CURRICULUM ALIGNMENT PROCESS

PROGRAMMATIC LEVELS

School Improvement
Priority Conference
September 22 – 23, 2014

Regional Education Service Agencies
RESA
• six •
A powerful engine for education

NORTH

Acting – Let's do it
Likes to act, try things, plunge in

WEST

Paying attention to detail – likes to know the who, what, when, where, why, before acting

EAST

Speculating – likes to look at the big picture, the possibilities, before acting

SOUTH

Likes to know that everyone's feelings have been taken into consideration; that their voices have been heard, before acting

Regional Education Service Agencies
RESA
• SIX •
A powerful engine for education

COMPASS POINTS: PERSONALITY

North
South
East
West

- Directions:
  - Listen to the descriptions of each point.
  - Choose the most accurate descriptor…
  - Move to that area

Regional Education Service Agencies
RESA
• SIX •
A powerful engine for education

WHAT DIRECTION DO YOU FAVOR?

- **North:** 'Acting.' Let's do it! Likes to act, try things, plunge in.
- **South:** 'Caring.' Likes to know that everyone's feelings have been taken into consideration; that their voices have been heard, before acting.
- **East:** 'Speculating.' Likes to look at the big picture, the possibilities, before acting.
- **West:** 'Paying attention to detail.' Likes to know the who, what, when, where, why before acting.

Regional Education Service Agencies
RESA
• SIX •
A powerful engine for education

FOLLOW-UP QUESTIONS

1. What are the ***strengths*** of our style?
   (4 Adjectives)

2. What are the ***limitations*** of our style?
   (4 Adjectives)

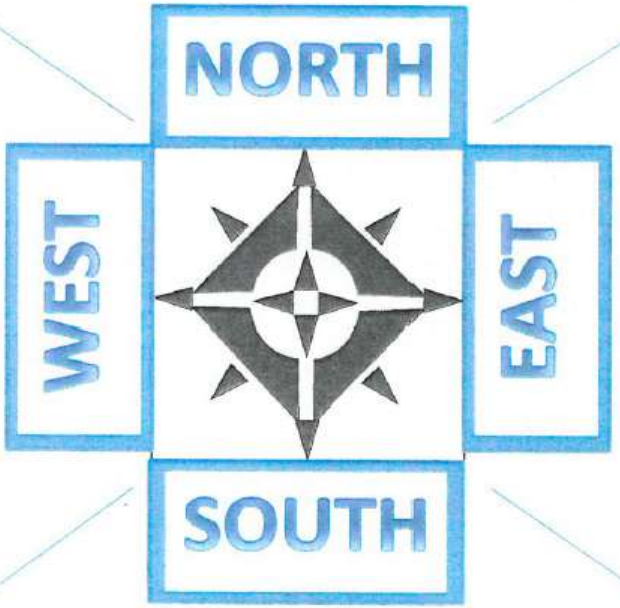
3. What style do we find ***most difficult to work with*** and why?

4. What do other people ***need to know*** about us so that we can work together more effectively?

Regional Education Service Agencies
RESA
• SIX •
A powerful engine for education

Acting – Let's do it…Likes to act, try things, plunge in

Paying attention to detail – likes to know the who, what, when, where, why, before acting



Speculating – likes to look at the big picture, the possibilities, before acting

Likes to know that everyone's feelings have been taken into consideration; that their voices have been heard, before acting

NORMS FOR GROUP WORK

- Start on Time – End on Time
- Everyone Participates
- No Finger Pointing
- Be Here, Now
- Other Norms?

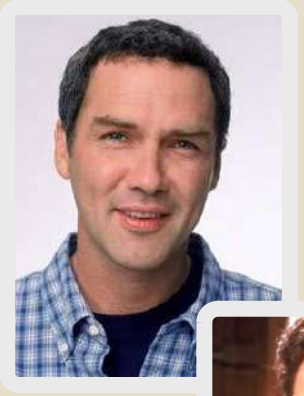


Photo Sources:
http://www.celebritiesheight.com/
http//www.cheersboston.com
http://www.getjoy.blogspot.com

Regional Education Service Agencies
RESA
• six •
A powerful engine for education

Scenario vs 'Real Time'

- Time Frames
  - Horizontal/Vertical Collaboration
  - Whole Group Discussions – Reflective Questions, Pair² & Share, etc.
  - Breaks
- Teaching Roles and Process
- Vertical Transitions Between Levels
- Continue/Follow Up
  - Horizontal/Vertical Collaboration
  - Update Pair² & Share
  - Update Progression Documents

Related Arts CAP Protocol

- Elementary: Related Arts teachers will join an assigned grade level group(s) to discuss the gaps they experience in the students' skill sets. Related Arts will regroup during Steps 2 & 3 to discuss and document course specific needs.
- High School: Related Arts teachers will collaborate to discuss the gaps they experience in the students' skill sets. During Step 2, move to assigned groups. During Step 3, discuss and document course specific needs.
- Middle: Depending on grade span, choose Elementary or High School protocol, or a combination of both.

Pair^2 and Share

Name & School:

Needs

Worries

Excitements

Suggestions

Regional Education Service Agencies
RESA
• six •
A powerful engine for education

CAP REFLECTIVE QUESTIONS

In Programmatic Groups "Count Off by 3's/Programmatic Rooms: ES, MS, HS" to share insight from CAP Process using these questions.

1. Which Tools were most useful? How did you use the tools? Any adjustments needed?
    a. Performance Descriptors Mastery Charts
    b. CAP Progress Document
    c. NextGen WVCSOs

2. Are there any surprises? Do you see any adjustments for your grade level?

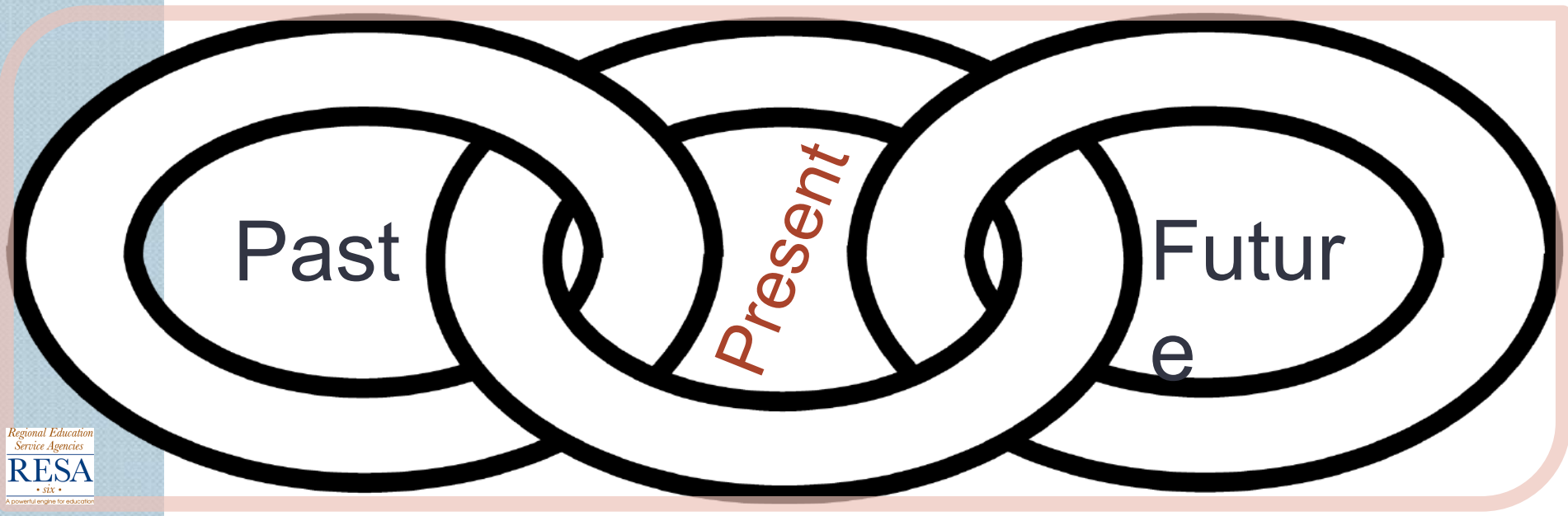
3. What follow-up is needed to embed the CAP Process within your school/County? Have you identified obstacles as you integrate/implement the CAP Process in your school/county?

Regional Education Service Agencies
RESA
A powerful engine for education

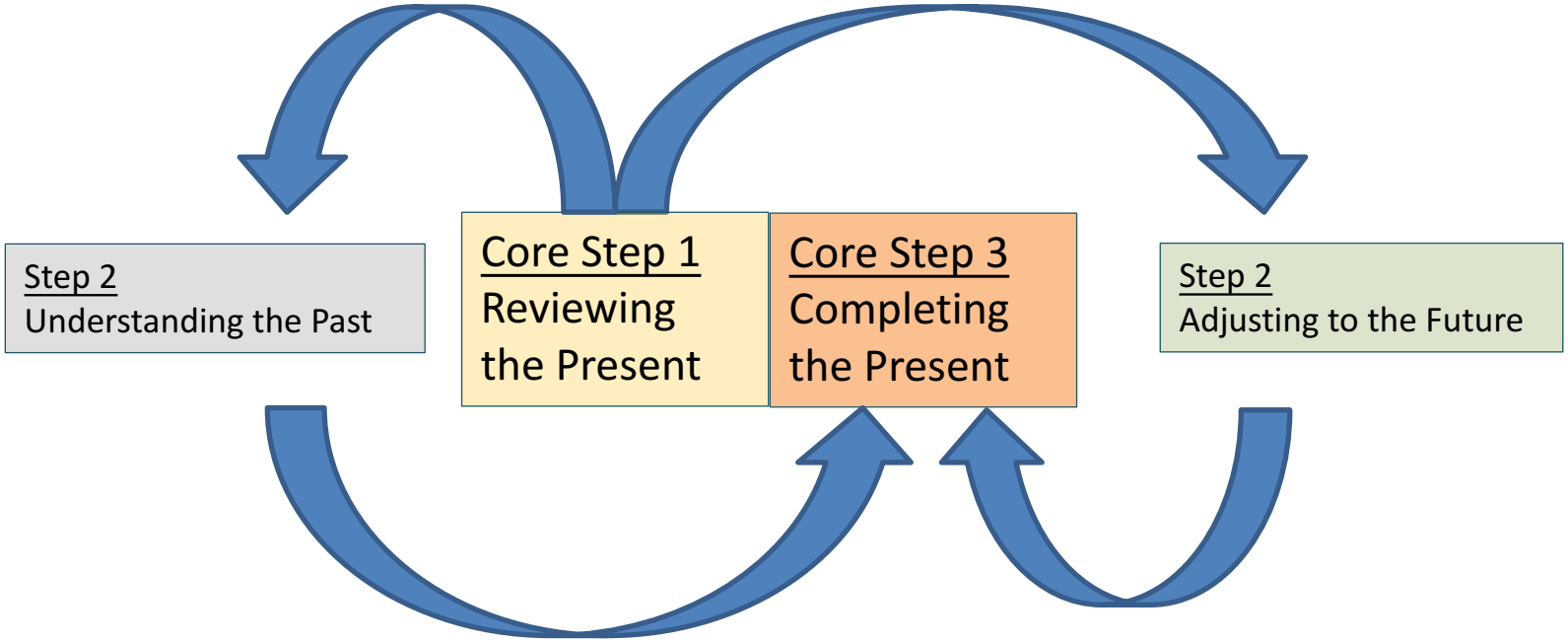
CAP Data Collection Process:

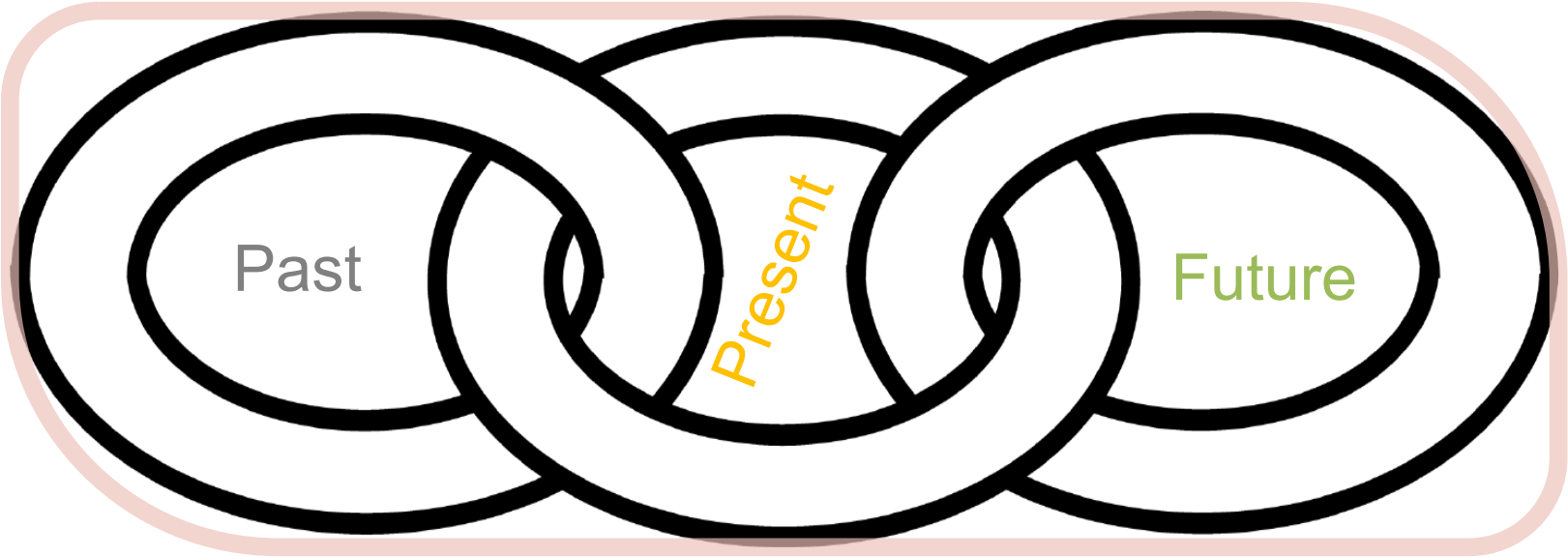
An Overview to organize the analysis activity

What is the most commonly heard concern from teachers about the grade level(s) before them?



Regional Education Service Agencies
RESA
• six •
A powerful engine for education





Regional Education Service Agencies
RESA
• six •
A powerful engine for education

Related Arts CAP Protocol

- Elementary: Related Arts teachers will join an assigned grade level group(s) to discuss the gaps they experience in the students' skill sets. Related Arts will regroup during Steps 2 & 3 to discuss and document course specific needs.
- High School: Related Arts teachers will collaborate to discuss the gaps they experience in the students' skill sets. During Step 2, move to assigned groups. During Step 3, to discuss and document course specific needs.
- Middle: Depending on grade span, choose Elementary or High School protocol, or a combination of both.

Step 1: Present Alignment

For the 1st step:

- Horizontal Collaboration time scheduled.
- Review your Current Grade Level teaching position (the Present), and complete the progression document for that grade level by comparing the Performance Descriptors to the skills, vocabulary, and concepts necessary for a student to master the content standard objectives.
- Review, refine, and align the evidence for their own grade.
- Rationale: This allows teachers the opportunity to horizontally share progression of skills, vocabulary, and concepts.

Work in the

Teachers Grade 7

Descriptors/CSOs Grade 7

7rd Grade teachers fill-in 7th Grade Progression Document

Step 1
Reviewing the Present

Teachers Grade 8

Descriptors/CSOs Grade 8

8th Grade teachers Fill-in 8th Grade Progression Document

9th Grade teachers Fill-in 9th Grade Progression Document

Teacher Grade 9

Descriptors/CSOs Grade 9

Regional Education Service Agencies
RESA
• six •
A powerful engine for education

Example Blank CAP Progression Doc: 3rd Grade Civics

Social Studies Alignment to WV Next Generation CSOs, Literacy Shifts, and Writing Across the Curriculum

Name(s):	Current grade level(s) represented:
Directions:	1. Review your Current Grade Level teaching position (the Present), and complete the progression document for that grade level by comparing the Performance Descriptors to the skills, vocabulary, and concepts necessary for a student to master the content standard objectives. 2. Grade Level will be divided - collaborate with the Past and Future; Note similarities and differences in priority skills, vocabulary, and concepts; Reach consensus on Progression Document. 3. Horizontal Collaboration revisited. Completion of Initial grade specific Progression Document.

Be concise. Use only the most significant evidence while you prioritize.

Needed to Enter/Exit:	**Social Studies:** **Critical Skills** (The "Do" – Extract the action words from the **CSO's** and rank in terms of instructional importance)	**Key Vocabulary and Concepts** (The "Know" and "Understand" – extract the phrases and words from the **CSO's** and rank in terms of instructional importance)	**Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?**	**Additional evidence for choices, and/or annotation regarding missing skills, vocabulary, and concepts:**
Grade level reviewed:	Civics:	Civics:		

Regional Education Service Agencies RESA • six • A powerful engine for education

Example CAP Progression Doc: 3rd Grade Civics

level alignment in (color TBA).

	Social Studies:		Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?	Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:
Needed to Enter/Exit:	**Critical Skills** (The "Do" – Extract the verbage from the **CSO's** and rank in terms of instructional importance)	**Key Vocabulary and Concepts** (The "Know" and "Understand" – extract the phrases and words from the **CSO's** and rank in terms of instructional importance)		
Grade level reviewing: ***3rd***	Civics : 1.Provide Examples 2.Determine 3.Explain 4. Examine 5.Practice pare and rast ribe	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together (etc.)	To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs, Determine cultural origin, Explain customs of one's own society, Examine how the rights and responsibilities…, compare and contrast…., (etc.)	Language regarding students' need to practice these skills, concepts, and vocab in a formative assessment setting is not present. Nothing mentioned about community service projects (etc.)

1. Teachers review and rank the Next Gen CSO's for the Action words.

2. Teachers review and rank key vocab and concepts.

3. Teachers extract language from the Performance Descriptors for Mastery and from their own expertise/experience for evidence/justification of their previous rankings.

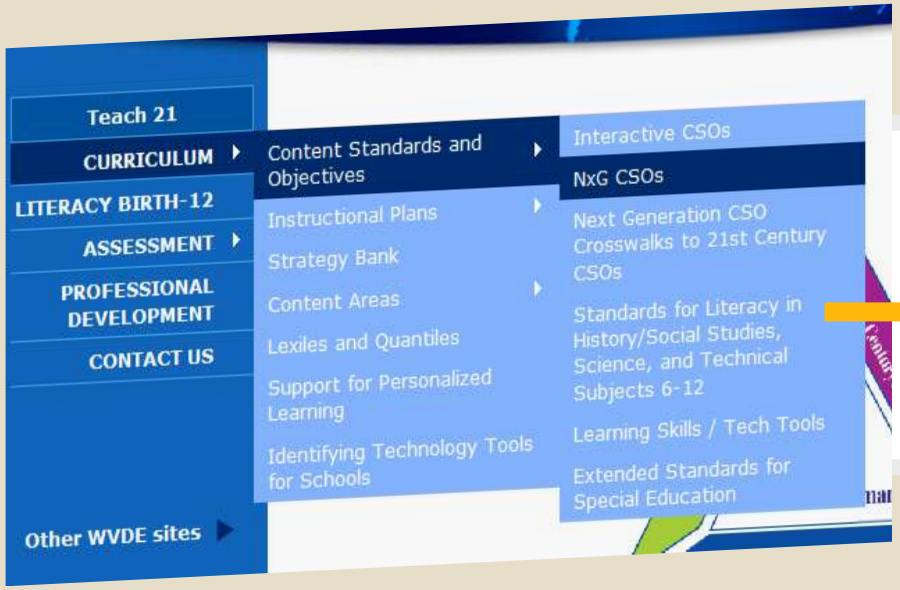
4. Space is provided for additional remarks, evidence/justification, or omissions.

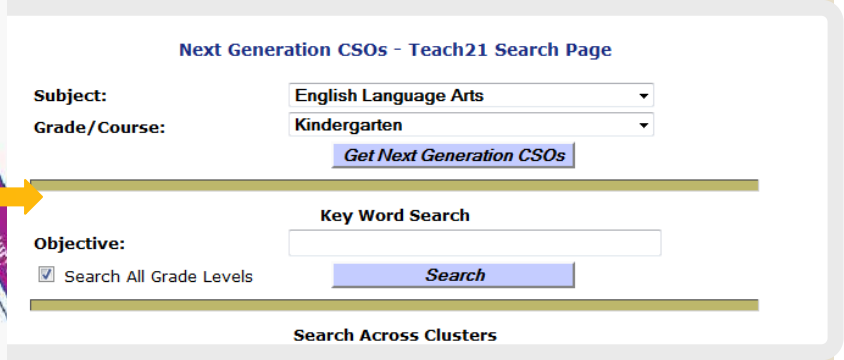
Completing the CAP Progression Document

Part 1 - Focus on the First Column – Critical Skills

TOOL KIT

- Next Gen CSO's (available online, Teach 21)





Regional Education Service Agencies
RESA
six
A powerful engine for education

Example CAP Progression Doc: 3rd Grade Civics

level alignment in (color TBA).

	Social Studies:			
Regional Education Service Agencies RESA • SIX • A powerful engine for education Need to Enter/Exit:	**Critical Skills** (The "Do" – Extract the verbage from the **CSO's** and rank in terms of instructional importance)	**Key Vocabulary and Concepts** (The "Know" and "Understand" – extract the phrases and words from the **CSO's** and rank in terms of instructional importance)	**Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?**	**Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:**
Grade level reviewing: ***3rd***	Civics : 1.Provide Examples 2.Determine 3.Explain 4. Examine 5.Practice 6.Compare and Contrast 7. Describe (etc.)	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together (etc.)	To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs, Determine cultural origin, Explain customs of one's own society, Examine how the rights and responsibilities…, compare and contrast…., (etc.)	Language regarding students' need to practice these skills, concepts, and vocab in a formative assessment setting is not present. Nothing mentioned about community service projects (etc.)

1. Teachers review and rank the Next Gen CSO's for the Action words.

Regional Education Service Agencies RESA • SIX • A powerful engine for education

Example Completed CAP Progression Doc: 3rd Grade Civics

Sample: ELA Alignment to WV Next Generation CSOs, Literacy Shifts, and Writing Across the Curriculum

Name(s): ***Social Studies Teacher***	Current grade level(s) represented: ***3rd Grade Civics***	
Directions:	1. Review your Current Grade Level teaching position (the Present), and complete the progression document for that grade level by comparing the Performance Descriptors to the skills, vocabulary, and concepts necessary for a student to master the content standard objectives. 2. Grade Level will be divided - collaborate with the Past and Future; Note similarities and differences in priority skills, vocabulary, and concepts; Reach consensus on Progression Document. 3. Horizontal Collaboration revisited. Completion of Initial grade specific Progression Document.	

Be concise. Use only the most significant evidence while you prioritize.

Needed to Enter/Exit:	**Social Studies:** **Critical Skills** (The "Do" – Extract the verbage from the CSO's and rank in terms of instructional importance)	**Key Vocabulary and Concepts** (The "Know" and "Understand" – extract the phrases and words from the CSO's and rank in terms of instructional importance)	**Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?**	**Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:**
Grade level reviewing: ***3rd***	Civics : 1.Determine 2.Explain 3. Examine 4.Practice 5.Compare and Contrast 6. Describe (etc.)			

Regional Education Service Agencies RESA • six • A powerful engine for education

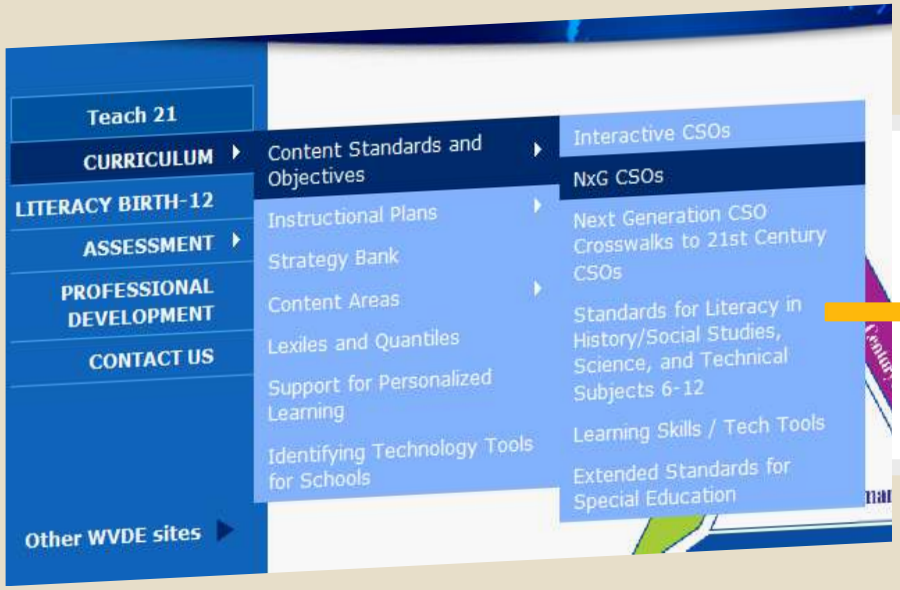
Completing the CAP Progression Document

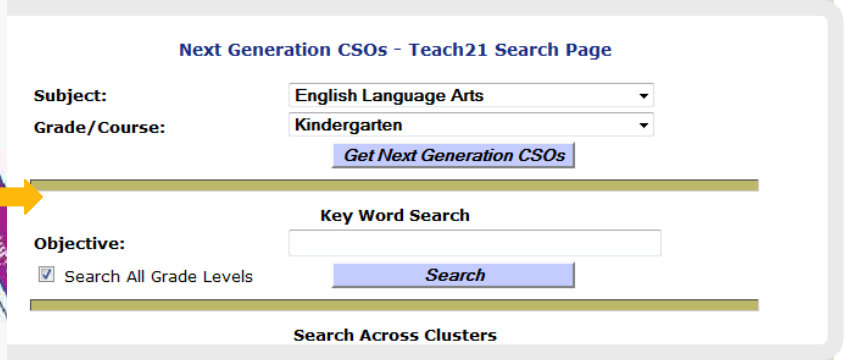
Part 2 - Focus on the Second Column

Key Vocabulary and Concepts

TOOL KIT

- Next Gen CSO's (available online, Teach 21)





Regional Education Service Agencies
RESA
six
A powerful engine for education

Example CAP Progression Doc: 3rd Grade Civics

level alignment in (color TBA).

Needed to Enter/Exit:	Social Studies: Critical Skills (The "Do" – Extract the verbage from the CSO's and rank in terms of instructional importance)	Key Vocabulary and Concepts (The "Know" and "Understand" – extract the phrases and words from the CSO's and rank in terms of instructional importance)	Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?	Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:
Grade level reviewing: ***3rd***	Civics : 1.Provide Examples 2.Determine 3.Explain 4. Examine 5.Practice 6.Compare and Contrast 7. Describe (etc.)	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together (etc.)	To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs, Determine cultural origin, Explain customs of one's own society, Examine how the rights and responsibilities…, compare and contrast…., (etc.)	Language regarding students' need to practice these skills, concepts, and vocab in a formative assessment setting is not present. Nothing mentioned about community service projects (etc.)

2. Teachers review and rank key vocab and concepts.

Example Completed CAP Progression Doc: 3rd Grade Civics

Sample: ELA Alignment to WV Next Generation CSOs, Literacy Shifts, and Writing Across the Curriculum

Name(s): ***Social Studies Teacher***	Current grade level(s) represented: ***3rd Grade Civics***	
Directions:	1. Review your Current Grade Level teaching position (the Present), and complete the progression document for that grade level by comparing the Performance Descriptors to the skills, vocabulary, and concepts necessary for a student to master the content standard objectives. 2. Grade Level will be divided - collaborate with the Past and Future; Note similarities and differences in priority skills, vocabulary, and concepts; Reach consensus on Progression Document. 3. Horizontal Collaboration revisited. Completion of Initial grade specific Progression Document.	

Be concise. Use only the most significant evidence while you prioritize.

Needed to Enter/Exit:	**Social Studies:** **Critical Skills** (The "Do" – Extract the verbage from the CSO's and rank in terms of instructional importance)	**Key Vocabulary and Concepts** (The "Know" and "Understand" – extract the phrases and words from the CSO's and rank in terms of instructional importance)	**Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?**	**Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:**
Grade level reviewing: *3rd*	Civics : 1.Determine 2.Explain 3. Examine 4.Practice 5.Compare and Contrast 6. Describe (etc.)	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together (etc.)		

Regional Education Service Agencies RESA • six • A powerful engine for education

Completing the CAP Progression Document

Part 3 - Focus on the Third Column

Performance Descriptors for Mastery

TOOL KIT

- Performance Descriptors for Mastery:
- These quick references of what students must be able to *Know, Understand, and Be Able to Do* were designed to give teachers true direction to facilitate instruction that guides students toward Mastery of the Next Gen CSO's.
- Each Grade level specific poster includes:
  - All 4 Core subjects and performance descriptions for mastery for the respective CSO categories
  - A list of the 3 Literacy Shifts in ALL Content Areas
  - Helpful hints for developing Text-Dependent Questions
  - RESA 6 FAST team contact info.

Regional Education Service Agencies
RESA
SIX
A powerful engine for education

PERFORMANCE DESCRIPTORS FOR MASTERY

3RD GRADE SOCIAL STUDIES

Geography:

Performance Descriptors

Mastery

Third grade students at mastery level in geography:

label borders, latitude and longitude lines, map scale, equator, poles, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, cardinal directions, intermediate directions, continents, oceans and time zones of North America on a map;

locate world geographic features;

compare regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment;

identify and chart the journey of major explorers on a world map; and

use a legend to identify features on various types of maps and global information systems.

West Virginia History:

Performance Descriptors

Mastery

Third grade students at mastery level in West Virginia Studies:

use a grid system to locate West Virginia counties and county seats, bordering states and selected items;

identify the four physical geographic regions and the major communities within each region and describe the natural resource location and physical geography of each region; and

investigate points of interest in the tourist regions of West Virginia.

Civics:

Performance Descriptors

Mastery

Third grade students at mastery level in civics:

provide examples of and explain democratic values and beliefs; practice principles of good citizenship and respect for diversity;

compare and contrast basic forms of government and their impact on society;

examine customs of one's own society and determine the cultural origin;

describe historical conflicts and discuss their resolutions;

examine how the rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays; and

participate in a community service project, and determine how working together can improve lives and communities.

Economics:

Performance Descriptors

Mastery

Third grade students at mastery level in economics:

explain banking services and create a mock budget;

illustrate understanding of goods and services, supply and demand and scarcity of resources through the creation and interpretation of graphs;

sequence the path of raw material to a finished product;

relate occupations of given regions based on the natural resources using graphic resources; and

compare pricing strategies and advertising with product demand.

History:

Performance Descriptors

Mastery

Third grade students at mastery level in history:

use artifacts and historical pictures to compare and contrast the cultures of various Native American groups based on their geographic locations; and

determine the cause and effect of European exploration based on their motives, the information gained and the impact on Native Americans and the world.

Regional Education Service Agencies

RESA

• six •

A powerful engine for education

Jonathan Pollock
Coordinator of Curriculum & Instruction
Phone: 304-231-3830
Email: jpollock@k12.wv.us

Rick Redd
School Improvement Specialist
Phone: 304-231-3818
Email: rredd@k12.wv.us

Marian Kajfez
Director of Programs
Phone: 304-231-3806
Email: mkajfez@k12.wv.us

Nick Zervos
Executive Director
Phone: 304-231-3804
Email: nzervos@k12.wv.us

Mary Kay Reisinger
Coordinator of School Improvements & Technical Assistance
Phone: 304-231-3817
Email: mreising@k12.wv.us

Cheryl Tuba
Technical Assistance Support Specialist
Phone: 304-231-3818
Email: ctuba@k12.wv.us

Joe Paolo
Director of Special Education
Phone: 304-231-3823
Email: jpaolo@k12.wv.us

TOOL KIT

- Professional Experience
  - Draw from your years of personal experience in the classroom
  - You know what has been effective for student achievement

Example CAP Progression Doc: 3rd Grade Civics

level alignment in (color TBA).

Needed to Enter/Exit:	Social Studies: Critical Skills (The "Do" – Extract the verbage from the CSO's and rank in terms of instructional importance)	Key Vocabulary and Concepts (The "Know" and "Understand" – extract the phrases and words from the CSO's and rank in terms of instructional importance)	Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?	Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:
Grade level reviewing: ***3rd***	Civics : 1.Provide Examples 2.Determine 3.Explain 4. Examine 5.Practice pare and rast ribe	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together (etc.)	To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs, Determine cultural origin, Explain customs of one's own society, Examine how the rights and responsibilities…, compare and contrast…., (etc.)	Language regarding students' need to practice these skills, concepts, and vocab in a formative assessment setting is not present. Nothing mentioned about community service projects (etc.)

3. Teachers extract language from the Performance Descriptors for Mastery and from their own expertise/experience for evidence/justification of their previous rankings.

Example Completed CAP Progression Doc: 3rd Grade Civics

Sample: ELA Alignment to WV Next Generation CSOs, Literacy Shifts, and Writing Across the Curriculum

Name(s): ***Social Studies Teacher***	Current grade level(s) represented: ***3rd Grade Civics***	
Directions:	1. Review your Current Grade Level teaching position (the Present), and complete the progression document for that grade level by comparing the Performance Descriptors to the skills, vocabulary, and concepts necessary for a student to master the content standard objectives. 2. Grade Level will be divided - collaborate with the Past and Future; Note similarities and differences in priority skills, vocabulary, and concepts; Reach consensus on Progression Document. 3. Horizontal Collaboration revisited. Completion of Initial grade specific Progression Document.	

Be concise. Use only the most significant evidence while you prioritize.

Needed to Enter/Exit:	**Social Studies:** **Critical Skills** (The "Do" – Extract the verbage from the CSO's and rank in terms of instructional importance)	**Key Vocabulary and Concepts** (The "Know" and "Understand" – extract the phrases and words from the CSO's and rank in terms of instructional importance)	**Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?**	**Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:**
Grade level reviewing: *3rd*	Civics : 1.Determine 2.Explain 3. Examine 4.Practice 5.Compare and Contrast 6. Describe (etc.)	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together (etc.)	To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs, Determine cultural origin, Explain customs of one's own society, Examine how the rights and responsibilities..., compare and contrast...., (etc.)	

Regional Education Service Agencies RESA • six • A powerful engine for education

Completing the CAP Progression Document

Part 4 - Focus on the Fourth Column

Use your Professional Tool Kit

Example CAP Progression Doc: 3rd Grade Civics

level alignment in (color TBA).

Needed to Enter/Exit:	Social Studies: Critical Skills (The "Do" – Extract the verbage from the CSO's and rank in terms of instructional importance)	Key Vocabulary and Concepts (The "Know" and "Understand" – extract the phrases and words from the CSO's and rank in terms of instructional importance)	Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?	Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:
Grade level reviewing: ***3rd***	Civics : 1.Provide Examples 2.Determine 3.Explain 4. Examine 5.Practice 6.Compare and Contrast 7. Describe (etc.)	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together (etc.)	To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs, Determine cultural origin, Explain customs of own society, Examine how the rights and responsibilities…, compare and contrast…., (etc.)	Language regarding students' need to practice these skills, concepts, and vocab in a formative assessment setting is not present. Nothing mentioned about community service projects (etc.)

4. Space is provided for additional remarks, evidence/justification, or omissions.

Example Completed CAP Progression Doc: 3rd Grade Civics

Sample: ELA Alignment to WV Next Generation CSOs, Literacy Shifts, and Writing Across the Curriculum

Name(s): ***Social Studies Teacher***	Current grade level(s) represented: ***3rd Grade Civics***	
Directions:	1. Review your Current Grade Level teaching position (the Present), and complete the progression document for that grade level by comparing the Performance Descriptors to the skills, vocabulary, and concepts necessary for a student to master the content standard objectives. 2. Grade Level will be divided - collaborate with the Past and Future; Note similarities and differences in priority skills, vocabulary, and concepts; Reach consensus on Progression Document. 3. Horizontal Collaboration revisited. Completion of Initial grade specific Progression Document.	

Be concise. Use only the most significant evidence while you prioritize.

Needed to Enter/Exit:	**Social Studies:** **Critical Skills** (The "Do" – Extract the verbage from the **CSO's** and rank in terms of instructional importance)	**Key Vocabulary and Concepts** (The "Know" and "Understand" – extract the phrases and words from the **CSO's** and rank in terms of instructional importance)	**Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?**	**Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:**
Grade level reviewing: ***3rd***	Civics : 1.Determine 2.Explain 3. Examine 4.Practice 5.Compare and Contrast 6. Describe (etc.)	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together (etc.)	To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs, Determine cultural origin, Explain customs of one's own society, Examine how the rights and responsibilities..., compare and contrast..., (etc.)	Language regarding students' need to practice these skills, concepts, and vocab in a formative assessment setting is not present. Nothing mentioned about community service projects (etc.)

Regional Education Service Agencies RESA • SIX • A powerful engine for education

Step 1 – CAP Reflective Questions

Which Tools were most useful? How did you use the tools? Any adjustments needed?

a. Performance Descriptors Mastery Charts

b. CAP Progress Document

c. NextGen WVCSOs

Step 2: Alignment, Past ⟷ Future

- Vertical Collaboration time scheduled.
- Grade Level will be divided - collaborate with the Past and the Future.
- Note similarities and differences in priority skills, vocabulary, and concepts.
- Reach consensus on Progression Document.
- Rationale: This allows teachers the opportunity to examine the necessary skills, vocabulary, and concepts students need to progress from one grade level to the next.

Look at the

; Hear the

Regional Education Service Agencies
RESA six
A powerful engine for education

Step 2
Understanding the Past

Teachers Grade 7

Descriptors/CSOs Grade 7

½ 7th Grade teachers go with 8rd Grade

Part 1
7th Grade Review 7th Grade Progression Document with 8th Grade teachers

Part 2
8th Grade Review 8th Grade Progression Document with 7rd Grade teachers

Part 3
7th Grade and 8th Grade reach consensus on 7th Grade Progression Document

Teachers Grade 8

Descriptors/CSOs Grade 7

½ 8th Grade teachers go with 7th Grade

½ 8th Grade teachers go with 9th Grade

Part 1
8th Grade Review 8th Grade Progression Document with 9th Grade teachers

Part 2
9th Grade Review 9th Grade Progression Document with 8th Grade teachers

Part 3
8th Grade and 9th Grade reach consensus on 8th Grade Progression Document

Step 2
Adjusting to the Future

Teacher Grade 9

Descriptors/CSOs Grade 9

½ 9th Grade teachers go with 9th Grade

Regional Education Service Agencies
RESA six
A powerful engine for education

Example CAP Progression Doc: 3rd Grade Civics

level alignment in (color TBA).

Needed to Enter/Exit:	Social Studies: Critical Skills (The "Do" – Extract the verbage from the CSO's and rank in terms of instructional importance)	Key Vocabulary and Concepts (The "Know" and "Understand" – extract the phrases and words from the CSO's and rank in terms of instructional importance)	Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?	Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:
Grade level reviewing: ***3rd***	Civics : 1.Provide Examples 2.Determine 3.Explain 4. Examine 5.Practice 6.Compare and Contrast 7. Describe (etc.)	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together (etc.)	To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs, Determine cultural origin, Explain customs of own society, Examine how the rights and responsibilities…, compare and contrast…., (etc.)	Language regarding students' need to practice these skills, concepts, and vocab in a formative assessment setting is not present. Nothing mentioned about community service projects (etc.)

4. Space is provided for additional remarks, evidence/justification, or omissions.

Example Completed CAP Progression Doc: 3rd Grade Civics

Sample: ELA Alignment to WV Next Generation CSOs, Literacy Shifts, and Writing Across the Curriculum

Name(s): ***Social Studies Teacher***	Current grade level(s) represented: ***3rd Grade Civics***	
Directions:	1. Review your Current Grade Level teaching position (the Present), and complete the progression document for that grade level by comparing the Performance Descriptors to the skills, vocabulary, and concepts necessary for a student to master the content standard objectives. 2. Grade Level will be divided - collaborate with the Past and Future; Note similarities and differences in priority skills, vocabulary, and concepts; Reach consensus on Progression Document. 3. Horizontal Collaboration revisited. Completion of Initial grade specific Progression Document.	

Be concise. Use only the most significant evidence while you prioritize.

Needed to Enter/Exit:	**Social Studies:** **Critical Skills** (The "Do" – Extract the verbage from the **CSO's** and rank in terms of instructional importance)	**Key Vocabulary and Concepts** (The "Know" and "Understand" – extract the phrases and words from the **CSO's** and rank in terms of instructional importance)	**Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?**	**Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:**
Grade level reviewing: ***3rd***	Civics : 1.Determine 2.Explain 3. Examine 4.Practice 5.Compare and Contrast 6. Describe (etc.)	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together (etc.)	To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs, Determine cultural origin, Explain customs of one's own society, Examine how the rights and responsibilities..., compare and contrast..., (etc.)	Language regarding students' need to practice these skills, concepts, and vocab in a formative assessment setting is not present. Nothing mentioned about community service projects (etc.)

Regional Education Service Agencies RESA • SIX • A powerful engine for education

Step 2 – CAP Reflective Questions

Are there any surprises? Do you see any adjustments for your grade level?

Step 3: Reconvene with the Present

- Horizontal Collaboration revisited.
- Completion of Initial grade specific Progression Document.
- Rationale: This allows teachers the opportunity to provide direct input on the necessary skills, vocabulary, and concepts students need to enter their grade level.

Update the

Regional Education Service Agencies
RESA
six
A powerful engine for education

Step 3
Completing the Present

Teachers Grade 7

Descriptors/CSOs Grade 7

7rd Grade teachers complete the initial 7th Grade Progression Document

Teachers Grade 8

Descriptors/CSOs Grade 8

8th Grade teachers complete the initial 8th Grade Progression Document

Teacher Grade 9

Descriptors/CSOs Grade 9

9th Grade teachers complete the initial 9th Grade Progression Document

Regional Education Service Agencies
RESA six
A powerful engine for education

Example CAP Progression Doc: 3rd Grade Civics

level alignment in (color TBA).

	Social Studies:			
Regional Education Service Agencies RESA	**Critical Skills** (The "Do" – Extract the verbage from the **CSO's** and rank in terms of instructional importance)	**Key Vocabulary and Concepts** (The "Know" and "Understand" – extract the phrases and words from the **CSO's** and rank in terms of instructional importance)	**Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?**	**Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:**
Needed to Enter/Exit:				
Grade level reviewing: ***3rd***	Civics : 1.Provide Examples 2.Determine 3.Explain 4. Examine 5.Practice pare and rast ribe	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together (etc.)	To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs, Determine cultural origin, Explain customs of one's own society, Examine how the rights and responsibilities…, compare and contrast…., (etc.)	Language regarding students' need to practice these skills, concepts, and vocab in a formative assessment setting is not present. Nothing mentioned about community service projects (etc.)

1. Teachers review and rank the Next Gen CSO's for the Action words.

2. Teachers review and rank key vocab and concepts.

3. Teachers extract language from the Performance Descriptors for Mastery and from their own expertise/experience for evidence/justification of their previous rankings.

4. Space is provided for additional remarks, evidence/justification, or omissions.

Example Completed CAP Progression Doc: 3rd Grade Civics

	Be concise. Use only the most significant evidence while you prioritize.			
Needed to Enter/Exit:	**Social Studies:** **Critical Skills** (The "Do" – Extract the verbage from the **CSO's** and rank in terms of instructional importance)	**Key Vocabulary and Concepts** (The "Know" and "Understand" – extract the phrases and words from the **CSO's** and rank in terms of instructional importance)	**Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and concepts provide students with what to know, understand, and be able to do to achieve mastery of the standards?**	**Notes, Additional evidence for choices, and Omitted or missing skills, vocabulary, and concepts:**
Grade level reviewing: ***3rd***	Civics : 1.Determine 2.Explain 3. Examine 4.Practice 5.Compare and Contrast 6. Describe 7. Identify 8. Investigate	Civics : 1.Liberty 2. Democracy 3. Rule of Law 4. Family Values 5.Culture/ Cultural/ Multicultural 6.Rights/ Patriot (-ic) 7.Conflict/ Resolution 8. Working Together 9. Diversity 10. Community Service 11. Patriotic Symbols/ Songs/Holidays	To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs, Determine cultural origin, Explain customs of one's own society, Examine how the rights and responsibilities are reflected in patriotic symbols, songs and holidays, Compare and contrast the impact basic forms of government have on society, Practice good citizenship and respect for diversity, Describe how working together and participating on a community service project improves lives and communities,	Language regarding students' need to practice these skills, concepts, and vocab when a formative assessment setting is not present. ~~Nothing mentioned about community~~ service projects (this is removed from final ~~document~~) Emphasize geography, mapping skills, and interpreting charts/graphs. Introduction to concepts of supply and demand, marketing, budgeting. Conduct research, formulate responses and present findings.

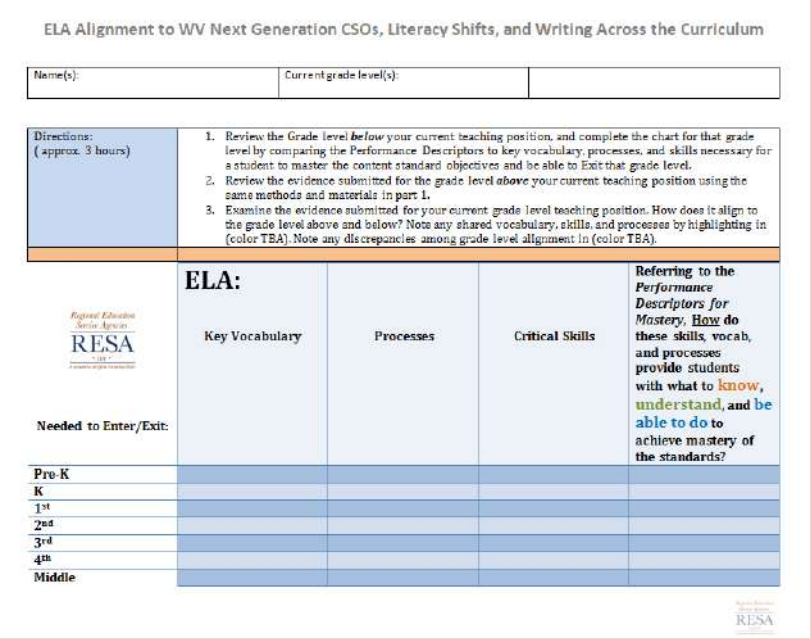
Regional Education Service Agencies RESA • six • A powerful engine for education

MS 365 FOR DIGITAL ACCESS/SHARING (SUGGESTED)

In order to ease the data collection process, the CAP Progression Documents will be placed on MS Office 365.

Benefits:

- K – 12th alignment
- Real-time sharing and template updates
- Allows for collaboration throughout the year.
- Access from anywhere via the Internet



ELA Alignment to WV Next Generation CSOs, Literacy Shifts, and Writing Across the Curriculum

Name(s):	Current grade level(s):	

Directions: (approx. 3 hours)	1. Review the Grade level *below* your current teaching position, and complete the chart for that grade level by comparing the Performance Descriptors to key vocabulary, processes, and skills necessary for a student to master the content standard objectives and be able to Exit that grade level. 2. Review the evidence submitted for the grade level *above* your current teaching position using the same methods and materials in part 1. 3. Examine the evidence submitted for your current grade level teaching position. How does it align to the grade level above and below? Note any shared vocabulary, skills, and processes by highlighting in (color TBA). Note any discrepancies among grade level alignment in (color TBA).

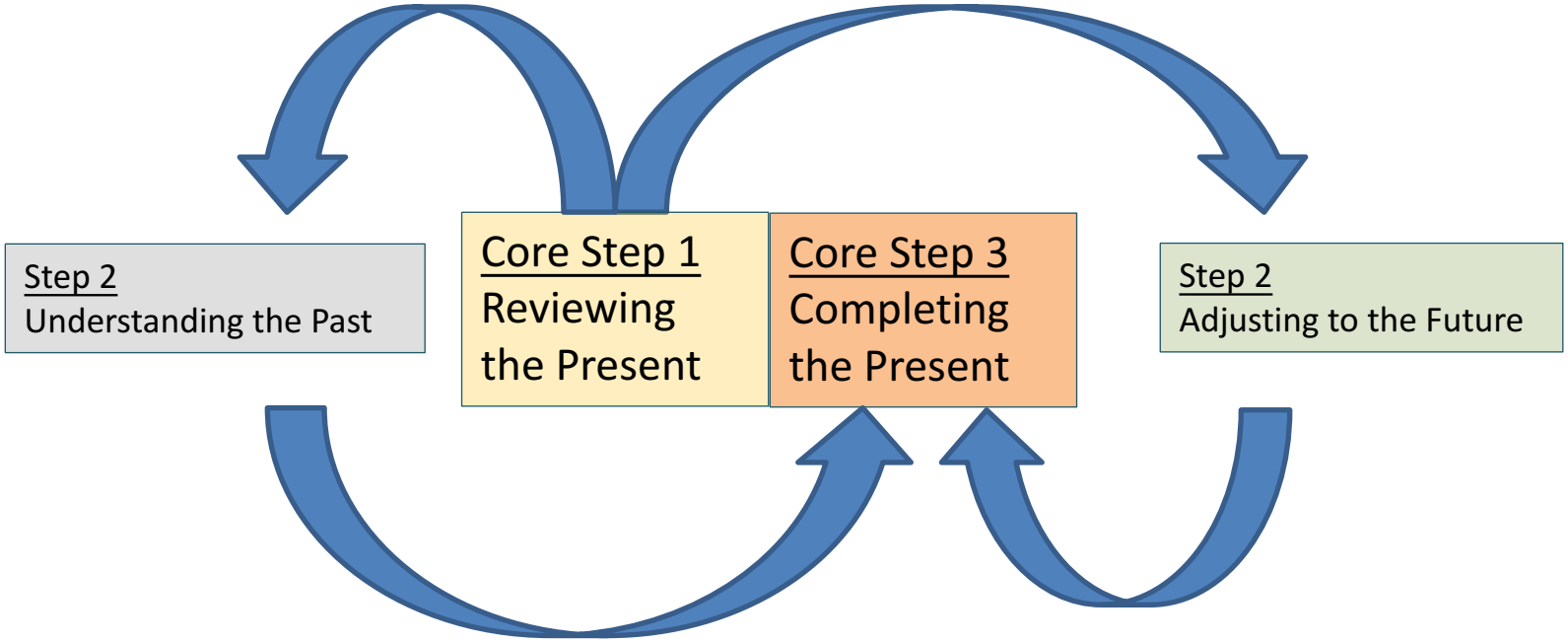
Needed to Enter/Exit:	ELA: Key Vocabulary	Processes	Critical Skills	Referring to the *Performance Descriptors for Mastery*, How do these skills, vocab, and processes provide students with what to know, understand, and be able to do to achieve mastery of the standards?
Pre-K				
K				
1st				
2nd				
3rd				
4th				
Middle				

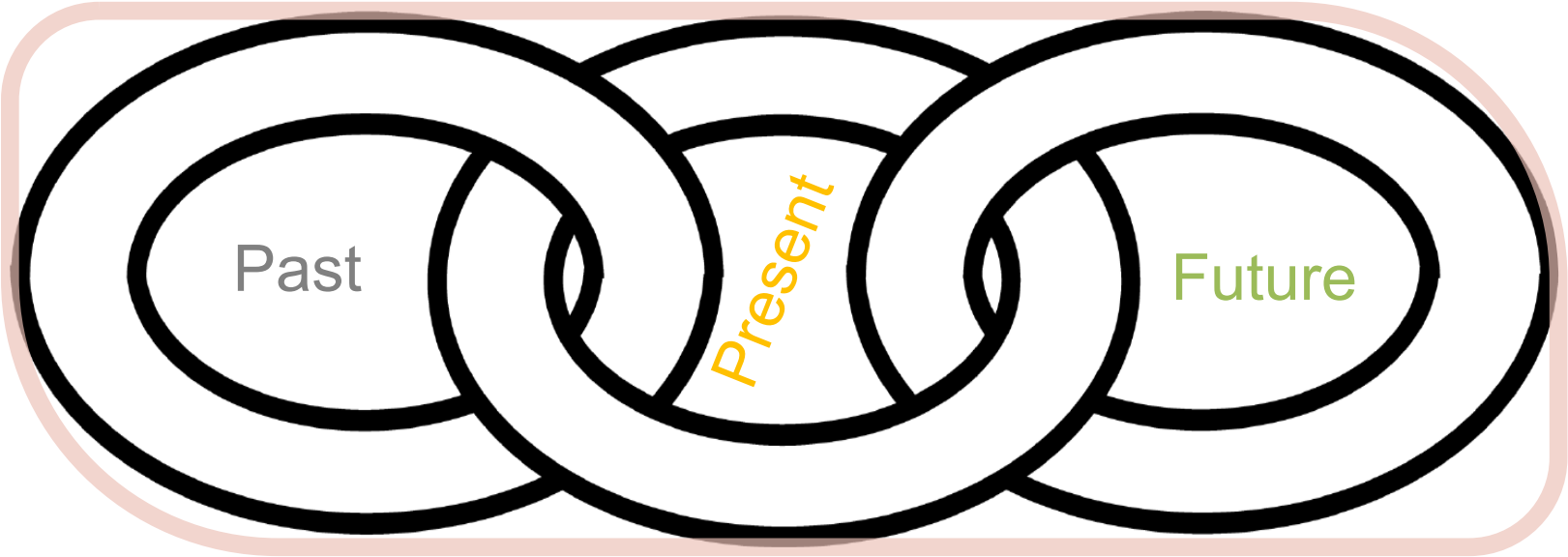
Regional Education Service Agencies RESA • SIX • A powerful engine for education

Step 3 - Reflective Question

What follow-up is needed to embed the CAP Process within your school/County? Have you identified obstacles as you integrate/implement the CAP Process in your school/county?

Review Process and Reflection





Regional Education Service Agencies
RESA
• six •
A powerful engine for education

Pair^2 and Share

Name & School:

Needs

Use Worries to…

Worries

Excitements

…Brainstorm Solutions

Suggestions

Regional Education Service Agencies
RESA
• six •
A powerful engine for education

Keys to Success

- Principals/Administrators are an integral to process
- Continual Collaboration: Both Horizontal & Vertical
- Teacher Professional Experience is a KEY Tool in this process
  - You know your students.
  - Your experience knows what works!
- Revisit and update CAP on a scheduled basis

COUNT OFF

1: Elementary Room
2: Middle School Room
3: High School Room

Discussion of Reflective Questions with all 3 programmatic levels

Regional Education Service Agencies
RESA
• six •
A powerful engine for education

CAP Hat Trick

Three Programmatic Levels – Three Reflective Questions

1. Which Tools were most useful? How did you use the tools? Any adjustments needed?
    a. Performance Descriptors Mastery Charts
    b. CAP Progress Document
    c. NextGen WVCSOs

2. Are there any surprises? Do you see any adjustments for your grade level?

3. What follow-up is needed to embed the CAP Process within your school/County? Have you identified obstacles as you integrate/implement the CAP Process in your school/county?

Regional Education Service Agencies
RESA
• six •
A powerful engine for education

Regional Education Service Agencies
RESA
• six •
A powerful engine for education

THANK YOU!

Contact Information:

- **Marian Kajfez……Director of Programs**
  mkajfez@k12.wv.us
  Office: 304-231-3806

- **Joe Paolo……Director of Special Education**
  jpaolo@k12.wv.us
  Office: 304-231-3823
  Cell: 304-312-2210

- **Jon Pollock……Coordinator of Curriculum and Instruction**
  jpollock@k12.wv.us
  Office: 304-231-3830
  Cell: 304-312-9676

- **Mary Kay Reisinger…Coordinator of School Improvement & Technical Assistance**
  mreising@k12.wv.us
  Office: 304-231-3817

- **Cheryl Tuba……..…Technical Assistance and Support Specialist**
  ctuba@k12.wv.us
  304-231-3818