



Curriculum Development and Alignment

Suggestions for topics to be covered during the two-year cycle are outlined in the following table:

Readiness	
Timeline	Focus of Monthly Professional Development Workshops
	Getting to Know the Common Core State Standards and the Meaning of College and Career Readiness. Participants will work with content experts to explore the Common Core State Standards and analyze how implementation of the standards will necessitate changes in teaching practices and student learning. Context experts will review the research and the pedagogical and developmental justification behind the standards. Participants will develop a deep understanding of the structure and content of the standards.
	Making the Shift to the Common Core State Standards. Participants will analyze current district curricular frameworks and data to compare to the standards. They will identify current areas of strength that will not need major modifications as well as gap areas that will need to be addressed. Participants will engage in discussions on the level of rigor expected in the Common Core State Standards. Participants will be led through practical activities for vertical and horizontal articulation and alignment and will discuss how they can build on the success of previous practice to successfully implement the standards.
	Aligning Classroom Instruction With the Common Core State Standards. Participants will analyze data that compare current district instructional practices with the expectations that are outlined in the standards. They will identify current areas of strength that will not need major modifications as well as gap areas that will need to be addressed. Participants will develop instructional goals for the units of study that build on identified gaps and the rigor and cognitive demand of the standards.
	Curriculum Mapping With the Common Core State Standards. This workshop will take participants through the steps of curriculum mapping, introduce the types of maps that are used in curriculum mapping, and provide examples of Common Core maps. Participants will analyze sample curriculum maps and identify differences in expectations for student learning. Grade-level teams will work with facilitators to begin their own maps.
	In this hands-on guided workshop, grade-level teams will develop learning progressions that outline the progression of skills and content that students must master in the content area. These learning progressions will be aligned with the Common Core State Standards.
	In this hands-on guided workshop, grade-level teams will develop scope and sequence documents that are aligned with the Common Core State Standards and the learning progressions that they developed.

Rollout	
Timeline	Focus of Monthly Professional Development Workshops
	Vertical content teams will review the learning progressions and scope and sequence documents that were developed within their content area. They will eliminate areas of duplication, identify concerns, and work to refine the scope and sequence documents and the learning progressions to ensure that they are aligned with the Common Core State Standards.
	Professional development workshop: project-based learning
	Professional development workshop: differentiating curriculum for gifted and talented (GT) students, special education students, English language learners (ELLs), and struggling students. Includes alignment with World-Class Instructional Design and Assessment English language proficiency standards.
	During weekly workshops over the summer, grade-level teams will develop units of study that are aligned with the learning progressions and scope and sequence documents. Units of study will include a focus on increasing the rigor of instruction and incorporating project-based learning to engage students in deep explorations of the content. The units of study also will include clear guidelines for differentiating instruction for GT students, ELLs, students with disabilities, and struggling students.
	Vertical content teams will review the units of study that were developed within their content area. They will identify areas of duplication, review the alignment of the units of study with the scope and sequence documents and the learning progressions, and provide the grade-level teams with recommendations to improve the units of study.
	Lesson Study: An Introduction. Experts will introduce participants to the lesson study process. Grade-level teams will work together to develop a lesson plan on an aspect of their unit of study that is difficult to teach and difficult for students to understand. The educators will teach this lesson before the next workshop and will record their reflections on the effectiveness of the lesson.
	Lesson Study: Implementation. Participants will review their reflections on the implementation of the lesson and will then use their observations to collaboratively refine the lesson. Grade-level teams will work together to develop a lesson plan for a second component of their unit of study that is difficult to teach and difficult for students to understand.
	Formative Assessment: An Introduction. Experts will introduce participants to formative assessment. Grade-level teams will identify key points on the learning progression and develop embedded classroom assessments that will enable teachers to determine whether the student has mastered that skill. The educators will teach lessons that contain the embedded assessments before the next workshop and record their reflections on the effectiveness of the assessment.
	Formative Assessment: Implementation. Participants will collaboratively examine the results from the formative assessments, reflect upon the quality of the assessment, identify gaps in student learning, and use student feedback from the formative assessment process to begin a conversation about how to differentiate their instruction or provide additional supports to ensure that all students master the skill. The grade-level team will revise the embedded assessment to ensure that it provides teachers with the data they need to inform their instruction.

Reinforcement	
Timeline	Focus of Monthly Professional Development Workshops
	Examining Student Work. Teachers will critically examine student work samples that have been collected as they implement their units of study, assess the samples for cognitive demand, and then collaboratively work to improve the quality and increase the rigor of student assignments that are required in the unit of study.
	Classroom Observation Tool: An Introduction. Experts will introduce participants to classroom observation tools. Before the next workshop, teachers will observe their peers and use the tool.
	Classroom Observation Tool: Implementation. Grade-level teams will examine data from classroom observation tools and discuss how they can use the information to improve their practice.
	Revisiting Alignment of Classroom Instruction With the Common Core State Standards. Participants will analyze data that compare current district instructional practices with the expectations that are outlined in the Common Core State Standards. They will compare the data after implementation of the units of study with district data prior to implementation. They will identify trends over time, highlight current areas of strength, and outline gap areas that will need to be addressed. Participants will refine the instructional goals for the units of study that build on what is currently working with instructional practices in the district, address the identified gaps, and increase the rigor and cognitive demand of the taught curriculum.

1. To what extent is a comprehensive, clearly articulated, and aligned curriculum guiding instruction across the district?
a. What curricula does the district use?
b. How are these curricula chosen?
c. How is the written curriculum aligned with the state standards?
d. Is the curriculum articulated, comprehensive, and aligned for all student groups?
e. Does the district provide materials that support the implementation of the written curriculum, and are these materials used in the classroom?
2. How does instruction focus on the effective delivery of the curriculum?
a. What instructional practices do teachers utilize in delivering the curriculum?
b. How do teachers align their instruction with the district curricula?
c. How is the taught curriculum aligned with the Common Core State Standards?
d. How is the taught curriculum aligned with assessments?
e. How is the consistent delivery of the curriculum ensured within the district and its schools?
3. What academic interventions are available for students who need additional academic support?
a. How do teachers and schools identify students who need additional support or extensions?
b. What additional academic supports or extensions are available to students during the school day?
c. What interventions are available to students outside of the regular school day?
d. Are eligible students using these interventions?
e. How does the school and district determine which students are being helped and which are not being helped by identified interventions?
f. What school and district policies and resources specifically ensure that effective instruction and support are provided for students with disabilities and English language learners?
g. How do teachers within the school and district plan and coordinate instruction to meet the needs of students with disabilities and ELLs?
h. How do schools and the district communicate high expectations for all students?
i. What school, district, and community factors encourage or impede participation in interventions?
4. What professional learning opportunities that support instruction and learning are provided to teachers?
a. What is the focus of professional learning opportunities provided by the school and district, and how was the focus identified?
b. In what types of settings is professional learning provided? (Consider schedules, location, providers, and general approach.)
c. How is participation in professional learning ensured?
d. How is the quality of professional learning opportunities evaluated?
e. How do schools and districts measure the impact of professional learning on instruction and learning?

5. To what extent do student achievement data (formative as well as summative) inform academic programming, planning, and instruction?
a. What student achievement data are available to administrators and teachers, and when?
b. To what extent do administrators use data to communicate specific learning objectives?
c. What kinds of decisions are made based on student achievement data?
d. How consistent is data use within schools and across the district?
e. What factors contribute to effective data-based decision making?
6. How is the school/district managing educator talent to effectively support teaching and learning?
a. How are new teachers supported?
b. What policies and practices support effective teachers?
c. What is the profile of content-area coaches and instructional leaders across the district? (Consider both qualifications and experience.)
d. How are content coaches and instructional leaders identified, developed, and supported?
e. What is the profile of school principals? (Consider both qualifications and experience.)
f. How are school principals and other school and district leaders identified, developed, and supported?
g. How does the district ensure that both schools and the district administrative office are fully staffed with qualified personnel?
h. How does the district define expectations for leadership roles at all levels?