

## A Rigorous Curriculum

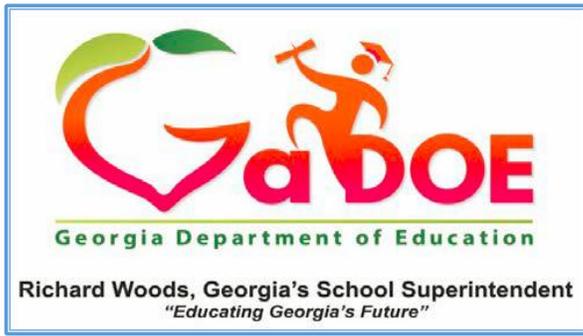
A **rigorous curriculum** is an inclusive set of intentionally aligned components- clear learning outcomes with matching assessments, engaging learning experiences and instructional strategies - organized into sequenced units of study that serve as both the detailed road map and the high quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade- or course-specific standards within a particular content area.

Larry Anisworth (2010). *Rigorous Curriculum Design*, p.8.

## A Rigorous Curriculum

A **rigorous curriculum** is an inclusive set of intentionally aligned components- clear learning outcomes with matching assessments, engaging learning experiences and instructional strategies - organized into sequenced units of study that serve as both the detailed road map and the high quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade- or course-specific standards within a particular content area.

Larry Anisworth (2010). *Rigorous Curriculum Design*, p.8.



DIVISION OF  
SCHOOL & DISTRICT  
**EFFECTIVENESS**  
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

# DEVELOPING A CURRICULUM DOCUMENT REVIEW PROCESS

## Activity Cards

### Directions

To achieve sustained implementation of an initiative, leaders study to deepen their understanding about the initiative, then they are prepared to clarify it with others, plan action steps and professional learning to implement it, and monitor it. The following activity cards guide leaders in developing a process for curriculum review, vetting the quality. Side one of each activity cards provides sample practices or actions in developing a curriculum review process. Side two provides questions that a leadership team may discuss to think deeper as the process is developed. Pages 1-3 are designed to be printed front and back with pages 4-6 and then cut in half so team members have 6 activity cards. Leadership teams or task groups may choose to work with only one or two cards to allow time for building a common understanding.

Instructional Leadership Conference  
October 5 -6, 2016

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

## **2. Clarify Part 1: Description**

***What does the review process include?***

- Alignment of curriculum documents (i.e., maps, learning targets, assessments, units, activities, lessons) to data results
- Alignment of curriculum documents to the intent of the standards
- Appropriate pacing and mapping
- Inclusion of engaging tasks or experiences that require students to demonstrate critical thinking and conceptual understanding specific to the content area.
- Alignment of all curriculum documents and assessments to the expectations of the state assessment system (e.g., item types, citing evidence)

1

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

## **2. Clarify Part 2: Look Fors**

***What does this initiative look like in practice?***

- Process to assess curriculum documents' tight alignment to the standards and inclusion of essential curriculum components (i.e., maps, learning targets, units, assessments, engaging activities, lessons)
- A curriculum document inventory completed by teachers and instructional leaders for each course/grade level content, that indicates the completed components and those needed (i.e., maps, learning targets, assessments, units)
- Schedule of curriculum review by core content specialists
- Written next steps needed to improve curriculum quality

1

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

## **2. Clarify Part 3: Evidence of Impact/Outcome**

*What does this initiative look like in practice?*

- Content and grade-level unit and lesson plans consistently align to the intent of the standards
- Core shifts of performance standards are embedded in curriculum units/assessments/daily activities
- All of the grade-level or course standards are paced appropriately within the school year
- Teacher tasks and assessments require students to demonstrate the expectations of the grade-level or course-level standards found in the *Achievement Level Descriptors* or other rubrics
- Student progress checks are built into the curriculum to check mastery and adjust instruction
- Teachers align the assessed curriculum with the written curriculum 1

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

## **3. Plan Leadership Actions**

*What action steps should the leadership team take?*

1. The leadership team determines the content area(s) and the specific curriculum documents (i.e. maps, learning targets, assessments, units) that will be analyzed to for quality for designated courses or grade level content areas.
2. The leadership team works with school or district administrators to identify internal and external support (e.g., RESA specialist, GADOE specialist, district specialist, content area consultant) to assist with the analysis of curriculum document with preset content specific criteria.
3. The leadership team or a task group drafts a schedule for analysis of the curriculum documents and identifies team members and external support to conduct the review.
4. Findings from the analysis are discussed with the leadership team and district leaders. Using the feedback received, a task group establishes expectations for curriculum revisions, next steps to support teachers, and budgets specific for the content area. 1

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

#### **4. Plan Professional Learning**

*Base professional learning coaching/guidance on content needs, research-based practices, Look Fors above that are not in place, and priority curriculum needs as indicated by the curriculum inventory.*

- Alignment of curriculum documents (i.e., maps, learning targets, assessments, units, lessons) to current data results, to the intent of grade/course standards, to state assessment practices
- Reassess appropriate pacing and curriculum maps using data and calendar
- Inclusion of engaging tasks or experiences in units that require students to demonstrate critical thinking and conceptual understanding specific to the content area
- Critical coaching practices to support pedagogy
- Extended modeling schedules (1 period for 2-6 weeks) for struggling teachers and/or for establishing model classrooms to support the understanding of expectations, and reflective coaching
- Structure collaborative teacher meetings to achieve specific content curriculum development or revision needs

1

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

#### **5. Monitor**

*Do you have a process and timeline for monitoring curriculum documents?*

*What does the process look like in practice?*

1. Ask instructional leaders and content teachers to complete curriculum inventory. Provide template or develop collaboratively. Note: Could be verbal inventory if curriculum components (i.e., maps, learning targets, interim or end of unit assessments, units are nonexistent.)
2. Review curriculum inventory with administrators/content leaders to know which components of curriculum are in place or missing. (Curriculum: i.e., maps, units, learning targets, interim or end of unit assessments)
3. Collaboratively secure content specialists with administrators to review curriculum documents for evidence of alignment and quality and to provide content specific feedback of analysis to administrators/content leaders.
4. Observe classrooms to determine if the written curriculum is the taught curriculum and the assessed curriculum based on standards, content specific expectations, and identified local data.

1

## Questions to consider when defining the curriculum review process.

### 2. Clarify Part 1: Description

1. What data results are used when revising curriculum documents?
2. What is the school's and the district's responsibility in reviewing curriculum documents ((i.e., maps, learning targets, assessments, units, engaging activities, lessons) to ensure a tight alignment to the standards and concepts?
3. Are there non-negotiables unique to different content areas that should be considered in a review process? (e.g., *NCTM 8 Mathematics Teaching Practices*, *ELA Core Shifts*) How would content specific expectations be known?
4. Discuss the school and/or district's pacing guides and maps. What determines if they should be revised?
5. Can assessments, units, or lessons, be reviewed for quality without established learning targets/goals?
6. How might *Achievement Level Descriptors* be used in the curriculum review process to clarify the rigor expected in Proficient and Distinguished Learners? 2

## Questions to consider when clarifying look fors in a curriculum review process.

### 2. Clarify Part 2: Look Fors

1. What is meant by 'essential curriculum components'? (i.e., maps, learning targets, assessments, performance tasks, units, engaging activities, lessons)
2. Discuss the school/district process of ensuring a tight alignment between curriculum documents and the intent and rigor of the standards. Are expectations or look fors included in a written process?
3. Do all teachers and administrators know the vetting process? How?
4. Is the review process different for small schools having only one teacher in a content area or grade level?
5. How does the school or district inventory curriculum documents to know which components have been developed or need to be developed for a course or grade?
6. What is the evidence that an inventory has been completed?
7. Is there a schedule for a curriculum review using external content specialists by content area? When or how often? Who are the content specialists? 2

## **Questions to consider for evidence of impact when standard C3 is implemented with fidelity.**

### **2. Clarify Part 3: Evidence of Impact/Outcome**

1. Does our curriculum document review process examine an alignment between the standards, learning targets, assessments, units, and lessons?
2. Do units and lessons effectively embed content specific structures? (e.g., phonics, writing, Core Shifts for ELA, math, and science, labs)
3. Do the performance tasks and daily assignments included in the curriculum require a change in student practices and also in teacher practices?
4. Is there an alignment between local assessment results and state assessment results?
5. Are common progress assessments (interim assessments) developed to assess a critical concept? Where would one find evidence of adjusted instruction in curriculum documents based on the progress assessments?
6. What should we look for as evidence of impact of learning targets?  
Performance tasks? Formative assessments?

2

## **Questions to consider when planning leadership actions to implement a curriculum document review process.**

### **3. Plan Leadership Actions**

1. How could the leadership team prioritize the grade/subject for monitoring the quality of the curriculum documents?
2. What might a principal need to know before developing a process for reviewing curriculum documents? (Curriculum components: i.e., pacing guides, maps, learning targets, assessments, interim progress checks, tasks, units, lessons; content specific non-negotiables)
3. Who may help to analyze the curriculum documents? How may task groups from the leadership team support this work? Does the district have a role?
4. Why are content specialist critical to curriculum review? Why are external content specialists often needed? Who schedules outside support?
5. What will be the principal's role regarding the findings from a curriculum document review, the schedule for revisions and the budget planning?

2

## Questions to consider when planning professional learning to support the curriculum document review process.

### 4. Plan Professional Learning

1. How will student achievement data be used in the process of planning professional learning to support curriculum document revision?
2. What are professional learning needs related to the revision of curriculum documents (i.e., pacing guides, maps, learning targets, tasks, assessments, units)? What evidence supports this?
3. How will this work be prioritized if there are severe content knowledge concerns?
4. What can be accomplished in extend work sessions (summer)? What will be done during collaborative teacher meetings?
5. What are critical budget considerations that should be included in a process when planning professional learning for review or revision of the curriculum?
6. What external content specialist(s) or resource can support the development, revision, or monitoring of quality curriculum for each prioritized content areas?

2

## Questions to consider when planning the monitoring process of curriculum documents.

### 5. Monitor

Use the sample inventory form to answer the questions below:

1. Why would it be beneficial for teachers, school leaders, and district curriculum leaders to complete the inventory for each subject area?
2. What curriculum documents should be reviewed for quality?
3. What does a task group need in hand to review curriculum documents? (e.g., standards, *Achievement Level Descriptors*, Core Shifts, curriculum map)
4. How is the district involved in monitoring curriculum documents?
5. Using the completed inventory, how could external content specialist(s) support the work that is needed in a particular content area?
6. Who may be asked (in-house and external) to observe classrooms with administrators to determine if the written curriculum is the taught and assessed curriculum based on standards and identified local needs?

2

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

## **2. Clarify Part 1: Description**

***What does the review process include?***

- Alignment of curriculum documents (i.e., maps, learning targets, assessments, units, activities, lessons) to data results
- Alignment of curriculum documents to the intent of the standards
- Appropriate pacing and mapping
- Inclusion of engaging tasks or experiences that require students to demonstrate critical thinking and conceptual understanding specific to the content area.
- Alignment of all curriculum documents and assessments to the expectations of the state assessment system (e.g., item types, citing evidence)

1

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

## **2. Clarify Part 2: Look Fors**

***What does this initiative look like in practice?***

- Process to assess curriculum documents' tight alignment to the standards and inclusion of essential curriculum components (i.e., maps, learning targets, units, assessments, engaging activities, lessons)
- A curriculum document inventory completed by teachers and instructional leaders for each course/grade level content, that indicates the completed components and those needed (i.e., maps, learning targets, assessments, units)
- Schedule of curriculum review by core content specialists
- Written next steps needed to improve curriculum quality

1

## Questions to consider when defining the curriculum review process.

### 2. Clarify Part 1: Description

1. What data results are used when revising curriculum documents?
2. What is the school's and the district's responsibility in reviewing curriculum documents ((i.e., maps, learning targets, assessments, units, engaging activities, lessons) to ensure a tight alignment to the standards and concepts?
3. Are there non-negotiables unique to different content areas that should be considered in a review process? (e.g., *NCTM 8 Mathematics Teaching Practices*, *ELA Core Shifts*) How would content specific expectations be known?
4. Discuss the school and/or district's pacing guides and maps. What determines if they should be revised?
5. Can assessments, units, or lessons, be reviewed for quality without established learning targets/goals?
6. How might *Achievement Level Descriptors* be used in the curriculum review process to clarify the rigor expected in Proficient and Distinguished Learners? 2

## Questions to consider when clarifying look fors in a curriculum review process.

### 2. Clarify Part 2: Look Fors

1. What is meant by 'essential curriculum components'? (i.e., maps, learning targets, assessments, performance tasks, units, engaging activities, lessons)
2. Discuss the school/district process of ensuring a tight alignment between curriculum documents and the intent and rigor of the standards. Are expectations or look fors included in a written process?
3. Do all teachers and administrators know the vetting process? How?
4. Is the review process different for small schools having only one teacher in a content area or grade level?
5. How does the school or district inventory curriculum documents to know which components have been developed or need to be developed for a course or grade?
6. What is the evidence that an inventory has been completed?
7. Is there a schedule for a curriculum review using external content specialists by content area? When or how often? Who are the content specialists? 2

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

## **2. Clarify Part 3: Evidence of Impact/Outcome**

*What does this initiative look like in practice?*

- Content and grade-level unit and lesson plans consistently align to the intent of the standards
- Core shifts of performance standards are embedded in curriculum units/assessments/daily activities
- All of the grade-level or course standards are paced appropriately within the school year
- Teacher tasks and assessments require students to demonstrate the expectations of the grade-level or course-level standards found in the *Achievement Level Descriptors* or other rubrics
- Student progress checks are built into the curriculum to check mastery and adjust instruction
- Teachers align the assessed curriculum with the written curriculum 1

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

## **3. Plan Leadership Actions**

*What action steps should the leadership team take?*

1. The leadership team determines the content area(s) and the specific curriculum documents (i.e. maps, learning targets, assessments, units) that will be analyzed to for quality for designated courses or grade level content areas.
2. The leadership team works with school or district administrators to identify internal and external support (e.g., RESA specialist, GADOE specialist, district specialist, content area consultant) to assist with the analysis of curriculum document with preset content specific criteria.
3. The leadership team or a task group drafts a schedule for analysis of the curriculum documents and identifies team members and external support to conduct the review.
4. Findings from the analysis are discussed with the leadership team and district leaders. Using the feedback received, a task group establishes expectations for curriculum revisions, next steps to support teachers, and budgets specific for the content area. 1

## **Questions to consider for evidence of impact when standard C3 is implemented with fidelity.**

### **2. Clarify Part 3: Evidence of Impact/Outcome**

1. Does our curriculum document review process examine an alignment between the standards, learning targets, assessments, units, and lessons?
2. Do units and lessons effectively embed content specific structures? (e.g., phonics, writing, Core Shifts for ELA, math, and science, labs)
3. Do the performance tasks and daily assignments included in the curriculum require a change in student practices and also in teacher practices?
4. Is there an alignment between local assessment results and state assessment results?
5. Are common progress assessments (interim assessments) developed to assess a critical concept? Where would one find evidence of adjusted instruction in curriculum documents based on the progress assessments?
6. What should we look for as evidence of impact of learning targets?  
Performance tasks? Formative assessments?

2

## **Questions to consider when planning leadership actions to implement a curriculum document review process.**

### **3. Plan Leadership Actions**

1. How could the leadership team prioritize the grade/subject for monitoring the quality of the curriculum documents?
2. What might a principal need to know before developing a process for reviewing curriculum documents? (Curriculum components: i.e., pacing guides, maps, learning targets, assessments, interim progress checks, tasks, units, lessons; content specific non-negotiables)
3. Who may help to analyze the curriculum documents? How may task groups from the leadership team support this work? Does the district have a role?
4. Why are content specialist critical to curriculum review? Why are external content specialists often needed? Who schedules outside support?
5. What will be the principal's role regarding the findings from a curriculum document review, the schedule for revisions and the budget planning?

2

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

#### **4. Plan Professional Learning**

*Base professional learning coaching/guidance on content needs, research-based practices, Look Fors above that are not in place, and priority curriculum needs as indicated by the curriculum inventory.*

- Alignment of curriculum documents (i.e., maps, learning targets, assessments, units, lessons) to current data results, to the intent of grade/course standards, to state assessment practices
- Reassess appropriate pacing and curriculum maps using data and calendar
- Inclusion of engaging tasks or experiences in units that require students to demonstrate critical thinking and conceptual understanding specific to the content area
- Critical coaching practices to support pedagogy
- Extended modeling schedules (1 period for 2-6 weeks) for struggling teachers and/or for establishing model classrooms to support the understanding of expectations, and reflective coaching
- Structure collaborative teacher meetings to achieve specific content curriculum development or revision needs

1

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

#### **5. Monitor**

*Do you have a process and timeline for monitoring curriculum documents?*

*What does the process look like in practice?*

1. Ask instructional leaders and content teachers to complete curriculum inventory. Provide template or develop collaboratively. Note: Could be verbal inventory if curriculum components (i.e., maps, learning targets, interim or end of unit assessments, units are nonexistent.)
2. Review curriculum inventory with administrators/content leaders to know which components of curriculum are in place or missing. (Curriculum: i.e., maps, units, learning targets, interim or end of unit assessments)
3. Collaboratively secure content specialists with administrators to review curriculum documents for evidence of alignment and quality and to provide content specific feedback of analysis to administrators/content leaders.
4. Observe classrooms to determine if the written curriculum is the taught curriculum and the assessed curriculum based on standards, content specific expectations, and identified local data.

1

## Questions to consider when planning professional learning to support the curriculum document review process.

### 4. Plan Professional Learning

1. How will student achievement data be used in the process of planning professional learning to support curriculum document revision?
2. What are professional learning needs related to the revision of curriculum documents (i.e., pacing guides, maps, learning targets, tasks, assessments, units)? What evidence supports this?
3. How will this work be prioritized if there are severe content knowledge concerns?
4. What can be accomplished in extend work sessions (summer)? What will be done during collaborative teacher meetings?
5. What are critical budget considerations that should be included in a process when planning professional learning for review or revision of the curriculum?
6. What external content specialist(s) or resource can support the development, revision, or monitoring of quality curriculum for each prioritized content areas?

2

## Questions to consider when planning the monitoring process of curriculum documents.

### 5. Monitor

Use the sample inventory form to answer the questions below:

1. Why would it be beneficial for teachers, school leaders, and district curriculum leaders to complete the inventory for each subject area?
2. What curriculum documents should be reviewed for quality?
3. What does a task group need in hand to review curriculum documents? (e.g., standards, *Achievement Level Descriptors*, Core Shifts, curriculum map)
4. How is the district involved in monitoring curriculum documents?
5. Using the completed inventory, how could external content specialist(s) support the work that is needed in a particular content area?
6. Who may be asked (in-house and external) to observe classrooms with administrators to determine if the written curriculum is the taught and assessed curriculum based on standards and identified local needs?

2

## **ELA Core Shifts**

### **8 Shifts in ELA/Literacy**

1. Reading Text Closely
2. Text-Based Evidence
3. Writing from Sources
4. Academic Vocabulary
5. Increasing Text Complexity
6. Balance of Texts
7. Building Disciplinary Knowledge
8. Balance of Writing

## **NCTM Mathematics Teaching Practices**

### **8 Teaching Practices**

1. Establish mathematics goals to focus learning
2. Implement tasks that promote reasoning and problem solving
3. Use and connect mathematical representations
4. Facilitate meaningful mathematical discourse to build shared understanding by analyzing student approaches and arguments
5. Pose purposeful questions
6. Support productive struggle in learning mathematics
7. Build procedural fluency from conceptual understanding
8. Elicit and use evidence of student thinking

\_\_\_\_\_ County \_\_\_\_\_ School  
**Curriculum and Assessment Inventory**

**Directions:**

Write "yes" below the common documents that were developed collaboratively in the district and are used consistently in schools. A "yes" also indicates that the document could be attached if requested.

Write "no" below the ones not developed or not used consistently. (Note: Content teachers and instructional leaders should complete the inventory. There may be benefit in completing the inventory independently.)

Reading/ELA Curriculum Assessment Inventory						
Person(s) completing form:				Office/School:		
Number of Teachers Teaching Course/Grade Level	Curriculum Map/Pacing	Common Curriculum Units	Common Learning Targets	Common Unit Assessments	Other Common Assessments i.e. progress checks, tasks, etc.,	Common Unit Lessons
Kindergarten:						
1 <sup>st</sup> Grade:						
2 <sup>nd</sup> Grade:						
3 <sup>rd</sup> Grade:						
4 <sup>th</sup> Grade:						
5 <sup>th</sup> Grade:						
6 <sup>th</sup> Grade:						
7 <sup>th</sup> Grade:						
8 <sup>th</sup> Grade:						
9 <sup>th</sup> Grade Lit:						
10 <sup>th</sup> Grade Lit:						
American Lit:						
British Lit:						
<p>Have common units, assessments/tasks, or lessons been vetted for quality and alignment to standards? If yes, explain how and by whom.</p> <p>Are common textbooks or intervention materials used? If so, what are the titles?</p> <p>Are common software programs used? If so, what?</p>						

\_\_\_\_\_ County \_\_\_\_\_ School  
**Curriculum and Assessment Inventory**

**Directions:**

Write "yes" below the common curriculum documents that were developed collaboratively in the district and are used consistently in schools. A "yes" also indicates that the document could be attached if requested. Write "no" below the ones not developed or not used consistently. (Note: Content teachers and instructional leaders should complete the inventory. There may be benefit in completing the inventory independently.)

Math Curriculum Assessment Inventory						
Person(s) completing form:				Office/School:		
Number of Teachers Teaching Course/Grade Level	Curriculum Map/Pacing	Common Curriculum Units	Common Learning Targets	Common Unit Assessments	Other Common Assessments i.e. progress checks, tasks, etc.,	Common Unit Lessons
Kindergarten:						
1 <sup>st</sup> Grade:						
2 <sup>nd</sup> Grade:						
3 <sup>rd</sup> Grade:						
4 <sup>th</sup> Grade:						
5 <sup>th</sup> Grade:						
6 <sup>th</sup> Grade:						
7 <sup>th</sup> Grade:						
8 <sup>th</sup> Grade:						
Coord. Alg or Alg. I:						
Analy Geo. or Geometry:						
Adv. Alg. or Alg. II:						
<p>Have common units, assessments/tasks, or lessons been vetted for quality and alignment to standards? If yes, explain how and by whom.</p> <p>Are common textbooks or intervention materials used? If so, what are the titles?</p> <p>Are common software programs used? If so, what?</p>						

\_\_\_\_\_ County \_\_\_\_\_ School  
**Curriculum and Assessment Inventory**

**Directions:**

Write "yes" below the common curriculum documents that were developed collaboratively in the district and are used consistently in schools. A "yes" also indicates that the document could be attached if requested. Write "no" below the ones not developed or not used consistently. (Note: Content teachers and instructional leaders should complete the inventory. There may be benefit in completing the inventory independently.)

<b>Science Curriculum Assessment Inventory</b>						
Person(s) completing form:			Office/School:			
Number of Teachers Teaching Course/Grade Level	Curriculum Map/Pacing	Common Curriculum Units	Common Learning Targets	Common Unit Assessments	Other Common Assessments i.e. progress checks, tasks, etc.,	Common Unit Lessons
Kindergarten:						
1 <sup>st</sup> Grade:						
2 <sup>nd</sup> Grade:						
3 <sup>rd</sup> Grade:						
4 <sup>th</sup> Grade:						
5 <sup>th</sup> Grade:						
6 <sup>th</sup> Gr. Earth:						
7 <sup>th</sup> Gr. Life:						
8 <sup>th</sup> Gr. Physi:						
Physical Sc:						
Biology:						
Chemistry:						
Environ Sc:						
Human Ana&Phy:						
Physics:						
<p>Have common units, assessments/tasks, or lessons been vetted for quality and alignment to standards? If yes, explain how and by whom.</p> <p>Are common textbooks or intervention materials used? If so, what are the titles?</p> <p>Are common software programs used? If so, what?</p>						

\_\_\_\_\_ County \_\_\_\_\_ School  
**Curriculum and Assessment Inventory**

**Directions:**

Write "yes" below the common curriculum documents that were developed collaboratively in the district and are used consistently in schools. A "yes" also indicates that the document could be attached if requested.

Write "no" below the ones not developed or not used consistently. (Note: Content teachers and instructional leaders should complete the inventory. There may be benefit in completing the inventory independently.)

<b>Social Studies Curriculum Assessment Inventory</b>						
Person(s) completing form:				Office/School:		
Number of Teachers Teaching Course/Grade Level	Curriculum Map/Pacing	Common Curriculum Units	Common Learning Targets	Common Unit Assessments	Other Common Assessments i.e. progress checks, tasks, etc.,	Common Unit Lessons
Kindergarten:						
1 <sup>st</sup> Grade:						
2 <sup>nd</sup> Grade:						
3 <sup>rd</sup> Grade:						
4 <sup>th</sup> Grade:						
5 <sup>th</sup> Grade:						
6 <sup>th</sup> Grade:						
7 <sup>th</sup> Grade:						
8 <sup>th</sup> Grade:						
Amer Gov:						
Economics:						
US History:						
World History:						
<p>Have common units, assessments/tasks, or lessons been vetted for quality and alignment to standards? If yes, explain how and by whom.</p> <p>Are common textbooks or intervention materials used? If so, what are the titles?</p> <p>Are common software programs used? If so, what?</p>						

## Process for Guidance in Implementation

**Standard C3: Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.**

### 1. Study

*What do leaders in the field say about this initiative?*

As I study think- How does the research align with leadership team's current understanding of curriculum and curriculum monitoring.

- The correct definition of "curriculum" is essential.
- (H.H. Jacobs; Reeves; L. Ainsworth – Rigorous Curriculum Design pp.3-4.
- R. Marzano – What Works in Schools: Translating Research into Acton
- School Performance Standards Leadership Guide C3
- EQuIP Rubric used for analyzing quality curriculum at GADOE before posting and Achieve the Core

Study curriculum exemplars from content specialists, GADOE, other states, Achieve.

What do achievement results show?

### 2. Clarify *What does this initiative look like in practice?*

#### Description

- Alignment of curriculum documents to current data results (Maps, learning targets, assessments, units, lessons)
- Alignment of curriculum documents to the intent of the standards
- Appropriate pacing and mapping
- Inclusion of engaging tasks or experiences that require students to demonstrate critical thinking and conceptual understanding
- Alignment of all curriculum documents and assessments to the expectations of the state assessment system (e.g., item types, citing evidence, etc.)

#### Look-Fors

- Process to assess curriculum documents' tight alignment to the standards and inclusion of essential curriculum components
- Inventory of curriculum documents developed and need to be developed for each course/grade level. (maps, units with learning targets, assessments, etc.)
- Schedule for curriculum review by core content specialists
- Written next steps needed to improve curriculum quality

#### Evidence of Impact/Outcome

- Content and grade-level plans consistently align to the intent of the standards.
- Core shifts of performance standards are embedded in curriculum units/assessments
- All of the grade-level or course standards are paced appropriately within the school year.
- Teacher tasks and assessments require students to demonstrate the expectations of the grade-level or course-level standards.
- Student progress checks are built into the curriculum to check mastery and adjust instruction.
- Teachers align the assessed curriculum with the written curriculum.

### 3. Plan Leadership Actions

*What action steps should the leadership team take? What guiding questions will you ask?*

1. The leadership team determines the content area(s) and the specific documents that will be analyzed to monitor the quality of the curriculum for a course or grade.
2. The leadership team works with a district representative to identify internal and external support (e.g., RESA specialist, GADOE specialist, district specialist, content area consultant, etc.) to assist with the analysis of curriculum documents and to determine criteria or a pre-established tool that will be used to review the quality of curriculum documents.
3. The leadership team drafts a schedule for analysis of the curriculum documents and identifies team members to conduct the review.
4. Findings from the analysis are shared with the leadership team. Based on the feedback received, the leadership team establishes expectations for curriculum development and next steps to support teachers.

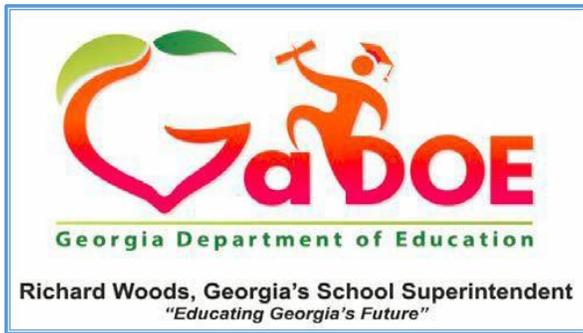
### 4. Plan Professional Learning

*Base professional learning coaching/guidance on content needs, research-based practices, Look Fors above that are not in place, and priority or missing curriculum components.*

1. Alignment of curriculum documents (i.e., maps, learning targets, assessments, units, lessons) to current data results, to the intent of grade/course standards, to state assessment practices
2. Reassess appropriate pacing and curriculum maps using data and calendar
3. Inclusion of engaging tasks or experiences in units that require students to demonstrate critical thinking and conceptual understanding specific to the content area
4. Systematic coaching practices scheduled daily to support pedagogy and content
5. Extended modeling schedules (1 period for 2-6 weeks) for struggling teachers, reflective coaching, or to establishment of model classrooms to support the understanding of expectations
6. Structure collaborative teacher meetings to achieve specific content curriculum development or revision needs

### 5. Monitor *Do you have a plan and timeline for monitoring throughout the implementation?*

1. Ask administrators/key content leaders to complete curriculum inventory. Provide template or develop collaboratively. (Could be verbal inventory if curriculum nonexistent.)
2. Review curriculum inventory with administrators/content leaders to know which components of curriculum are in place or missing. (Curriculum- appropriate maps, units, learning targets, interim or end of unit assessments, etc.)
3. Collaboratively secure content specialists with administrators to review curriculum documents for the evidence of quality noted above and to provide feedback of analysis to administrators/content leaders.
4. Observe classrooms with administrators to determine if the written curriculum is the taught curriculum and the assessed curriculum based on standards and identified local needs.



DIVISION OF  
SCHOOL & DISTRICT  
**EFFECTIVENESS**  
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

# **BUILDING A RIGOROUS CURRICULUM**

## Helping Leaders to Determine Next Steps

Today units and lessons are readily available through the web, so a good question might be, “Can’t we just look on the web and find good units and lessons?” Yes, maybe, but if that is the beginning point, school and district leaders have no assurance that their students are receiving a guaranteed and viable curriculum. “What if there is some combination of local development of curriculum and assessments and some adoption of what is available, will that work?” If that is the curriculum development plan, what do administrators need to know about the process of development? Administrators who internalize the sequence of curriculum development can save countless hours for teachers and thousands of dollars for appropriate PL. They will have a sense of what parts of the process have been done, what needs to be done, what must be done in extended planning sessions, and what can be done in collaborative teacher meetings to develop or revise curriculum.

Instructional Leadership Conference

October 5-6, 2016

# The Process of Curriculum Design

## How to Build the Foundation for Designing a Rigorous Curriculum

1. Study local data
2. Prioritize the Standards
3. Name the Units of Study
4. Assign Priority Standards and Supporting Standards
5. Prepare a Pacing Calendar

## How to Design Units of Study

6. Construct the Unit Planning Organizer
7. Unwrap the Unit Priority Standards
8. Create a Graphic Organizer to Display Unwrapped Skill, Concepts, DOK
9. Decide the Big Ideas, Learning Targets or Lesson Goals, and Essential Questions
10. Create the End-of Unit Assessment
11. Create the Unit Pre-Assessment
12. Identify Additional Vocabulary Terms, Interdisciplinary Connections, and 21<sup>st</sup> Century Learning Skills
13. Plan Engaging Learning Experiences
14. Gather Resource Materials
15. Select High-Impact Instructional Strategies
16. Detail the Unit Planning Organizer
17. Create Informal Progress-Monitoring Checks
18. Write the Weekly Plan
19. Design the Daily Lessons

Rigorous Design for Learning pp. 23-24, 29-32, 82.

Process based on work of Larry Ainsworth

Rigorous Curriculum Design: How to Create Curricula Units of Study that Align Standards, Instruction, and Assessment (2010)

### Questions to consider:

- What will be the consequences if PL for curriculum begins with 14 or 15?
- What will be accomplished if steps 1-9 are really used as beginning steps?
- Is the first step the study of standards? Why do you think it is step 7?
- Do all teachers have to build curriculum documents and assessments?
- If not, what do all teachers need to do collaboratively?
- What part of this needs to be done in extended planning sessions or released time?
- What will happen if all teachers or schools determine learning targets independently?
- What if learning targets are not established before the development of assessments?
- How many deficits in TKES are really linked to a lack of school-wide curriculum planning?