

# 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, assessments and instruction aligned with Common Core Learning Standards.


# 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.

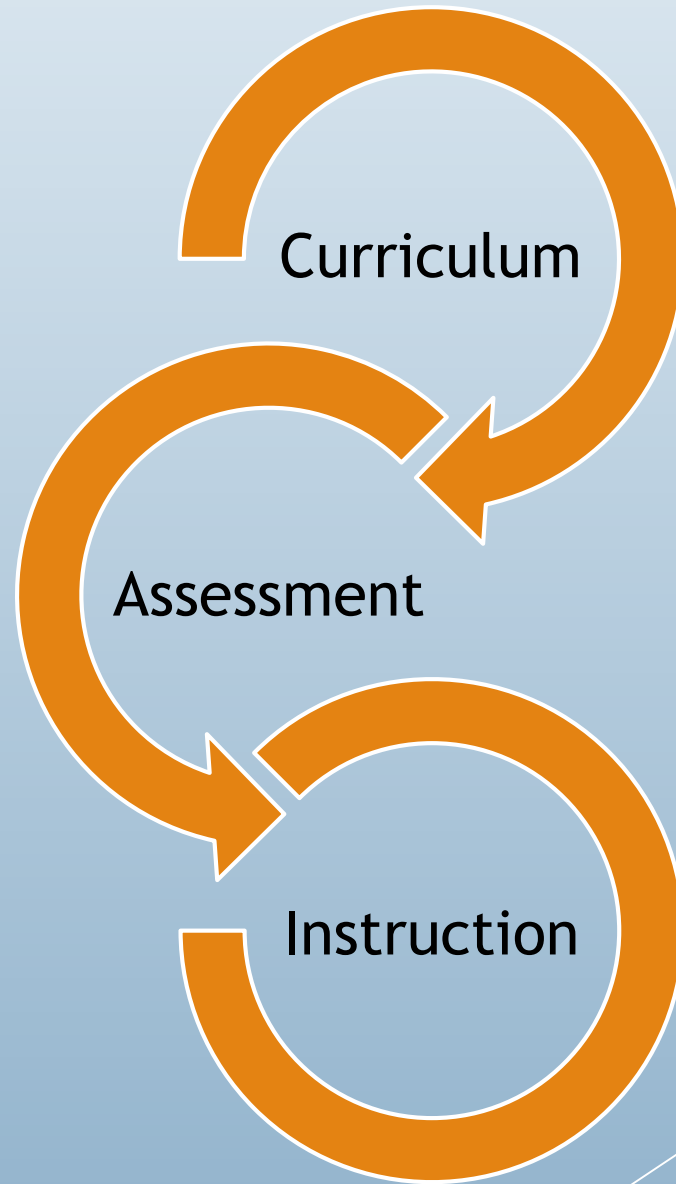
**Higher Order Thinking (QSR Dimension 1, NYSUT Rubric Standards II and III)**

- 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.*



# How can the quality of District Curriculum impact teachers' instruction and students' performance?

“Consistent educational experience”

“Provides focus”

“Clear alignment to standards”



“Helps students to be successful”

“Teachers focus on what is critical”



# Curriculum Audit - Actions

- ▶ K-12 Curriculum Audit was completed
- ▶ Collaboratively developed a new unit template to align with district expectations

Gates Chili Unit Template	
Stage 1: Desired Results	
<b>Title of Unit</b> This should represent the organizing center – An important theme or concept that is meaningful and relevant for students. It is connected to the Essential Question and allows for natural integration of subjects. This compelling issue, concept, problem or question can best be addressed by critical thinking and inquiry questions. Examples: <ul style="list-style-type: none"><li>• Family</li><li>• Colonial Living</li><li>• Energy</li><li>• Observation</li><li>• Innovation</li><li>• Impressionism</li><li>• Economic Systems</li><li>• Persuasion</li></ul>	
<b>Enduring Understandings</b> The enduring understanding identifies the most important learning for the unit. It describes the unit title in more detail and connects the unit theme, content, and processes. What is the important generalization that you want students to understand? Examples: <ul style="list-style-type: none"><li>• How people deal with other people affects their future.</li><li>• Some form of conflict will be present in all lives at some point.</li><li>• Every artist has a style; every artistic period has a style.</li><li>• Fluent readers group words quickly to help them gain meaning from what they read.</li><li>• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.</li></ul>	<b>Essential Questions</b> Thought provoking, open ended questions that drive students thinking and inquiry. What we want students to think about. Essential Questions are universal addressable questions that do not have a definitive answer. They should be stated in all units that are inquiry-based. The best Essential Questions are: <ul style="list-style-type: none"><li>• Written in "kid friendly" and easily understood language</li><li>• Designed to focus instruction for uncovering the important ideas of the content</li></ul> Examples: <ul style="list-style-type: none"><li>• What makes a person courageous?</li><li>• What is the largest number?</li><li>• Is one system in the human body more important?</li><li>• Does history really repeat itself?</li><li>• What past event has made the most difference or had the most impact on our society?</li><li>• What makes good art?</li><li>• What technology exists without humans?</li><li>• What do readers do when they do not understand everything in a text?</li></ul>
<b>Guiding Questions</b> These are content or process specific questions that support the essential question. Metacognitive or reflective guiding question ask students to think about the learning process. They are linked to the standards, knowledge and skills you have identified. Guiding questions are answerable, and they should lead to the Essential Understanding. Examples: <ul style="list-style-type: none"><li>• What are the Spanish Speaking countries? (content)</li><li>• What factors led to the Age of Exploration? (content)</li><li>• What are the elements of a story? (process)</li><li>• What strategy might be most efficient for solving this problem? (process)</li><li>• Why is maintaining equality important in Algebra? (content and process)</li><li>• What are effective persuasive writing strategies? (content and process)</li><li>• What part of the writing process is most difficult to you? Why? (metacognitive)</li><li>• What was your most important contribution to the group discussion? (metacognitive)</li></ul>	

# Curriculum Audit - Actions

- ▶ Provided teacher leaders with professional development centered around the components of high quality curriculum
- ▶ Process and protocols have been put in place for curriculum development

**Gates Chili Unit Checklist**

Course or Grade Level: \_\_\_\_\_ Unit: \_\_\_\_\_

This checklist will be used for two purposes:

1. It is a tool to support the development of curriculum documents. If you work on more than one unit, a separate checklist should be used for each.
2. This checklist is also a reflection document that needs to be filled out and submitted at the end of your work. This information will be used to review the work and provide feedback to the Project Facilitator and Teacher Leader(s).

Stage One: Desired Results	Comments and Feedback
<b>Title of the Unit</b>	
<input type="checkbox"/> Represents a broad theme or concept that is connected to other elements of the unit	
<input type="checkbox"/> Enables students to draw significant generalizations about what they have learned	
<input type="checkbox"/> Allows for natural integration of cross-disciplinary knowledge	
<b>Enduring Understandings</b>	
<input type="checkbox"/> Limited to two or three important generalizations	
<input type="checkbox"/> The most important learning for the unit is identified	
<input type="checkbox"/> Demonstrate relevance beyond the classroom and will be critical to students throughout their lives	
<b>Essential Questions</b>	
<input type="checkbox"/> Open-ended, thought-provoking question that serves as a "hook" for students' motivation and inquiry	
<input type="checkbox"/> Designed to focus instruction for uncovering the important ideas of the content	
<input type="checkbox"/> Broad and compelling enough that can be referred back to it throughout the unit	
<b>Guiding Questions</b>	
<input type="checkbox"/> Combination of content, process and metacognitive questions that promote different forms of thinking	
<input type="checkbox"/> Questions are answerable and designed to scaffold students' learning, leading to the Enduring Understanding	
<b>Knowledge</b>	
<input type="checkbox"/> Identifies what students need to understand as a result of the unit	
<input type="checkbox"/> Facts, concepts and generalizations that students can explain to others	
<input type="checkbox"/> Academic vocabulary is generated from standards and categorized as Tier II or Tier III	
<b>Skills</b>	
<input type="checkbox"/> Identify what students need to be able to do as a result of the unit	
<input type="checkbox"/> Describe how students will construct knowledge through gathering, analyzing and synthesizing information	
<input type="checkbox"/> All skills begin with an action verb, and various levels of Bloom's Taxonomy are included	
<input type="checkbox"/> Critical thinking and problem solving skills are included	
<b>Standards</b>	
<input type="checkbox"/> CCLS as well as relevant content, process or graduation standards	
<input type="checkbox"/> Only standards that will be assessed are listed	



# Teaching is the Core - Actions

- ▶ K-12 Assessment Audit was completed
  - ▶ Assessment Inventory represented all grade levels and content areas
- ▶ In depth audit examining components of quality assessments:
  - ▶ Alignment
  - ▶ Impact on Instruction
  - ▶ Diversified & Balanced
  - ▶ Thinking Demands & Rigor
  - ▶ Reliability
- ▶ Audit findings helped to identify needs and plan for future Professional Development

# Teaching is the Core - Actions

- ▶ Process and protocols have been put in place for assessment design
- ▶ A design team was formed to develop a performance-based assessment.

Gates Chili Assessment Blueprint Guidelines				
<i>Assessments within a quality unit serve multiple purposes. They provide teachers and students evidence of learning, inform teaching and self-reflection, serve as checkpoints, help establish baselines to support differentiation, and are showcases of learning at the end of the unit.</i>				
Assessment Information				
<input type="checkbox"/> <b>Diagnostic</b> A diagnostic assessment occurs at the beginning of the unit to establish a baseline and inform instructional planning.	<input type="checkbox"/> <b>Formative</b> A formative assessment is embedded within a unit to help monitor learning, inform planning as well as teacher and student reflection.	<input type="checkbox"/> <b>Benchmark</b> Benchmark assessments are required by the district at two points during the year in order to measure student progress and discuss instruction.	<input type="checkbox"/> <b>Summative</b> A summative assessment takes place at the end of a unit to serve as a final measure or a showcase for student learning.	<input type="checkbox"/> <b>Pre/Post</b> Parallel assessments to capture baseline and summative information in order to help teachers and student document growth.
<b>Description of tasks to be completed</b> Provide information here about what the students will do to demonstrate their learning. Information such as how many questions and what type should be included. District required benchmark assessments must have multiple question types.				
Alignment and Reliability				
<b>Knowledge, Skills and Standards Addressed</b> The assessment task needs to be completely and accurately aligned to knowledge, skills and standards from the unit. Within the assessment, the standards should be re-stated for students to that they are clear about the purpose of the assessment.				
<b>Administration and Scoring Guidelines</b> This section should include guidelines and a timeframe for when and how the assessment should be: <ul style="list-style-type: none"><li>• Administered to students</li><li>• Scored and submitted</li></ul> Assessment results should be collaborative and anchored by scoring rubrics that are shared with students.				
Impact on Instruction				
<b>Purpose of the assessment</b> What do you want to find out about students' learning? Who will use this assessment? <input type="checkbox"/> Individual Teacher Assessment <input type="checkbox"/> Department or Grade Level Assessment <input type="checkbox"/> District Benchmark Assessment				
<b>Assessment Results</b> How will the assessment results be used and shared? This section should describe how teachers can use assessment results to monitor, adjust or differentiate instruction in order to meet the needs of the students.				
<b>Student Feedback</b> Is there a clear and intentional plan for giving students feedback on this assessment? How will students receive feedback? How will you expect them to use the feedback? Good feedback lets students know how they're progressing, how close they				

# Curriculum and Assessment - Moving Forward

- ▶ Consistent expectations, procedures and protocols for components of a high quality units for P-12 will set the stage for future work
- ▶ Continue to build capacity through teacher leadership and Professional Development
- ▶ Development of rigorous curriculum and assessments that are aligned to Common Core Standards will be an ongoing, reflective process
- ▶ By September of 2019, all district curriculum will be complete and accessible through Atlas

Questions or Comments?