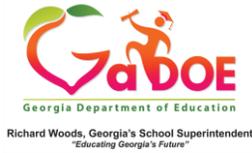**Curriculum Strand:** A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Strand

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards

Curriculum Standard 3: Monitors curriculum implementation and revises, as needed, based on data analysis

Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

<div style="border:2px solid blue; text-align:center;">

Curriculum Standard 1

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Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

What does this standard look like in practice?

Administrators and teachers work collaboratively to establish clear expectations for teaching and learning to alleviate misconceptions about practice. Expectations, which are critical for all classrooms, are defined first. Expectations get to the heart of quality versus simply requiring such teacher actions as posting artifacts or creating rote or sterile introductions to instruction. These actions are often implemented as a form of compliance. Therefore, it is important that the reasoning and purpose of the expectations are communicated to stakeholders. The written expectations communicate how business is done in the school. Here are a few examples.

Examples of Schoolwide Expectations:

- Lessons, instruction, and assessments are tightly aligned to the intended rigor of the standards.
- Formative assessments are embedded in all lessons to assess students' mastery of learning targets and to make appropriate adjustments to instruction.
- At least two common assessments are administered within a unit of study. The results will be analyzed for student understanding and instructional adjustments planned for students who struggled or excelled.

Examples of Content Specific Expectations - ELA and Math:

- The Lexile level of texts used for read alouds or close reading will be noted in lesson plans.
- The three English language arts and mathematics Core Shifts that demand a high level of critical thinking and performance will be embedded in lesson plans and routinely practiced during instruction. (Review Core Shifts from the Georgia Department of Education, Achieve the Core, and Engage NY.)
- Teachers will work tasks prior to placing them in a unit or lesson to better understand the specific skills and concepts required by the tasks.

All schools have expectations. They are often articulated when an initiative is put in place. New teachers or teachers not involved may not understand the expectations in the same way. This standard requires that critical expectations are written, discussed, modeled, and periodically assessed. Expectations are built over time and are revisited for adjustments and relevance. Some expectations are content specific, and some are schoolwide. Establishing and communicating clear expectations circumvents pitfalls that occur if expectations are too vague or not in place.

Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

What do the experts tell us?

Many districts and schools settle for the use of jargon without developing a common understanding of the implication for specific actions behind the terms. Differentiated instruction, Response to Intervention, formative assessments are just a few examples of terms commonly being used in districts where educators have no clear or consistent understanding of what those terms mean. Leaders who develop a common language do not settle for a superficial use of key terms. Instead, they drill deeper to ensure there is understanding behind each term.

Richard DuFour and Robert Marzano, *Leaders of Learning:*
How District, School, and Classroom Leaders Improve Student Achievement

Correlates of Effective Schools - Climate of High Expectations for Success

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn. For example, if the teacher plans a lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn't expect the students to learn in the first place. If the school condones through silence that teacher's behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Lawrence W. Lezotte, *Correlates of Effective Schools:*
The First and Second Generation

If we accept the theory that significant school improvement depends first, last, and foremost on improving the quality of instruction in classrooms, then we should follow up that theory with conversations about effective instructional practices. The catch is that we cannot have an in-depth conversation about effective instruction if we do not share a common language. Each high school community must identify and institutionalize an instructional model that defines and provides a common language for what constitutes effective classroom practice.

Tim Westerberg, *Becoming a Great High School:*
6 Strategies and 1 Attitude That Make a Difference

Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

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<tr>
<td rowspan="2">What actions may be taken by the leadership team to achieve this standard?</td>
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1. Develop a common understanding of Curriculum Standard 1. Discuss the term 'expectations' and identify the benefits of having clear expectations. Reach consensus on the purpose of expectations and the intent of the standard.

2. Review current expectations and determine schoolwide expectations that need to be developed and communicated with teachers. For example, are schoolwide expectations needed to clarify the use of Lexile levels? Are schoolwide expectations needed to provide direction regarding vocabulary instruction?

3. Complete the same analysis and development for content or grade-level specific expectations. For example, are content expectations needed to clarify the use of manipulatives in mathematics classrooms?

4. Establish a task group(s) to develop expectations for a defined area, specific initiative, etc. For example, a team may be established to address expectations for independent reading, criteria for assessment development, expectations for utilization of an instructional framework, expectations for writing instruction, expectations for the use of Lexile levels in content area lesson planning, expectations for task development in mathematics, etc.

5. Review newly developed expectations to reach consensus among leadership team members.

6. Determine a process to ensure expectations are clearly understood by stakeholders. This process may include discussions, modeling, coaching, peer observations, etc., scheduled over time.

7. Develop a system for soliciting feedback from stakeholders. Work collaboratively with the task group(s) that developed the expectations to review feedback and make revisions as needed.

8. Develop a process to monitor understanding and implementation of established expectations. Based on findings, determine next steps.

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Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

What are the look-fors that indicate effective implementation?	*What evidence will tell us we are successful?*
- Monitoring templates or tools are aligned to the expectations. - Observation results indicate effect implementation of expectations. - Feedback is provided to teachers. - Feedback from teachers is reviewed by the leadership team. - Critical expectations for content areas are clearly written and communicated with stakeholders. - Written expectations are aligned to the work for: - Standards, - Curriculum, - Assessment, and - Instruction.	- Teachers can articulate the schoolwide and content specific expectations. - Teachers implement the expectations consistently in practice. - The leadership team can describe the expectations in practice and define the look-fors. - The leadership team can articulate the current level of implementation and next steps to support the desired practice.

Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

Georgia Department of Education Resources
School Performance Standards
Assessment and Instruction Standards: Depending on the school's focus, any Assessment or Instruction Standard could be related to Curriculum Standard 1. Expectations may be created around any of these standards.
Professional Learning Standard 5: Communicates implementation expectations regarding teacher and staff practices and curriculum standards
Leadership Standard 2: Guides the school's work in curriculum, assessment, instruction, and professional learning
Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)
Performance Standard 2 Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
Leader Assessment on Performance Standards (Leader Keys Effectiveness System)
Performance Standard 1 Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

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External Professional Resources

Professional Texts

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DuFour, R. & Marzano, R. (2011). *Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement*. Bloomington, IN: Solution Tree.

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Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 2

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards

Curriculum Standard 3: Monitors curriculum implementation and revises, as needed, based on data analysis

Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards

What does this standard look like in practice?

Both the district and the schools assume the responsibility of building rigorous curriculum to ensure availability to all students in every classroom. Teachers use a common process to build curriculum and key assessments. This standard is accomplished through teacher collaboration.

When instructional leaders and teachers engage in a curriculum development process, key actions are taken.

1. Analyze local data before beginning the development work.

2. Develop or adapt a curriculum map to guide the sequence of content to be taught.

3. Collaboratively deconstruct the concepts, skills, and rigor of the standards that will be in a unit or lesson and develop critical learning targets before writing any other part of the curriculum.

4. Develop or adapt assessments and tasks that require student performance of the standards.

5. Write or adapt units or lessons based on the tasks and/or unit assessments.

6. Reflect on the following components when developing units and lessons:

   - the standards

   - learning targets

   - key questions

   - tiered vocabulary

   - engaging differentiated learning experiences and/or tasks

   - instructional strategies that support the standards and identified needs

   - formative assessments within lessons and progress checks within units

   - resources

When a systematic and intentional process for developing curriculum (curriculum maps, assessments, tasks, units, lessons, etc.) is understood and followed by collaborative teacher teams, a guaranteed and viable curriculum can be accomplished.

Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards

What do the experts tell us?	Marzano identifies a guaranteed and viable curriculum as the variable most strongly related to student achievement at the school level. The fact that the curriculum is *guaranteed* assures us that specific content is taught in specific courses and at specific grade levels, regardless of the teacher to whom a student is assigned. The fact that it is *viable* indicates that there is enough instructional time available to actually teach the content identified as important. The only way the curriculum in a school can truly be guaranteed is if the teachers, who are called upon to deliver the curriculum, have worked collaboratively to do the following: ▪ Study the intended curriculum ▪ Agree on priorities with the curriculum ▪ Clarify how the curriculum translates into student knowledge and skills ▪ Establish general pacing guidelines for delivering the curriculum ▪ Commit to one another that they will, in fact, teach the agreed-upon curriculum. Richard DuFour and Robert Marzano, *Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement* Autonomy in planning for all teachers only guarantees one thing: that some teachers will have the "freedom" to fail to plan effectively. Bambrick-Santoyo, *Leverage Leadership* 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 roadmap 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 Ainsworth, *Rigorous Curriculum Design*

Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards

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<td rowspan="6">What actions may be taken by the leadership team to achieve this standard?</td>
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1. Ensure that leadership team members understand the difference between curriculum and standards. Determine the essential components of the curriculum.

2. Identify the curriculum documents in the school. Complete a content curriculum and assessment inventory for each course or grade to determine the priorities of curriculum development. Consider inventorying the following:

   - curriculum maps that reflect local school calendar

   - units aligned with grade-level or course-level standards

   - unit assessments that model expectations of state assessments

   - lessons aligned with grade-level or course-level standards

   - differentiated tasks aligned to standards

3. Use gaps indicated by the inventory and local data to determine curriculum development priorities. Post the results from the inventory in the data room for planning.

4. Meet with district personnel to discuss curriculum needs, develop a realistic schedule and a budget for developing or revising the curriculum and assessments. Collaborate with other schools, as applicable.

5. Ensure that time is allotted for teachers to develop collaboratively and/or revise the components of curriculum (units, lessons, progress checks, key assessments, appropriate assignments, performance-based tasks, etc.). Select content area specialists to facilitate the curriculum development process.

6. Ensure that time is allotted for teachers to review the developed or revised components of the curriculum.

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Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards

What are the look-fors that indicate effective implementation?	*What evidence will tell us we are successful?*
- Units and lessons are aligned to standards. - The pacing calendar includes the specified grade-level and/or course-level standards and is adjusted to reflect identified content needs. - Curriculum maps noting instructional sequence and viable pacing is collaboratively developed by teachers. - Unit assessments, informal progress checks, formative assessments, and tasks are aligned to and reflect the rigor of the standards. - Collaborative team schedules reflect time for engagement in the curriculum development process. - Rubrics for analyzing curriculum quality are designed by teacher teams.	- All grade and course standards are taught within the school year. - Teachers teach to the intent and level of rigor of the standards. - Teacher tasks and assessments require students to demonstrate the expectations of grade or course standards. - Student progress checks are built into the curriculum to determine student mastery and needed instructional adjustments. - Students, parents, and teachers understand expectations for each course or grade. - Teacher instruction demonstrates an alignment between the written, taught, and assessed curriculum.

Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards

Georgia Department of Education Resources
School Performance Standards   **Curriculum Standard 1**: **Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessments, and instruction**   Assessment Standard 2: Aligns assessments with the required curriculum standards   Instruction Standard 7: Integrates appropriate current technology into teaching and learning   Leadership Standard 2: Guides the school's work in curriculum, assessment, instruction, and professional learning   Professional Learning Standard 5: Communicates implementation expectations regarding teacher and staff practices and curriculum standards   **Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)**   Performance Standard 2 Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.   Performance Standard 5 Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.   **Leader Assessment on Performance Standards (Leader Keys Effectiveness System)**   Performance Standard 1 Instructional Leadership: The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

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Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

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Curriculum Standard 3

Curriculum Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

Curriculum Standard 2: Builds curriculum documents and aligns resources with the required standards

Curriculum Standard 3: Monitors curriculum implementation and revises, as needed, based on data analysis

Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 3: Monitors curriculum implementation and revises, as needed, based on data analysis

What does this standard look like in practice?	Following the development of the curriculum, processes are implemented to monitor the quality of the written curriculum (e.g., units, lessons, assessments, tasks, etc.). Teachers and other content specialists analyze curriculum documents to monitor: • Alignment of curriculum documents to current data results, • Appropriate pacing and mapping, • Alignment of curriculum documents to the intent of the standards, • Incorporation of core shifts in pedagogy required by performance-based standards, • Inclusion of engaging tasks or experiences that require students to demonstrate critical thinking and conceptual understanding, and • Alignment of all curriculum documents and assessments to the expectations of the state assessment system (e.g., item types, citing evidence, etc.).

What do the experts tell us?	The first school-level factor is a "guaranteed and viable curriculum." I rank this as the first factor, having the most impact on student achievement. Robert Marzano, *What Works in Schools: Translating Research into Action* A few years ago there was a story about several new homes that were literally sliding down the slope where they had been built. These homes were well-designed, luxurious, and located in an exclusive subdivision; however, they were built on land that was slowly eroding. Because these homes were not built on a solid foundation, their design and craftsmanship were rendered useless; the houses could not be occupied. Building a home that will stand the test of time requires both a solid foundation and a sound design plan. It is not an either/or proposition. The same holds true for curriculum and instruction. Too many times we have entered classrooms and observed teachers using research-based strategies on insignificant content. Leaders can help teachers improve student achievement by implementing best instructional practices for teaching high content standards. In other words, school leaders must pay attention to both the curriculum ("what") and the instruction ("how"). Nancy Mooney & Ann Mausbach, *Align the Design: A Blueprint for School Improvement*

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Curriculum Standard 3: Monitors curriculum implementation and revises, as needed, based on data analysis

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<td rowspan="4">What actions may be taken by the leadership team to achieve this standard?</td>
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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. For example, leadership may select mathematics grades 6-8 curriculum maps and pacing guides, tasks, common non-graded progress checks, mid-unit assessment, units, and lessons.

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.

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What are the look-fors that indicate effective implementation?	*What evidence will tell us we are successful?*
• A schedule for curriculum analysis has been developed. • Curriculum analysis tools are used to determine the quality of curriculum documents. • Curriculum documents are tightly aligned to the standards. • Recorded next steps to improve the quality of the curriculum documents are addressed in a timely manner. • Written expectations for curriculum development have been communicated to stakeholders.	• Content and grade-level plans consistently align to the intent of the standards. • 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.

Curriculum Strand: A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning

Curriculum Standard 3: Monitors curriculum implementation and revises, as needed, based on data analysis

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Georgia Department of Education Resources

School Performance Standards

Assessment Standard 2: Aligns assessments with the required curriculum standards

Instruction Standard 2: Creates an academically-challenging environment that cultivates higher-order thinking skills and processes

Leadership Standard 1: Guides the school's work in curriculum, assessment, instruction, and professional learning

Professional Learning Standard 5: Communicates implementation expectations regarding teacher and staff practices and curriculum standards

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 2 Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Standard 5 Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

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Marzano, R. J. (2012). "Marzano Levels of School Effectiveness." Centennial, CO: Marzano Research Laboratory. Retrieved from
http://legisweb.state.wy.us/InterimCommittee/2012/Z02MarzanoLevels.pdf

Mooney, N. & Mausbach, A. (2008). *Align the Design: A Blueprint for School Improvement*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).