



# CURRICULUM LEADERSHIP INSTITUTE

What is the CLI Model?		Why it's the Right Thing to Do	How the CLI Model Helps YOU!
<b>Management system for academic programs, including:</b>	Policy	<ul style="list-style-type: none"> <li>➤ Assures <b>academic processes</b> are stable and in written form</li> <li>➤ <b>Organizes</b> procedures and clarifies answers to questions</li> <li>➤ Addresses common committee problems</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides a plan with <b>timelines</b></li> <li>➤ <b>Clarifies responsibilities</b> of all parties for K-12 academics</li> <li>➤ Provides documentation for accreditation requirements</li> </ul>
	Curriculum Coordinating Council	<ul style="list-style-type: none"> <li>➤ Community, teacher, administrative, board involvement</li> <li>➤ <b>Decisions are made cooperatively</b> for better teacher buy-in</li> <li>➤ Decision-making/action-taking is addressed (planned, scheduled) <b>systematically</b> on a long term basis to maintain the <b>systemic</b> approach to curriculum, instruction, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provides a <b>common focus</b> for all stakeholders</li> <li>➤ Improves communication channels</li> <li>➤ <b>Streamlines</b> the decision-making process</li> <li>➤ Develops <b>teacher-leaders</b> which allows administrators to delegate more duties, freeing up time</li> </ul>
<b>Proven, step-by-step processes for:</b>	Curriculum	<ul style="list-style-type: none"> <li>➤ <b>Alignment of curriculum</b> vertically (K-12) and horizontally (subject to subject)</li> <li>➤ Specific, focused, and aligned to standards</li> <li>➤ Serves <b>unique</b> local needs</li> <li>➤ Steps are researched and allow time to produce <b>quality</b> results</li> <li>➤ Resource selection is directly tied to specific curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Produce a <b>quality</b> (teachable) local <b>curriculum</b></li> <li>➤ <b>Clarifies</b> who does which parts of the standards</li> <li>➤ Remediation is more <b>effective</b> because expected results are clear</li> <li>➤ <b>High expectations</b> for <u>all</u> students</li> <li>➤ Long-term learning = higher achievement</li> <li>➤ Funding decisions are based on curriculum needs – money is used more wisely</li> </ul>
	Instruction	<ul style="list-style-type: none"> <li>➤ Requires teachers to teach specifically to the curriculum</li> <li>➤ Clarifies teacher evaluation</li> <li>➤ Staff development <b>needs are easily identified</b></li> <li>➤ <b>Teacher confidence</b> in what and how to teach</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Better learning results</b></li> <li>➤ Evidence of opportunity to learn standards</li> <li>➤ <b>Improves</b> administration/teacher <b>communication</b></li> <li>➤ Time and resources spent produce better results</li> <li>➤ More <b>effective instructional planning</b></li> <li>➤ More <b>engaged</b> learning time</li> </ul>
	Assessment	<ul style="list-style-type: none"> <li>➤ Use <b>valid, reliable</b> local assessments</li> <li>➤ Steps of model require direct <b>alignment</b> between instruction and assessment</li> <li>➤ <b>Clearer expectations</b></li> <li>➤ Teacher confidence in what and how to assess</li> </ul>	<ul style="list-style-type: none"> <li>➤ Meets assessment requirements</li> <li>➤ <b>Assures consistency</b></li> <li>➤ <b>Higher achievement</b> of students</li> </ul>

*Holds students accountable for their learning.  
Clarifies communication among teachers, students, and parents.  
Every district effort is more efficient and focused on the same result.*