

Curriculum, Instruction and Assessment in Easton, Redding and Region 9



STEPHANIE PIERSON UGOL
ASSISTANT SUPERINTENDENT FOR
CURRICULUM & INSTRUCTION

Curriculum - Defined



What curriculum is:

- An articulation of what should be *accomplished as a result of* learning (ex: solve complex math problems)
- *Continuum* of units of study that include learning experiences for students, pre-kindergarten through twelfth grade that deepen and expand understanding
- Instructional *models* that engage all learners and reflect recommended 'best practices' in specific content areas

What curriculum is not:

- Set of Standards
 - A Standard is an outcome, not a claim about how to achieve an outcome. (ex: rules or ingredients, not the game as a whole or the meal in its entirety)
- Textbook or Novel
 - Ex.: Growing with Math, McGraw Hill Course 1, Bridge to Terabithia
- Program
 - Ex.: Empowering Writers, Read, Write, Gold

Easton, Redding & Region 9 Curriculum Steering Committee



Vision - (WHAT – What are our highest aspirations for curriculum, instruction and assessment?)

The ER9 curriculum is **engaging, coherent and student-centered**. Learning experiences within a K-12 system enable students to understand and **apply content** across subject areas. Each student will gain an understanding of the world in which he or she lives and the relevance of his or her place within this world as an active citizen and lifelong learner. Critical thinking and inquiry, collaboration, communication, creativity and innovation are integrated within each unit of study in content, identified instructional practices and problem-based/performance-based assessment. The demonstration of understanding includes **differentiated and dynamic means of measuring each individual's progress** within a spectrum of understanding tied to standards.

Easton, Redding & Region 9 Curriculum Steering Committee



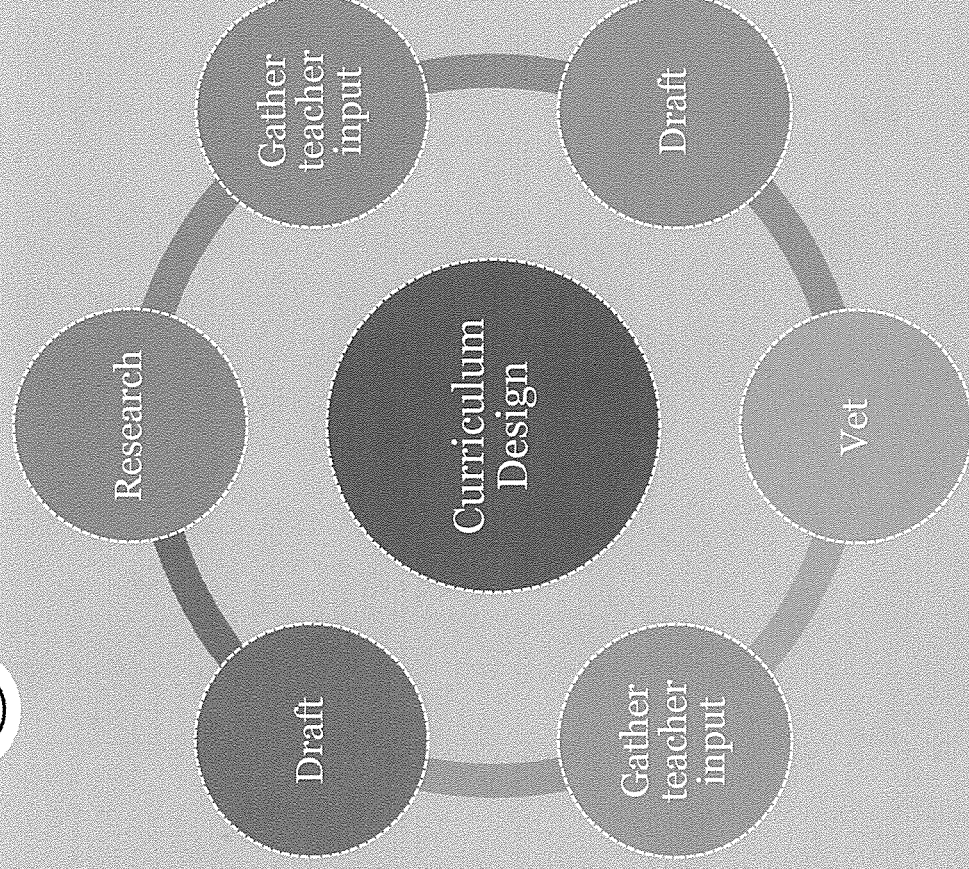
Mission - (HOW – How we will leverage our work as a committee to reach those aspirations?)

The ER9 curriculum steering committee, a collaborative group of teachers and administrators, will work to facilitate and oversee the development of curricula by writing, vetting and revising all curriculum content areas to reach the aspirations of the ER9 curriculum vision. Curriculum design professional development will be provided to the core team of curriculum writers that will broaden and deepen their understanding, and will be connected to the ongoing development of curricula over time. Assessments and recommended instructional models will be integrated within the curricula in all content areas.

How Do We Build a Coherent Curriculum?



- Dynamic process
- Professional development
- Curriculum leadership
- Connected to analysis of the student learning results
- Assessment of process – curriculum steering committee

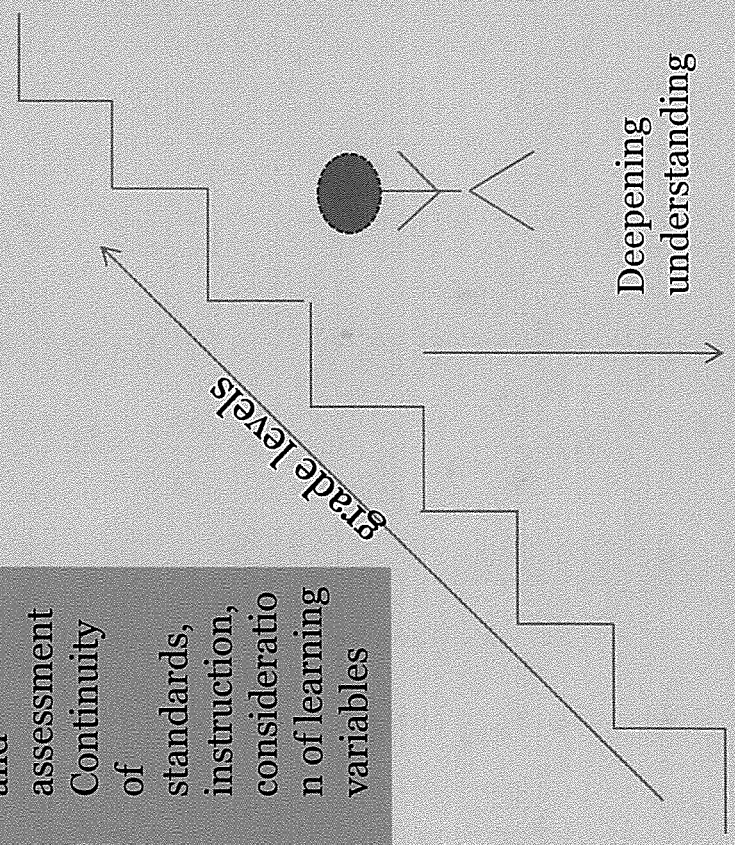


How to Build a Continuum of Understanding:



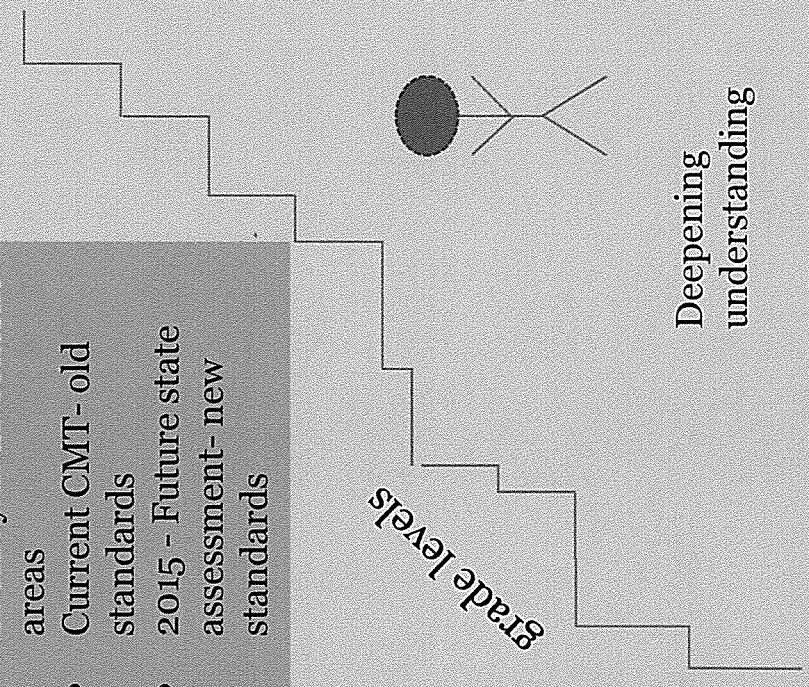
The "Ideal"

- Connected curriculum, instruction and assessment
- Continuity of standards, instruction, consideration of learning variables



The Reality – A Time of Transition

- Implementation of new and revised units of study in all content areas
- Current CMT- old standards
- 2015 - Future state assessment- new standards



Current Curriculum Initiatives and Related Legislation



- Common Core State Standards (CCSS)
- Revision of state level standardized testing (CMT & CAPT)
 - CCSS – Participating states – Smarter Balanced assessment or PARCC
- National science standards (expected, January, 2013)
- CT state social studies framework
- (Related)-CT Education Reform – ex. teacher and administrator evaluation process

CCSS Instructional Shifts



Mathematics:

- ✓ Focus deeply on fewer topics to build stronger foundation
- ✓ Coherence: think across grades, and link to major topics within grades
- ✓ Rigor (conceptual understanding, procedural skill and fluency, and application)

Literacy:

- ✓ Building knowledge through content-rich non-fiction
- ✓ Reading, writing and speaking grounded in evidence from text, both literary and informational
- ✓ Regular practice with complex text and its academic language

Current Curriculum Initiatives and Related Legislation

- Common Core State Standards (CCSS)
- Revision of state level standardized testing (CMT & CAPT)
 - CCSS – Participating states – Smarter Balanced assessment or PARCC
- National science standards (expected, January, 2013)
- CT state social studies framework
- (Related)-CT Education Reform – ex. teacher and administrator evaluation process

How do we prioritize our curriculum writing work?



- Evaluate student performance using internal and external measures
- Compare assessment performance to daily work
- Examine instructional models present, linked to continuity over time
- Research exemplary practices in content disciplines
- Provide professional development and coaching to implement new methods, resources, assessments
- Use varied assessments to determine curriculum effectiveness

Writing

Is our CMT performance our actual performance?

- Examination of current writing practices and schedules
- Development of connected reading and writing units of study
- Professional development – balanced literacy
- Writing in every subject area
- Examination and discussion of student work
- Quick fixes do not build enduring or deep understanding

2012 – 2013 Priorities



- Provide professional development in curriculum design
- Implement curriculum writing cycle
- Content areas of focus: reading and writing, math, social studies
 - January – National science standards expected to be released
- Begin assessment development



• Questions?