Students express their ideas, take initiative and have high expectations for their own learning.
- Students construct knowledge through gathering, analyzing and synthesizing information.
- Students integrate inquiry, communication, critical thinking and problem solving skills.
- Students are challenged to demonstrate independent learning skills.
- Instructional practice is motivating, differentiated, research-based and data-driven to support all students.
- Students analyze progress, reflect on academic performance and set goals for learning.

Inquiry based (QSR Dimension 1, NYSUT Rubric Standards II and III)

- Students formulate questions and interact with teachers and peers to deepen their understanding.
- Students demonstrate enthusiasm for learning through their initiative and active participation.
- Students engage in sustained inquiry or academic research using primary and secondary sources.

Interdisciplinary (NYSUT Rubric Standard II)

- Teachers collaborate with colleagues to integrate content strategies and skills.
- Students apply cross-disciplinary knowledge and skills to real world problems.
- Student work naturally integrates two or more disciplines in a way that enhances learning.
- Technological tools are embedded in the curriculum to assist students in becoming critical users of quality information.

Higher Order Thinking (QSR Dimension 1, NYSUT Rubric Standards II and III)

- Students engage in individual and collaborative critical thinking to draw conclusions, solve problems and make decisions.
- Differentiated instructional strategies motivate and engage each student in high level cognitive activities.

Authentic Learning (QSR Dimension 1, 2 and 3, NYSUT Rubric Standard II)

- Learning experiences make appropriate connections between the content and students' life experiences.
- Educational opportunities provide a wide range of enriching experiences within the classroom, the school and the community.
- Students have opportunities to create useful products to be shared with a real audience.

Note: The descriptors for the Gates Chili 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?