

Where are we with Curriculum Management?

Governance			
	Established	Progressing	Emergent – Needs Attention
<p>District Curriculum Governance Team</p> <p>Representative group of all levels of district and building Level stakeholders</p>	<ul style="list-style-type: none"> Is comprised of administrators, teachers, specialists and community stakeholders representative of entire district Works within a clearly articulated set of guidelines approved by the Board of Education Has a stable membership that attends regularly Meet regularly to discuss district related issues dealing with curriculum, instruction, and assessment 	<ul style="list-style-type: none"> Is comprised of administrators, teachers, specialists and community stakeholders representative of entire district Works within a clearly articulated set of guidelines but are not part of Board policy Has a stable membership that attends regularly Meet regularly to discuss district related issues dealing with curriculum, instruction, and assessment 	<ul style="list-style-type: none"> Is comprised of administrators, teachers, specialists and community stakeholders representative of entire district Has an identified membership Meet periodically to discuss district related issues dealing with curriculum, instruction, and assessment
<p>Communication of curriculum issues and/or decisions</p>	<ul style="list-style-type: none"> Collection of input and delivery of group consensus responses consistently follows established protocol Response to concerns is clear and timely Common vocabulary is consistently used when referring to procedures and curriculum Communication is available in writing as well as delivered in person Decisions are communicated to different audiences in same timeframe/same language 	<ul style="list-style-type: none"> Collection of input and delivery of group consensus responses usually follows established protocol Response to concerns is clear <i>or</i> timely, but not both Common vocabulary is usually used when referring to procedures and curriculum Communication is available in writing or delivered in person but not always both Decisions are communicated to different audiences but often at different times or with different language 	<ul style="list-style-type: none"> Protocol for collection of input and delivery of responses is unclear or is not followed Response to concerns is neither clear nor timely Common vocabulary is not used when referring to procedures and curriculum Communication is often lacking or is incomplete Decisions are communicated differently to different audiences



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Decision-making Within the Team	<ul style="list-style-type: none"> • Decisions are consistently timely and reached by consensus • Decisions are based on the district mission and current research after study • Local data are used for decision making whenever possible 	<ul style="list-style-type: none"> • Decisions are usually timely and reached by consensus • Decisions are based on the district mission and discussions but are not always based on research • Local data are sometimes used for decision making 	<ul style="list-style-type: none"> • Decisions often are hasty or delayed, and frequently are by vote rather than consensus • Decisions are sometimes made without reference to data, research or the District Mission
Monitoring	<ul style="list-style-type: none"> • Teachers, building administrators, and district personnel consistently track and report defined learning targets taught • Teachers, building administrators, and district personnel consistently track and report assessment results • Data are analyzed to determine progress of implementation and success of student learning and that analysis is shared and discussed 	<ul style="list-style-type: none"> • Teachers, building administrators, and district personnel consistently track and report defined learning targets taught and assessment results, but do not often analyze and/or share data 	<ul style="list-style-type: none"> • There is no consistent tracking or reporting of defined learning targets taught or assessments given at the classroom, building, or district level, nor are data analyzed or shared.
Mastery Definition	<p>Definition meets three criteria:</p> <ul style="list-style-type: none"> • is clear and applicable to the classroom, • is aligned to teaching to defined learning targets, and • is shared with all district personnel 	<p>Definition meets two of three criteria:</p> <ul style="list-style-type: none"> • is clear and applicable to the classroom, • is aligned to teaching to defined learning targets, and • is shared with all district personnel 	<ul style="list-style-type: none"> • Mastery definition is not clear and not well communicated to staff so that it can be used in the classroom or there is no defined Mastery definition for the district



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Long Range Plan	<p>Plan meets four criteria:</p> <ul style="list-style-type: none"> developed by the Curriculum Management Team is complete for 7 – 10 years in advance is reviewed annually for possible revision correlates with State schedules for curriculum and resource revisions addresses need demonstrated by local data 	<p>Plan meets first three criteria:</p> <ul style="list-style-type: none"> is complete for 7 – 10 years in advance is reviewed annually for possible revision correlates with State schedules for curriculum and resource revisions 	<p>Plan meets <i>one or two</i> of the first three criteria</p> <ul style="list-style-type: none"> is complete for 7 – 10 years in advance, or is reviewed annually for possible revision, or correlates with State schedules for curriculum and resource revisions
Grading Policy	<p>Grading policy:</p> <ul style="list-style-type: none"> is aligned with teaching to defined learning targets and reflects mastery definition mandates that achievement grades reflect student learning of defined learning targets, only has been shared with appropriate, effective staff development is communicated to students and parents is part of ongoing conversations All staff use the grading policy and can communicate effectively about their particular procedures to reflect the policy New staff is trained to use the approved grading policy 	<p>Grading policy:</p> <ul style="list-style-type: none"> is aligned with teaching to defined learning targets and reflects mastery definition mandates that achievement grades reflect student learning of defined learning targets, only has been explained to staff is communicated to students and parents is part of ongoing conversations Most staff members use the grading policy 	<p>Grading policy:</p> <ul style="list-style-type: none"> is aligned with teaching to defined learning targets and reflects mastery definition suggests that achievement grades reflect student learning of defined learning targets, only has been presented to staff is available to students and parents There is little or no discussion of grading policy after it is presented Use of the grading policy by teaching staff is not uniform or monitored



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Extended Learning Opportunities	<ul style="list-style-type: none"> • Opportunities are provided for remediation and enrichment within and outside of the regular school day and classroom • Interventions are targeted to defined learning targets assigned to course/grade level • Assignment of students to Extended Learning Opportunities is made through uniform use of data 	<ul style="list-style-type: none"> • Complete plans for Extended Learning Opportunities have not been developed, but ongoing discussions are held to identify opportunities • Interventions are targeted to defined learning targets assigned to course/grade level 	<ul style="list-style-type: none"> • Interventions and learning opportunities have not been developed but are part of ongoing discussions
Meeting Norms	<ul style="list-style-type: none"> • Meeting schedule for entire year is sent to members and made available to everyone else at beginning of school year • Meetings consistently start and end on time • Agendas are created with input from DISTRICT CURRICULUM GOVERNANCE TEAM members and other staff and are provided in advance • Participants attend meetings regularly, are prepared for discussions on the agenda, and discussions are professional and productive 	<ul style="list-style-type: none"> • Meeting schedule for entire year is available at beginning of school year • Meetings usually start and end on time • Agendas are provided at the meeting site at the time of the meeting and are usually collaboratively developed • Usually all members attend and most are prepared for productive discussions on the agenda 	<ul style="list-style-type: none"> • Meeting scheduled is shared with members in advance of each meeting • Members are not assured of starting and ending on time • Agendas are provided but are not collaboratively developed • Attendance is sporadic and preparation is lacking due to not knowing topics of discussion
Ongoing Professional Development	<ul style="list-style-type: none"> • DISTRICT CURRICULUM GOVERNANCE TEAM members participate in continued study of current research and trends • Members remain current on political climate for education issues and discuss them in meetings 	<ul style="list-style-type: none"> • DISTRICT CURRICULUM GOVERNANCE TEAM members participate in brief discussions of current research and trends • Members are given summaries of current education issues 	<ul style="list-style-type: none"> • DISTRICT CURRICULUM GOVERNANCE TEAM members are informed about current research and trends • Current education issues are rarely identified or discussed



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Development of Curriculum and Common Assessments			
	Established	Progressing	Emergent – Needs Attention
Composition of Subject Area Committees (SAC)	<ul style="list-style-type: none"> Representation is balanced for grades/courses or grade ranges Representation is sufficient to accomplish task in timely manner Representation includes strong teachers in the target subject 	<ul style="list-style-type: none"> Representation is balanced for grades/courses or grade ranges Representation is sufficient to accomplish task in timely manner 	<ul style="list-style-type: none"> Attempts are made at representation by grade level or course but sometimes is not accomplished
Curriculum Alignment to External Standards	<ul style="list-style-type: none"> Alignment to state standards is clear and documented consistently within all curriculums Alignment includes acknowledgement of relevant national standards 	<ul style="list-style-type: none"> Alignment to state standards is clear and documented in all curriculums, but not in consistent manner National standards may be looked at, but not considered for alignment 	<ul style="list-style-type: none"> Alignment to state standards is documented only in the four core subjects, and may or may not be done consistently
Use of Internal Information	<ul style="list-style-type: none"> Teacher survey information is organized and studied for identifying vertical alignment problems and making decisions Interviews are conducted for clarifying questions and input is used in preparation of document District specialists are consulted when appropriate 	<ul style="list-style-type: none"> Teacher survey information is organized and studied for identifying problems and making decisions District specialists are consulted when appropriate 	<ul style="list-style-type: none"> Teacher survey information is organized and studied for identifying problems and making decisions



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Development of Curriculum and Common Assessments			
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Rigor of Curriculum	<ul style="list-style-type: none"> Verbs in all defined learning targets require higher order thinking skills Verbs in components include multiple levels of thinking skills Verbs in curriculum are measurable and allow for valid assessments Curriculum has depth and breadth to produce quality student achievement at acceptable level Curriculum shows continuous growth of skills and content knowledge over time 	<ul style="list-style-type: none"> Verbs in most defined learning targets require higher order thinking skills Verbs in components include at least two levels of thinking skills Most verbs in curriculum are measurable Curriculum is sufficient to produce student achievement at acceptable level but could include more depth or breadth Curriculum shows continuous growth of skills and content knowledge over time 	<ul style="list-style-type: none"> Verbs in some defined learning targets require higher order thinking skills At least one component requires higher thinking skills Most verbs in curriculum are measurable but may be open to interpretation
Scope of Curriculum	<ul style="list-style-type: none"> Scope is appropriate to each grade level's time allotment Scope of skills and content is sufficient for each strand of standards 	<ul style="list-style-type: none"> Scope is appropriate to most grade levels' time allotments Scope of skills and content is sufficient for most strands of standards 	<ul style="list-style-type: none"> Scope is appropriate to some grade levels' time allotments Scope of skills and content includes something from each strand of standards
Communication from SAC to District Curriculum Governance Team	<ul style="list-style-type: none"> Regular progress reports to DISTRICT CURRICULUM GOVERNANCE TEAM during writing process, including major changes needed or concerns of staff Documents are provided to DISTRICT CURRICULUM GOVERNANCE TEAM with adequate lead time for study before approval/recommendation is needed 	<ul style="list-style-type: none"> Regular progress reports to DISTRICT CURRICULUM GOVERNANCE TEAM during writing process Documents are provided to DISTRICT CURRICULUM GOVERNANCE TEAM for approval/recommendation for adoption 	<ul style="list-style-type: none"> Documents are provided to DISTRICT CURRICULUM GOVERNANCE TEAM recommendation for adoption



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Development of Curriculum and Common Assessments			
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SAC Communication to Staff	<ul style="list-style-type: none"> • SAC receives input from staff, makes decisions and then responds to concerns and questions in a timely fashion • SAC plans and coordinates with DISTRICT CURRICULUM GOVERNANCE TEAM training, implementation expectations, and timelines • SAC facilitates availability of a complete curriculum to staff in a clear and timely manner 	<ul style="list-style-type: none"> • SAC receives input from staff, makes decisions, and usually responds in a timely fashion • SAC plans and coordinates with DISTRICT CURRICULUM GOVERNANCE TEAM training and implementation expectations • SAC makes curriculum available but instructions may be incomplete or not timely 	<ul style="list-style-type: none"> • SAC receives input from staff and makes decisions • SAC requests training and information about implementation expectations and timelines • SAC does not communicate to staff how to obtain curriculum
Common Assessment Development	<ul style="list-style-type: none"> • SAC receives training on assessment development • SAC gathers information from teachers regarding assessments used during implementation • SAC creates aligned assessments, administrative guidelines, answer keys and rubrics for all curriculum defined learning targets • SAC assures assessments are varied in type and include selected response, constructed response, and products or performances as appropriate to outcome verbs • SAC provides for validation of assessments 	<ul style="list-style-type: none"> • SAC receives training on assessment development • SAC creates aligned assessments, administrative guidelines, answer keys and rubrics for all curriculum defined learning targets • SAC assures there are at least two types of assessment 	<ul style="list-style-type: none"> • SAC receives training on assessment development • SAC creates some samples of aligned assessments, with answer keys and rubrics



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Implementation of Curriculum			
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Timelines	<ul style="list-style-type: none"> Timelines take other teacher requirements into consideration and allow teachers sufficient time to comply Timelines are communicated clearly and more than once 	<ul style="list-style-type: none"> Timelines usually allow teachers sufficient time to comply Timelines are communicated 	<ul style="list-style-type: none"> Timelines are haphazard Timelines are not consistently communicated
Expectations	<ul style="list-style-type: none"> Requirements for pacing guides, instructional alignment plans, and validation feedback are clear and consistently communicated Completion of pacing guides, instructional alignment plans, and validation forms is consistently tracked Expectations for completion of the teacher’s own assessments are clear and are consistently tracked Required forms are provided in a timely manner for meeting expectations 	<ul style="list-style-type: none"> Requirements for pacing guides, instructional alignment plan, and validation feedback are communicated Completion of pacing guides, instructional alignment plans, and validation forms is usually tracked Expectations for completion of the teacher’s own assessments are clear and are usually tracked Required forms are provided for meeting expectations 	<ul style="list-style-type: none"> Requirements are communicated for pacing guides, instructional alignment plan, or validation feedback, but not for all Completion of pacing guides, instructional alignment plans, and validation forms is not tracked Expectations for completion of the teacher’s own assessments are clear but not tracked Required forms are not always provided for meeting expectations
Support Provided	<ul style="list-style-type: none"> Research or rationale for decisions is provided Resource support is provided as soon as is reasonable Effective staff development is provided as soon as possible 	<ul style="list-style-type: none"> Research or rationale for decisions is provided Resource support is provided as soon as is reasonable Effective staff development is usually provided in a timely manner 	<ul style="list-style-type: none"> Resource support is provided as soon as is reasonable Staff development may be delayed



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Implementation of Common Assessments and Use of Data			
	Established	Progressing	Emergent – Needs Attention
Common Assessment Implementation	<ul style="list-style-type: none"> In the first year of implementation for a subject, teachers receive all common assessments and related pieces in a timely manner and have opportunity for questions or discussion A master copy of common assessments and related pieces is kept by building and/or district administrator Teachers keep their copies of common assessments and related pieces in a secure location Building administrator keeps track of when common assessments are administered, and notes degree of class or grade level success Common assessments are not sent home with students 	<ul style="list-style-type: none"> In the first year of implementation for a subject, teachers receive all common assessments and related pieces in a timely manner Teachers keep their copies of common assessments and related pieces in a secure location Building administrator occasionally checks on administration of common assessments Common assessments are not sent home with students 	<ul style="list-style-type: none"> In the first year of implementation for a subject, teachers are uncertain when they will receive common assessments and related pieces There are no guidelines about where teachers keep their copies of common assessments and related pieces Building administrator rarely or never checks on administration of common assessments Some teachers send home common assessments; some do not



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Implementation of Common Assessments and Use of Data			
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Use of Assessment Data	<ul style="list-style-type: none"> Collection method for assessment data is clear and followed Data are reviewed by teacher and administrator teams applying a prescribed protocol and used to <i>improve assessments</i> Data are consistently reviewed by teachers and administrators using a prescribed protocol and is used to <i>improve instruction in individual classrooms</i> Data are consistently reviewed by teachers and administrators using a prescribed protocol and used to <i>plan interventions</i> Confidentiality of individual student performance is maintained Data are consistently reviewed by teachers and administrators using a prescribed protocol and are used <i>for district planning of staff development</i> 	<ul style="list-style-type: none"> Collection method for assessment data is clear and followed Data are used by assessment teams to <i>improve assessments</i> Data are used by teachers to <i>improve instruction in individual classrooms</i> Data are used to <i>plan interventions</i> Confidentiality of individual student performance is maintained Data are consistently reviewed by teachers and are used to <i>recommend district planning of staff development</i> 	<ul style="list-style-type: none"> Collection method for assessment data is clear and followed Confidentiality of individual student performance is maintained

