
Creating the Focus for Standards-Based Learning

Standards provide the focus for the design, implementation, and evaluation of high quality programs and practices for student learning. Many decisions are involved in the development of these processes, and these should be based on the district's and schools' vision for standards-based learning, awareness of state and federal mandates, synthesis of related educational research literature and recommendations of professional organizations, and an analysis of the existing curriculum in the district.

DESIGNING A MODEL FOR STANDARDS-BASED LEARNING

Before we clarified our own conceptual model for standards-based learning, we had been working as consultants to school districts for several years, supporting their efforts to implement standards. Initially this work entailed working with representative committees to facilitate their design of district and school curriculum guidelines based on standards, including scope and sequence documents, instructional parameters, criteria for classroom assessment, and so forth. As curriculum guidelines were completed, questions arose about the "how" of their implementation: *How can teachers use these new standards-based scope-and-sequence documents in the classroom? How do we align existing textbooks and other materials with the scope-and-sequence documents? How do we know if students are learning what is set forth in these documents?* This led to work with leadership teams in schools and districts and to the design of tools and processes to support the implementation and evaluation of standards-based learning.

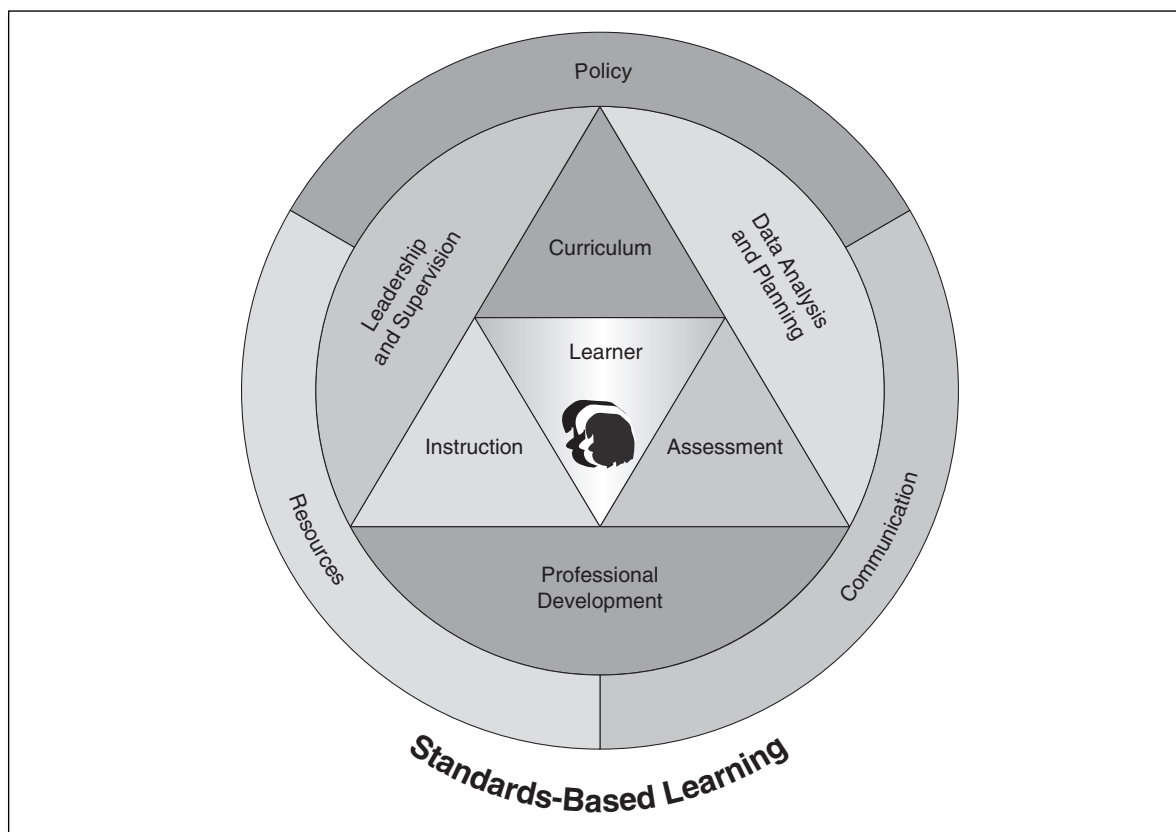
One day we were working with a team of teachers on assignment in the Oswego City School District in New York when the superintendent of schools, Dr. Kenneth Eastwood, returned from presenting a session at a national conference. Afterward, he said, "A woman came up to me and

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commented that we were doing such good work in the district, but there was nothing on our Web site that made clear how all the pieces and parts connected one to the other.”

A paper napkin was on the table where we were sitting, and we began to sketch out a graphic that captured our vision of the system of standards-based learning. Within two hours, the district’s fine print shop had produced a poster of the design, which in one form is used on the district’s Web site and in another has become the conceptual model we use in our work through the Center for Curriculum Renewal (www.curriculumrenewal.org) with schools and districts, as shown in Figure 1.1.

Figure 1.1 Standards-Based Learning



Source: Center for Curriculum Renewal (www.curriculumrenewal.com). Used with permission.

This model shows the learners at the center, representing the importance of addressing each learner’s needs *and* strengths at the heart of the system of standards-based learning. The alignment, then, of curriculum, instruction, and assessment ties also to the identified strengths and needs of learners. Each district’s and school’s decisions about what standards, performance indicators, and grade-level expectations are taught and assessed at what grade level and in what time frame (e.g., quarter, month) become an important part of the curriculum triangle. Classroom assessments and common assessments need to actually assess the learning articulated in the curriculum documents (instead of merely assessing the quality of products or student comprehension of a story in a basal reader). Planning for instruction involves design of instructional strategies that can serve as building blocks from the student’s current knowledge and skills to the desired learning identified in the curriculum.

The next ring in the model identifies the three components of the system designed to support teachers as they work with students in the classroom—data analysis and planning, professional development, and leadership and supervision. Resources, policies, and communication must also be aligned if standards-based learning is to be as effective and efficient as possible, leading ultimately to positive

performance results for all students regardless of identified learning needs, socioeconomic status, race, gender, or culture.

The Elmira City School District and the Enlarged City School District of Middletown are two New York districts that have adapted the model to make it their own, as shown in Figure 1.2 and Figure 1.3.

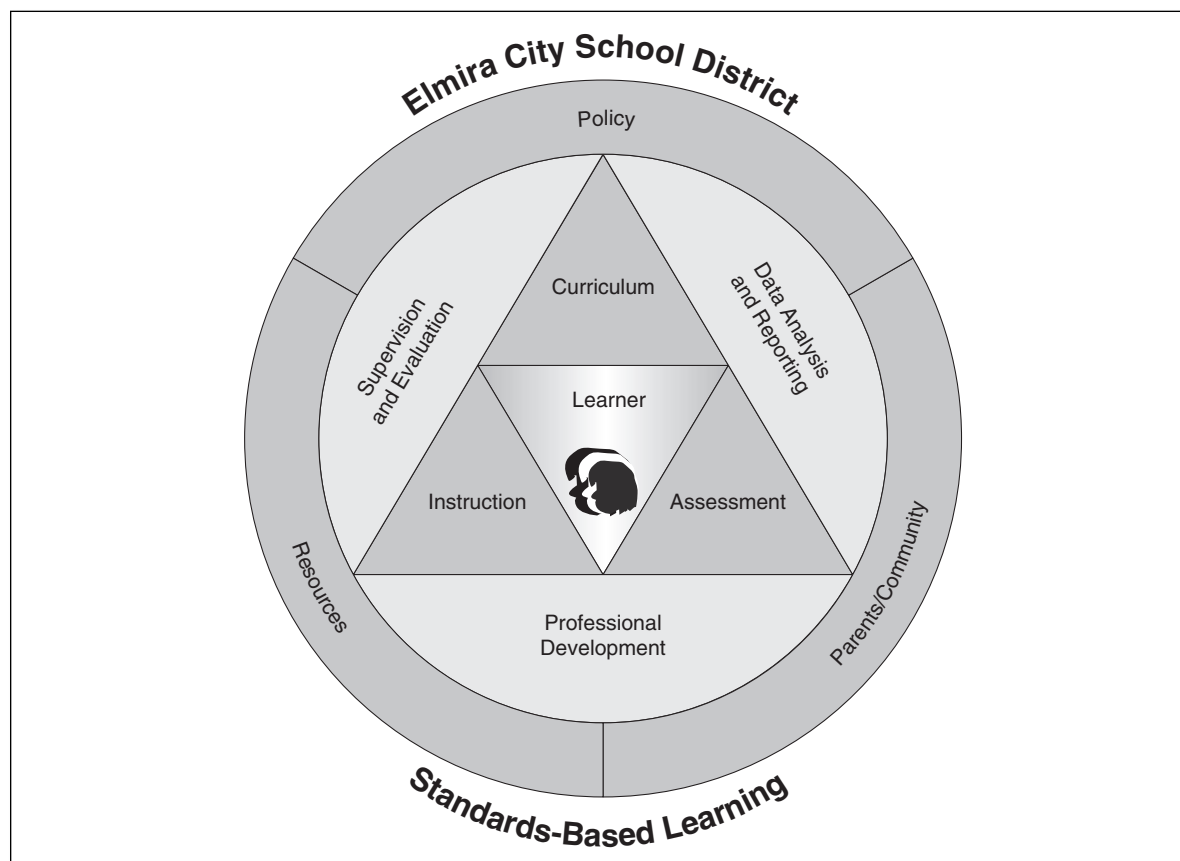
Each of these districts has used the graphic for the model to organize resources for standards-based learning at their respective Web sites (<http://www.middletowncityschools.org/SBL/SBLhome.htm> and <http://www.elmiracityschools.com/curriculumhome.cfm>). We use the original conceptual model described above to organize links to resources at our own Web site, www.curriculumrenewal.com.

Does your district have a model for standards-based learning to show the relationships among the various essential components of your standards-based system? If so, how does it compare to model(s) shown above? Is there anything you would change? Add? Delete? If your school or district does not have a model for standards-based learning, consider designing one for your own school or the district as a whole.

DEVELOPING THE DISTRICT'S AND SCHOOLS' VISION FOR STANDARDS-BASED LEARNING

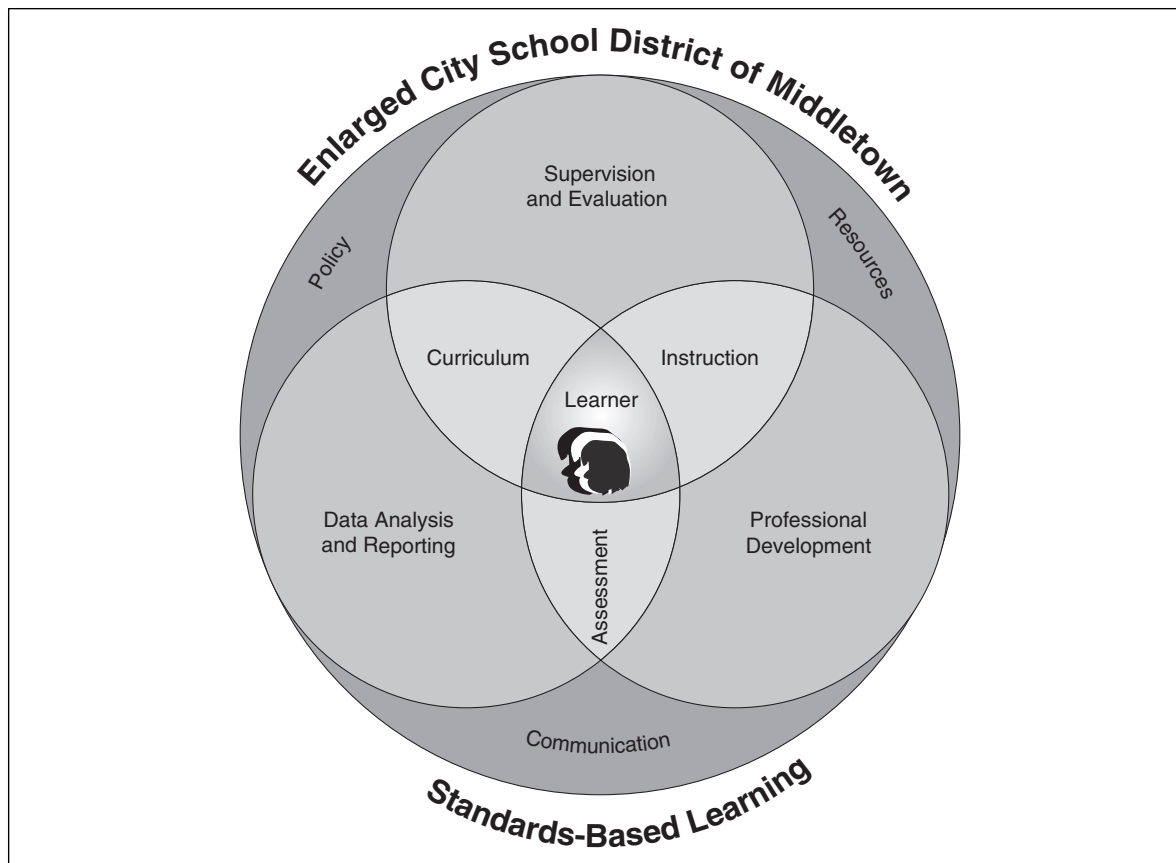
The district's or schools' vision for standards-based learning builds off the conceptual model and is a statement of beliefs about learning and a commitment to put those beliefs into action. This

Figure 1.2 Elmira City School District's Standards-Based Model



Source: Elmira City School District, Elmira, NY. Used with permission.

Figure 1.3 Enlarged City School District of Middletown’s Standards-Based Model



Source: Enlarged City School District of Middletown, NY. Used with permission.

document should guide all decision making in the district pertaining to curriculum development, implementation, and evaluation. Figure 1.4 provides an example of a comprehensive vision statement for standards-based learning developed some years ago by the Washington Central Supervisory Union in Vermont.

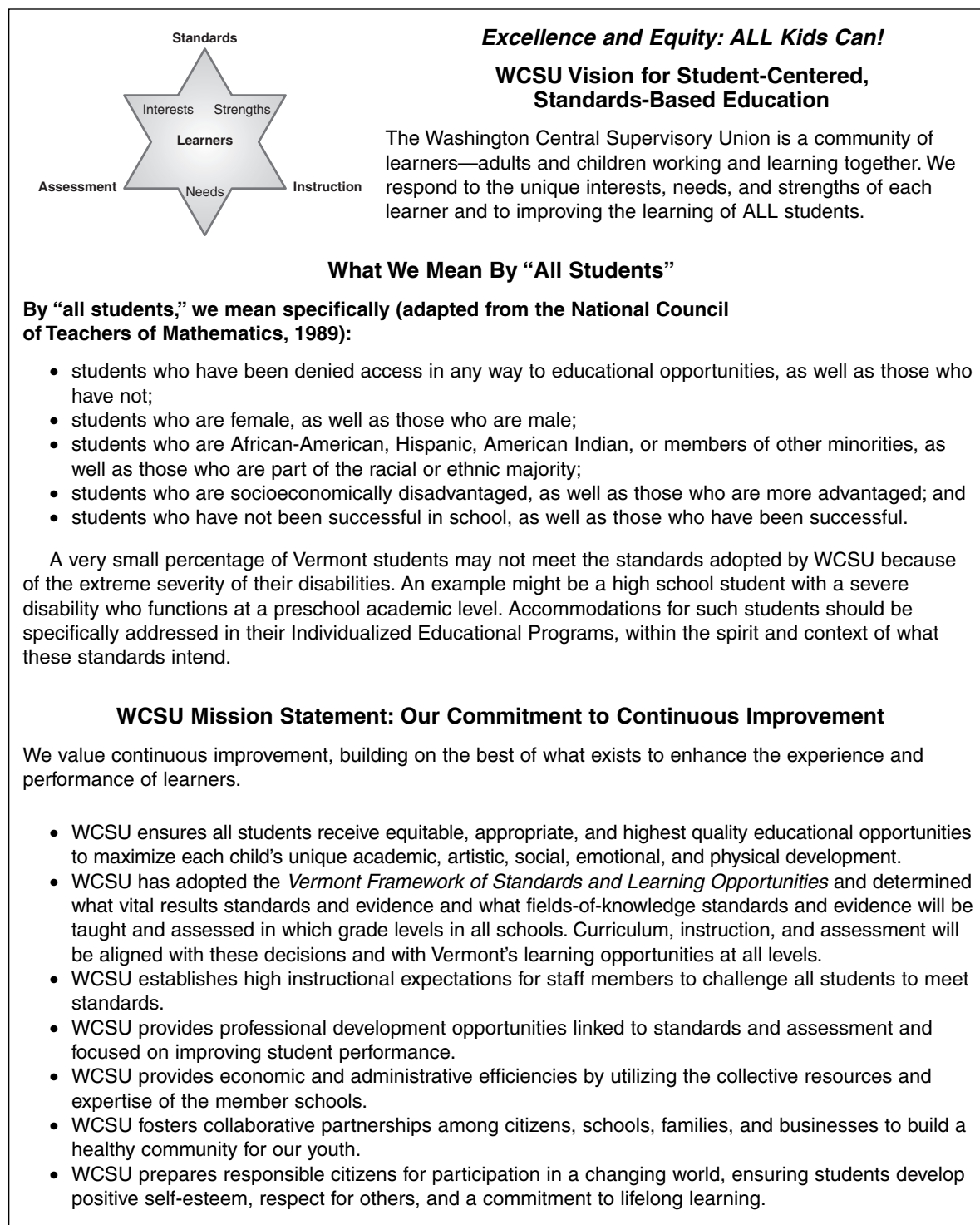
Washington Central’s articulation of their vision is extensive, and it provided clear expectations and targets for schools across the district. The Franklin Northeast Supervisory Union began with the work Washington Central had done, and the district’s administrative team decided they wanted a shorter, more compact articulation of their own vision, as shown in Figure 1.5.

If a school or district vision for standards-based learning already exists, it is important to evaluate its currency and its comprehensiveness. You may need to revise the statement to better reflect the current beliefs and commitment in the district. Use Worksheet 1.1, *Evaluating Your Existing Vision Statement*, to determine whether or not there is a need to revise your district philosophy or mission statement.

If your district has no vision statement, or if the existing vision statement does not directly address standards-based learning, it would be wise to begin creating one prior to beginning your process of designing a curriculum development, implementation, and evaluation cycle. One way to do this is to begin with the Washington Central Supervisory Union’s *Vision for Standards-Based Learning* presented in Figure 1.4. One or more groups of administrators, teachers, parent and community members, or students can use Worksheet 1.2, *Reflections on a District Vision for Student-Centered, Standards-Based Learning*, to consider what works for your school’s or district’s vision statement, what doesn’t work, and what needs to be changed. This input can then be used in drafting a next version for the consideration of members of the school community.

Some schools and districts prefer to start from scratch. Figure 1.6, *Creating a Vision Statement*, suggests a process to use in the design of a vision statement. Worksheets 1.3 through 1.7 are designed to help you accomplish this task.

Figure 1.4 Washington Central Supervisory Union’s Vision for Standards-Based Learning



(Continued)

Figure 1.4 (Continued)

**The Vision: What the WCSU Learning Community
Will Look Like Five Years From Now**

Curriculum, Instruction, and Assessment

- Student interests, needs, and strengths focus instruction.
- All curricula are aligned with standards and with classroom, school/district, and state assessments.
- Students have multiple opportunities to meet the standards through the following:
 - Differentiated instruction corresponding to the learning opportunities described in the *Vermont Framework* and responding to the individual interests, strengths, and needs of students;
 - Accommodations, modifications, interventions, extended learning opportunities that are available to help all students, including special populations, achieve the standards. Opportunities for advanced achievement, beyond the standards, are also provided, as appropriate.
 - IEPs that directly address the standards and evidence in the *WCSU Curriculum and Assessment Plan*.
- Teachers consistently use research and data, independently and collaboratively, to inform instruction and meet the needs of individual students.
- Multiple and varied assessments are in place at the classroom and school/district levels to assess student progress toward meeting the standards and evidence.
- Teachers are skilled in using a variety of data to articulate student progress toward meeting the standards.
- A comprehensive assessment system provides classroom, school/district, and state measures of student learning, program effectiveness, and resource allocation (the WCSU Curriculum and Assessment Plan, the WCSU Student Assessment Profile, K–12 student report cards, school reports).
- Data from the WCSU comprehensive assessment system are used to inform decisions about planning, instructional and school improvement, and decisions about individual students (e.g., referrals, opportunities to learn, graduation).

School Climate

- The social and emotional welfare of our students is the foundation of their learning.
- Families and community members share with faculty, staff, and administration the collective responsibility for student well-being and improved student learning.
- School facilities are safe and accessible.
- All members of the school community make healthy choices and have accesses to health care resources.
- Partnerships with health and human services providers assure good health and improved learning in our schools.
- Each school is a safe, nurturing environment characterized by respect and is free from harassment, bullying, and violence in any form. Diversity is embraced in the WCSU learning community.
- The WCSU Comprehensive Assessment System includes data regarding vital results standards (including personal development and social responsibility standards), school climate, and student risk and asset factors.

Professional Development, Supervision, and Evaluation

- Educators and other staff members are valued through the investment of resources and supports from induction through career-long continuing development.
- All faculty, staff, administrators, and board members participate in ongoing learning and value their membership in the WCSU community of learners.
- Professional development opportunities are targeted to support standards implementation and positive school climate and to engage faculty, staff, and administration as a community of learners.
- A Professional Development Council creates and coordinates a long-term professional development plan that meets criteria for high quality professional development, including identification of staff needs.
- Job-embedded professional development opportunities are available to all teachers and administrators, including mentoring, colleague consultation, and peer coaching.
- Supervision and evaluation, relicensure, and action plans are aligned to provide a comprehensive system to support professional development of staff.

Community Partnerships/Communication With Students, Families, Staff, and Community and School Board Members

- Each student is known well by at least one adult in the school.
- Students receive regular feedback on their learning and on their progress toward meeting the standards.
- Student performance is reported to families two or more times annually.
- Family and community engagement is encouraged and facilitated.
- Student and school performance is reported to school boards and to the community annually.

District and School Resources and Policies for Continuous Improvement

- Policies at the school and district level support implementation of student-centered, standards-based education.
- Technology supports the implementation of standards-based education.
- Time for professional collaboration is provided.
- Budgets, planning, scheduling, federal and state grants, and human resources are aligned to support student performance in relation to the standards and evidence in the *WCSU Curriculum and Assessment Plan*.
- Budget development aligns with school/district action plans and with school and district goals.
- Additional resources, beyond local WCSU resources, are pursued to support the success of all students.
- WCSU consciously seeks to hire professional staff who are student-centered, are knowledgeable in the area(s) they teach, and who can apply best practices in standards-based instruction and assessment.
- Facilities, transportation, and ancillary services support school and community partnerships for improvement of learning of standards.
- Annual action plans and district strategic plans are reviewed and revised based on student results data (student performance data and other indicators, such as dropout rates), data about programs and practices, and data about resources.

Source: Washington Central Supervisory Union, VT. Used with permission.

Once the vision statement is completed, or even while it is in process, it is possible to begin to development of curriculum guidelines based on standards. Additional information is needed to clearly define the context of the work of the curriculum committee.

STATE AND FEDERAL MANDATES

State and federal mandates that impact curriculum must be taken into account throughout the development process. There is nothing worse than having a committee spend a year or more developing curriculum guidelines only to have them “fail” the next approval visit for lack of required components. Some states have very definite requirements for drug and alcohol education; some states promote inclusion of students with disability conditions in the regular classroom; and the No Child Left Behind legislation carries with it direct requirements for standards-based curriculum, instruction, and assessment across all subject areas.

Those on the committee may already be well aware of such mandates, but it is advisable to check to make sure that the latest versions of such requirements are being considered and included. It is worthwhile as well to write down the specific aspects of any mandates that apply to any particular curriculum development project. Worksheet 1.8, *State and Federal Mandates*, can be used for this purpose.

In addition, the committee should be supplied with standards and other resources pertinent to the curriculum development process.

Figure 1.5 Franklin Northeast Supervisory Union's Vision for Standards-Based Learning

Student-Centered, Standards-Based Education

The Vision: What the FNESU Learning Community Will Look Like in Five Years

The Franklin Northeast Supervisory Union (FNESU) holds children and youth as the primary and obvious focus for all decisions and practices. School practices are clearly and directly aligned with current FNESU goals, which set high standards and high expectations for students, personnel, and parents. School practices ensure safe, learning-focused schools by maintaining positive environments and genuine learning opportunities for all students.

Curriculum, Instruction, and Assessment

- Student interests, needs, and strengths drive instruction.
 - Data from the FNESU comprehensive assessment system is used to inform decisions about planning, instructional and school improvement, and decisions about individual students (e.g., referrals, opportunities to learn, graduation.)
- Students have multiple opportunities to meet the standards through:
 - Instruction that corresponds to the learning opportunities described in the standards adopted by FNESU and responds to the individual interests, strengths, and needs of students;
 - Extended learning opportunities including accommodations, modifications, and interventions that are clearly articulated and available to help all students achieve the standards. Opportunities for advanced achievement, beyond the standards, are also provided. All teachers know what's available and who to go to get help.
 - IEPs that are consistent with the standards and evidence in the *FNESU Standards-Based Curriculum*.

School Climate

- The social and emotional welfare of our students is the foundation of their learning.
- Families and community members share with faculty, staff, and administration the collective responsibility for student well being and improved student learning.
- Each school strives to be a safe, nurturing environment characterized by respect and is free from harassment, bullying, and violence in any form. Diversity is embraced in the FNESU learning community.

Professional Development, Supervision, and Evaluation

- A Professional Development Council creates, coordinates, and communicates information about a long-term professional development plan that balances individual school needs, all schools' needs, and supervisory union opportunities and meets criteria for high quality professional development, including identification of staff needs through needs assessment.

Community Partnerships/Communication With Students, Families, Staff, and Community and School Board Members

- Each student is known well by at least one adult in the school.
- Students receive regular feedback on their learning and on their progress toward meeting the standards.

District and School Resources for Continuous Improvement

- Two-year action plans and district strategic plans are reviewed and revised annually based on student results data (student performance data and other indicators, such as dropout rates), data about programs and practices, and data about resources.

The Vision

The FNESU administrative team functions as a learning community focused on continuous improvement in the school district. Team members support each other by regularly sharing expertise and experience. The team actively explores and reflects upon new information, research and best practices particularly as those relate to curriculum, instruction, and assessment of student learning within the unified FNESU goals.

The FNESU Central Office will support school districts (schools, boards, employees, teachers, paraeducators, and administrators) and one another effectively and in a friendly manner. People in Central Office will maintain fiscal responsibility, respond to all questions, communicate and clarify information, produce accurate work, and maintain common direction across the district. At all times, Central Office personnel will maintain confidentiality.

WORKSHEET 1.1 Evaluating Your Existing Vision Statement

Use the following checklist to examine your existing school's or district's vision statement. Ultimately, the statement should be one that all in the district refer to as the rationale for practices and decisions related to standards-based learning.

Yes No The Process of Development

- Is the statement less than five years old?
- Were teachers involved in developing the statement?
- Were administrators involved in developing the statement?
- Were parents and community members involved in developing or responding to the statement?
- Were students involved in developing or responding to the statement?

Yes No The Content of the Vision

- Are the beliefs and commitments clear about learners?
- Are the beliefs and commitments clear about the focus on standards?
- Are the beliefs and commitments clear about curriculum?
- Are the beliefs and commitments clear about instruction?
- Are the beliefs and commitments clear about assessment?
- Are the beliefs and commitments clear about the use of data?
- Are the beliefs and commitments clear about professional development?
- Are the beliefs and commitments clear about supervision?
- Are the beliefs and commitments clear about instructional leadership?

Yes No Communication of the Vision

- Is the vision incorporated into the school's or district's Web site?
- Is the vision referred to in meetings, curriculum development, and professional development sessions?

WORKSHEET 1.2 Reflections on a District Vision for Student-Centered, Standards-Based Learning

	<i>Works for Us</i>	<i>Doesn't Work for Us</i>	<i>Need to Add</i>
Learners			
Curriculum, instruction, and assessment			
School climate			
Professional development, supervision, and evaluation			
Community partnerships and communication with students, families, staff, and community and school board members			
District and school resources for continuous improvement			
Leadership			

Figure 1.6 Creating a Vision Statement

Creating a Vision Statement

If you find there is a need to revisit your school's or district's existing vision statement, or if you have no such statement and wish to create one from scratch, try using the following process.

1. Identify those who will be responsible for the process of gathering input and drafting the statement (Worksheet 1.3).
2. Distribute to all vision team members and to representative teachers, administrators, staff, school board members, parents, community members, and students the Vision Statement Input Form (Worksheet 1.4).
3. Collect the input forms and collate to identify primary themes, ideas, and phrases (Worksheet 1.5).
4. Have each team member take one section of the collated responses and create a draft for that section (Worksheet 1.6).
5. Put the drafts together, photocopy, and distribute to all team members. Discuss the draft, noting suggested revisions, additions, deletions, or other changes. Compare this draft to the district's previous philosophy or mission statement if one exists.
6. Have one or two team members take the resulting draft and write a complete draft for the team's review.
7. After the team has reviewed and agreed upon the draft, make it available to all those listed in Step 2 and solicit directed feedback (Worksheet 1.7).
8. Based on the feedback you receive, revise and finalize the draft.
9. Take the draft to the school board for adoption.
10. Publicize the vision statement!

SYNTHESIZING RESEARCH AND PROFESSIONAL RECOMMENDATIONS

For each subject area, there is a wealth of educational research suggesting, at least by implication, what ought to be included in district curriculum and how it should be taught. Professional organizations such as the National Council of Teachers of English, the National Council for the Social Studies, the National Council of Teachers of Mathematics, and others have produced numerous recommendations, resources, and examples relevant to the work of curriculum development committees.

It is not possible, of course, to read all the literature. Synthesizing the literature is rather like engaging in the process of writing: You spend time gathering ideas and information; you reach a point where no new ideas emerge; and then you write. What is important is that the committee is familiar with current curriculum issues within the discipline under development; is aware of recent recommendations, especially those regarding content, concepts, skills, and attitudes students need to learn and those regarding recommended instructional approaches and materials; and is willing to incorporate these in the final document.

We recommend conducting a computerized search to obtain key documents from the professional organizations that deal with the subject area in question, as well as having at least one or two local experts address the committee. Articles and chapters supplied by committee members (see Worksheet 4.2 in Chapter 4) are also important sources of this information.

Subcommittees can be used to produce short overviews. For example, a language arts committee might assign one subcommittee to each of the following areas: reading/literature, writing, listening/speaking, and spelling/handwriting. Each subcommittee can then use Worksheet 1.9, Summarizing Research and Recommendations, to summarize results for the full committee. All completed sheets should be photocopied for each committee member.

WORKSHEET 1.3 District Vision Team

Instructions: List below pertinent information about the district vision team members. Each of the following groups should be represented on the team: teachers, administrators, staff, school board members, community members, parents, and students.

Name	School/Address	Telephone
1.		(w) (h)
2.		(w) (h)
3.		(w) (h)
4.		(w) (h)
5.		(w) (h)
6.		(w) (h)
7.		(w) (h)
8.		(w) (h)

WORKSHEET 1.4 Vision Statement Input Form

Instructions: Please reflect on what you consider to be most essential to standards-based learning. On the form below, please write your response(s) to each of the open-ended statements. When you have finished, please return this sheet to _____ by _____.

I am a _____ teacher _____ administrator _____ staff member _____ parent _____ board member
_____ community member _____ student at _____ School

Learners are _____

The purpose of standards in the _____
district is _____

Students learn best when _____

Assessment of student learning should _____

Teachers should _____

Administrators should _____

Parents and community members should _____

WORKSHEET 1.5 Collating Vision Statement Input Responses

List below the major themes, ideas, and phrases that resulted from your review of the Vision Statement Input forms you received. Use a separate sheet for each "lead" statement on the Input form.

Lead: _____

Themes/ideas/phrases: _____

WORKSHEET 1.6 Vision Statement Draft

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WORKSHEET 1.7 Vision Feedback Form

The _____ District Vision Statement Team has used your input to create a draft of the vision statement that will guide all educational efforts in the coming years. We need your help! Use the form below to let us know what you think of the attached draft. Feel free to write any recommended changes right on the draft. Please return this form and the philosophy or mission statement draft on which you have written revisions to

(Person)

by _____.
(Date)

What should we keep?

What should we add?

What should we change?

What should we delete?

Additional comments:

WORKSHEET 1.8 State and Federal Mandates

Note below any specific mandates that apply to the curriculum area you are about to develop (e.g., mathematics). What requirements must be met as you conduct this curriculum work? When finished, photocopy this sheet and distribute to all committee members.

State mandates:

Federal mandates:

WORKSHEET 1.9 Summarizing Research and Recommendations

After reviewing relevant research and recommendations for the area you have been assigned, record key findings in the space below.

Area: _____

Key issues in this curriculum area are:

Content that should be emphasized in a curriculum document for this curriculum area is:

Concepts that should be emphasized in a curriculum document for this curriculum area are:

Skills that should be emphasized in a curriculum document for this curriculum area are:

Recommended instructional approaches are:

Recommended instructional materials are:

Recommended approaches to classroom assessment are:

Some curriculum teams prefer to summarize the research in the form of a checklist that can then be used to analyze the existing local curriculum. Figure 1.7 shows a sample mathematics checklist that can be used to analyze existing curriculum in the district.

ANALYZING EXISTING CURRICULUM IN THE DISTRICT

An essential early step in the development of standards-based curriculum guidelines is to analyze the existing curriculum in the district. Existing curriculum guides are one relevant source of information, but even more important is the actual curriculum in the district—that which is being taught across grade levels and schools. Gathering this information will allow the curriculum development committee to uncover unintentional gaps and overlaps, to acknowledge existing practices while making decisions about the new scope and sequence and instructional guidelines, to determine areas most in need of staff development, and to identify the null curriculum in the district. This is an important base from which to consider related educational research literature and recommendations of relevant professional organizations.

Have departments and grade level teams across the district complete Worksheet 1.10, *Gathering District Curriculum Data*. Working together, teachers can complete this task during department meets or by breaking into small groups during a faculty meeting. The forms are then returned to a committee representative by a specified date.

Once all teachers in the district have completed Worksheet 1.10, it is necessary to compile the data in order to achieve a cumulative view of what is taught at each grade level. Worksheet 1.11 is provided for this purpose.

An alternative way to accomplish this task is to cover a wall of the curriculum development committee meeting room using large strips of butcher paper, reproduce the grid found in Worksheet 1.11 and expand it to represent each grade, and have committee members fill in the information provided by teams and departments of district teachers using Worksheet 1.10. This is more fun, and it quickly results in a graphic representation of the curriculum across grade levels throughout the district. Converting the chart to a table or spreadsheet on the computer is the most efficient way to compile the data.

The next step is to analyze the taught curriculum using the series of questions provided on Worksheet 1.12, *Identifying Curriculum Overlaps and Inconsistencies*. What overlaps exist?

For example, a mathematics committee we once worked with was surprised to discover that in all schools manipulative activities were used exclusively through grade three and that in grade four all teachers relied entirely on textbooks for instruction. This suggested that no transition was being provided for students and that this was an issue that needed to be addressed in the curriculum guidelines they produced. A social studies committee discovered that the topic of dinosaurs was being taught in some classrooms at four different grade levels but was not being taught in other classrooms at any of these grade levels. Thus, some students were studying this topic several times, while others were not studying it at all. They decided that this represented both a potential undesirable gap and undesirable overlap and needed to be addressed through the work they were doing. A language arts committee discovered that teachers across all grade levels were teaching writing as a process. This was deemed to be a desirable overlap within the taught curriculum.

The final step is to compare your curriculum analysis, Worksheet 1.11, to the completed Worksheet 1.9, *Summarizing Research and Recommendations*, to decide what's missing, what areas need to be refocused, and what areas will require staff development. Use Worksheet 1.13, *Identifying Curriculum Gaps*, for this purpose.

The processes described in this chapter can be undertaken either prior to or concurrent with the actual development of the curriculum guidelines. If you have not yet begun that process, you are now ready to do so.

Figure 1.7 Mathematics Checklist

Mathematics Checklist			
<i>By Jennifer Blasdell, Dana Fatone, Matt Mitchell, and Jaime Kisner</i>			
<i>Curriculum</i>	<i>Yes</i>	<i>No</i>	<i>Notes</i>
Standard-based			
Targets problem solving, reasoning, critical thinking			
Incorporates technology			
Clearly stated and defined objectives			
Comprehensive			
Includes real-life applications			
Provides training for teachers			
Standards are organized and sequential			
Differentiated for all learners			
<i>Instruction</i>	<i>Yes</i>	<i>No</i>	<i>Notes</i>
Strengthens problem solving, reasoning, critical thinking			
Meets needs of all learners			
Incorporates technology			
Student-centered			
Incorporates cooperative learning			
Provide wait time			
Hands-on activities			
Varied question forms, higher-order thinking skills			
Provide visual representations			
Tools used <ul style="list-style-type: none"> • Calculator • Ruler • Protractor • Manipulatives 			
Modeling, guided practice, independent work			
<i>Assessment</i>	<i>Yes</i>	<i>No</i>	<i>Notes</i>
Open-ended assessment			
Feedback provided (by teacher and student)			
Informal assessment			
Formal assessment			
Multiple types <ul style="list-style-type: none"> • Portfolio • Writing • Project 			
Based upon standards taught			
Custom made for students			

WORKSHEET 1.10 Gathering District Curriculum Data

The _____ Curriculum Development Committee is in the process of developing new curriculum guidelines for the district. In order to do so, we need a clear picture of what is actually being taught in the district now. Please take a few minutes to respond to the questions below. Please complete a separate sheet for each grade level or, where appropriate in the case of a high school, for each course.

Grade Level:

Subject Area:

School:

1. What topics are taught and assessed?
2. What skills do students learn each year?
3. What concepts do students learn each year?
4. What materials do you use to teach these topics, skills, and content to your students?
5. What instructional approaches (lecture, discussion, cooperative groups, role playing, etc.) do you use predominantly during the year?
6. What standards are taught and assessed during the year? (Please attach.)

WORKSHEET 1.11 Compiling District Curriculum Data

Sort completed Worksheets 1.10, Gathering District Curriculum Data, into piles by grade level and school. Have individuals or pairs of committee members take responsibility for compiling the data for one or two grade levels. Use a separate sheet for each grade level and use more than one sheet if necessary. List by school the topics, concepts, and skills taught at each grade level, as well as the materials used, the instructional approaches favored, and the types of classroom assessment used. Also identify the standards that have been appended. Converting this chart to a computer table or spreadsheet makes the work most efficient.

	School: _____	School: _____	School: _____
Topics			
Skills			
Concepts			
Materials			
Teaching approaches			
Standards			

WORKSHEET 1.12 Identifying Curriculum Overlaps and Inconsistencies

As a group, analyze the results of Worksheet 1.11 to respond to the following questions. Write your responses below.

1. What topics are repeated across grade levels?
2. What skills are repeated across grade levels?
3. What concepts are repeated across grade levels?
4. What inconsistencies exist with regard to materials used?
5. What inconsistencies exist with regard to instructional approaches used?
6. What inconsistencies exist with regard to the standards that are taught and assessed?

WORKSHEET 1.13 Identifying Curriculum Gaps and Consistencies

Compare the results of Worksheet 1.11, *Compiling District Curriculum Data*, to the results of Worksheet 1.9, *Summarizing Research and Recommendations*. Discuss what is missing from the taught curriculum that is recommended in the educational literature and by professional organizations. Also discuss consistencies you discover that indicate aspects of the taught curriculum that should be kept in the new curriculum guidelines. Note these below.

Curriculum Gaps:

Curriculum Consistencies: