

# **MODEL CURRICULUM**

**Tracey Severns, Ed.D**

**Deputy Chief Academic Officer NJDOE**

# Learning Objectives

- Understand the purpose of standards-aligned curriculum
- Understand why the NJDOE developed a “model” CCSS aligned curriculum
- Understand “model” curriculum versions 1.0 & 2.0
- Understand how an instructional leader can implement a standards-aligned curriculum and assessment system to improve achievement
- Understand how a standards-aligned curriculum, effective instruction, and formative & summative assessments can provide the data PLCs need to improve achievement

# Why a “Model” Curriculum

## **Common Core State Standards**

- Fewer, clearer, more rigorous
- Internationally benchmarked

## **Commonness**

- Leverage state and nation-wide expertise (46 States and DC)
- PARCC (23 States and DC)

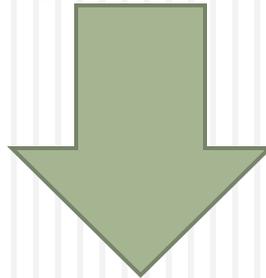
## **Continuous improvement**

- Model 1.0 & 2.0

# The CCSS Difference: Grade 7 ELA

## **Before: NJCCCS (2004)**

1. Produce written work and oral work that demonstrate comprehension of informational materials.



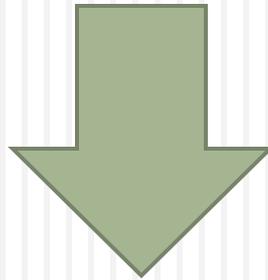
## **After: CCSS (2010)**

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

# The CCSS Difference: Grade 8 Math

1. Understand and apply the Pythagorean Theorem.

**After: CCSS (2010)**



1. Explain a proof of the Pythagorean Theorem and its converse.

2. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

3. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

# The CCSS Difference: Grade 3-5 ELA: Integration of Knowledge and Ideas

Grade 3	Grade 4	Grade 5
<p><b>Compare and contrast the most important points and key details presented in two texts on the same topic</b></p>	<p><b>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably</b></p>	<p>Integrate information from <b>several texts</b> on the same topic in order to write or speak about the subject knowledgably.</p>

# College Readiness : Grade 11 ELA

- Write arguments to support claim(s) in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Introduce **precise** knowledgeable claims(s), establish the **significance** of the claim(s), **distinguish** the claim(s) from alternate or opposing claims, and create an **organization** that logically sequences claim(s), counterclaim(s), reasons and evidence.
- Develop claim(s) and counterclaim(s) **fairly and thoroughly**, supplying the **most relevant evidence** for each while pointing out the **strengths and limitations** of both in a manner that **anticipates the audience's** knowledge level, concerns, values, and possible biases.

# Limitations of Textbooks and Programs

---

- CCSS requires the re-evaluation of textbooks, materials and programs
- Rubrics for evaluating resources can be found at the NJDOE website under CCSS

# Model Curriculum 1.0 & 2.0

Version 1.0		Version 2.0		Version 1.0
WHAT Students need to Learn		HOW We can best Instruct		WHEN do we know students have Learned
Standard	Student Learning Objectives	Instruction	Formative Assessments	Summative/Formative
CCSS Standard 1	SLO #1 SLO #2	<ul style="list-style-type: none"> <li>Model Lessons</li> <li>Model Tasks</li> <li>Engaging Instructional Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Effective checks for understanding</li> <li>Teacher designed formative assessments</li> </ul>	Unit Assessment SLOs 1-5
CCSS Standard 2	SLO #3 SLO #4 SLO #5			

General Bank of Assessment Items 2.0

Student level learning reports - Professional development - Resource reviews

# Why Unit-based Formative Assessments?

- Clarify the level of rigor for SLOs
- Create common expectations in common courses
- Provide data to effectively inform classroom instruction
- Provide data that can be combined with observation data to inform PD

# Unit Assessment

## Grade 3 sample formative assessment items

Code #	CCSS and/or NJCCCS	
3.NF.1	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$ .	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
3	Identify unit fractions and fractions composed of unit fractions on the number line.	3.NF.1

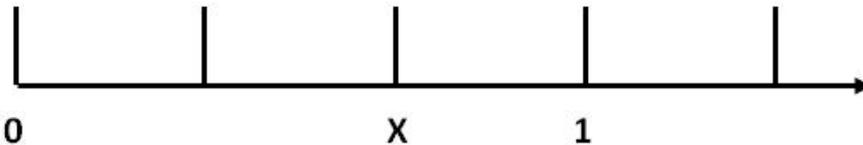
### VOCABULARY

Partitioning, Unknown, Equation, Multiple, Properties of Operations, Arrays

### ASSESSMENT

Sample SLO #3

Find the fraction numeral which names the location X.



a.  $\frac{2}{4}$

b.  $\frac{2}{3}$

c.  $\frac{1}{2}$

d.  $\frac{3}{4}$

Sample SLO #3 Bob, Jasmine, Margo, Tim and Elijah were a team. Only Bob and Margo were bused to school. What part of the team did not arrive by bus? A.  $\frac{2}{3}$  B.  $\frac{3}{5}$  C.  $\frac{2}{5}$  D.  $\frac{1}{2}$

# Common Standards require Common Assessments

**Common Core State Standards:** critical - but just the first step

**Common Assessments:** state comparisons will increase pressure for performance

**Quality Implementation** required for actual improvement in student achievement

# Claims Driving Design: ELA/Literacy

Students are on-track or ready for college and careers

Students read and comprehend a range of sufficiently complex texts independently

Reading Literature

Reading Informational Text

Vocabulary Interpretation and Use

Students write effectively when using and/or analyzing sources.

Written Expression

Conventions and Knowledge of Language

Students build and present knowledge through research and the integration, comparison, and synthesis of ideas.

# Claims Driving Design: Mathematics

Students are on-track or ready for college and careers

**Solve problems involving the major content** for their grade level with connections to practices

**Solve problems involving the additional and supporting content** for their grade level with connections to practices

**Express mathematical reasoning** by constructing mathematical arguments and critiques

Use the **modeling practice** to solve real world problems

**Demonstrate fluency** in areas set forth in the Standards for Content in grades 3-6

# PARCC Assessment Design

English Language Arts/Literacy and Mathematics, Grades 3-11

BEGINNING  
OF YEAR

END  
OF YEAR

← -- 2 Optional Assessments/Flexible Administration -- →

## Diagnostic Assessment

- Early indicator of student knowledge and skills to inform instruction, supports, and PD
- Non-summative

## Mid-Year Assessment

- Performance-based
- Emphasis on hard-to-measure standards
- Potentially summative

## Performance-Based Assessment (PBA)

- Extended tasks
- Applications of concepts and skills
- Required

## End-of-Year Assessment

- Innovative, computer-based items
- Required

← -- -- →

## Speaking And Listening Assessment

- Locally scored
- Non-summative, required

# Assessment Transition Timeline

16

“Transitional Assessments”



*Spring 2012*

NJ ASK  
Aligned to  
NJCCCS

*Spring 2013*

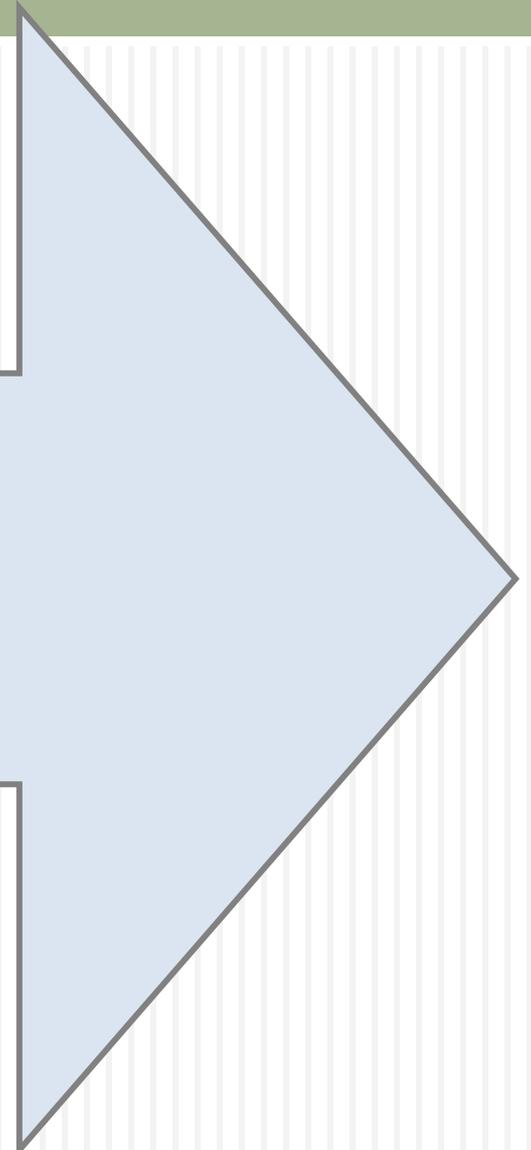
NJ ASK  
Aligned to the  
CCSS  
(except Math,  
grades 6-8)

*Spring 2014*

NJ ASK  
Aligned to the  
CCSS

*SY 2014-15*

Full  
administration  
of PARCC  
assessments



# Turnaround Principles

- Climate & Culture
- Instructional leadership
- Standards based curriculum, assessment and intervention system
- Effective instruction
- Use of Data
- Use of Time
- Family and Community involvement
- Effective Staffing Practices

# Instructional Leadership

1. Set a compelling vision
2. Develop a plan for meeting the vision with measurable goals, aligned strategies and a plan to monitor progress
3. Use data to inform a climate conducive to learning
4. Develop a culture of high expectations
5. Ensure standards-aligned curriculum and assessment is implemented with fidelity
6. Ensure formative and summative data is used to inform classroom practice
7. Use informal and formal observations to improve instruction
8. Develop a schedule that supports learning
9. Employ staffing practices that support school goals

# Ensure a standards-aligned curriculum and assessment system is implemented with fidelity

- Review CCSS math practices and grade level overviews
- Review CCSS ELA anchor standards
- Review K-12 development of a single anchor standard for math and ELA
- Review Unit 1 SLOs and assessment questions

# Summative Assessment

- Assessments of Learning (Stiggins)
- Primary users: policy makers, curriculum supervisors, principals, teachers, students, parents
- Documents individual or group mastery of standards
- Measures achievement status for purposes of reporting
- Accountability

# Formative Assessment

- Assessments *for* Learning (Ainsworth)
- Primary users: principals, teachers, students, parents
- Measures progress toward intended outcomes
- Provides data on teacher and student performance

# Benchmark vs. Unit Assessment

## Benchmark assessments

- Given 3-4 times per year
- Progress toward the state assessment
- Alignment “guaranteed” by provider
- May be limited to MC

## Unit Assessments

- Given at the end of every taught unit
- Progress on taught unit
- Alignment guaranteed by curriculum developers
- Includes MC & Open-ended

# Informal and Formal Observations

“What gets measured gets managed”

- Lesson plans
- Walkthroughs and evaluations: feedback on standards-aligned instruction
- Data reports: Unit assessment data, walkthrough data

# Use informal and formal observations to improve instruction

## Effective Instruction

- Clear learning objective aligned to the curriculum (teacher & student)
- Engaging and aligned instructional strategies
- Engaging and appropriately rigorous standards-aligned student work
- Quality and timely checks for understanding
- Appropriate adjustment based on student understanding
- Effective assessment of learning objective to inform next lesson

# Effective PLC

**A**

Staff members meet on a regular basis to discuss their work, work together to problem solve, reflect on their jobs, and take responsibility for what students learn.

**B**

Instructional leaders create time for teacher collaboration through scheduling and programming, and guide that collaboration.

# Effective PLC

1. Create a schedule to allow on-going collaboration
2. Set agendas and monitor progress on deliverables
3. Monitor progress by regularly attending meetings and giving the team feedback on strengths and areas for improvement

# Reflections and Questions

- Discuss an “aha” moment with a partner.
- How will you use this to improve your school or district?
- What are you wondering?