The Role of the CTAE Leader in Curriculum

- GACTE
- July 18, 2006

Leadership

Factors Influencing Achievement

1. Guaranteed and Viable Curriculum

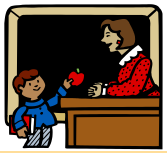
School

2. Challenging Goals and Effective Feedback

3. Parent and Community Involvement

4. Safe and Orderly Environment

5. Collegiality and Professionalism



Teacher

6. Instructional Strategies

7. Classroom Management

8. Classroom Curriculum Design

Student

9. Home Environment

10. Learning Intelligence/ Background Knowledge

11 Motivation

Leadership

Leadership

Leadership

"The number one factor affecting student achievement is a guaranteed and viable curriculum."

–Robert Marzano, *What Works In Schools*

What Works in Schools
(Marzano)

Guaranteed and Viable Curriculum:

- **Identify and communicate the content considered to be essential for all students.**
- Ensure that the essential content can be addressed in the amount of time available for instruction.
- Sequence and organize the essential content so that students have ample opportunity to learn.
- Ensure that teachers address the essential content.
- Protect the instructional time that is available.

Guaranteed and Viable Curriculum

Guaranteed Curriculum

…"Operationally, this means that **clear guidance** is given to teachers regarding the content to be addressed in specific courses and at specific grade levels."

"Additionally, it means that individual teachers do **not** have the option to ***disregard or replace*** content that has been assigned to a specific course or grade level."

Guaranteed Curriculum

"OPPORTUNITY TO LEARN" (OPT)

OPT was first introduced to researchers over 30 years ago!

FIMS (First International Mathematics Study) 1967:

"One of the factors which may influence scores on an achievement examination is whether or not students have had an opportunity to study a particular topic or learn how to solve a particular type of problem presented by the test."

Guaranteed Curriculum

"OPPORTUNITY TO LEARN" (OPT)

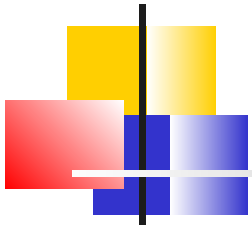
SIMS (Second International Mathematics Study)

Intended Curriculum:
the content specified by the state, district, or school to be addressed in a particular course or at a particular grade level

Implemented Curriculum:
the content actually delivered by the teacher

Attained Curriculum:
the content actually learned by students

Guaranteed Curriculum



"GUARANTEED" means ALL of the following are the same thing!

* Intended Curriculum
* Implemented Curriculum
* Attained Curriculum

Are Yours?

Standards-Based Education System

A system which affects:

- Teacher Planning
- Teacher Instruction
- Student Learning
- Student Assessment
- Classroom Organization

Standards-Based Classroom

- Student achievement is measured by comparing student performance to a standard.
- Students frequently self-assess work with a comprehension of the standards.
- Collaboration is the norm as teachers and students work with the standards.
- Desired results, a range of assessments, and research-based practices are aligned with the performance standards.

What's Different about GPS?

- Student learning is the focus.
- Learning Goals are the same for all students.
- Standards are integrated and should not be taught in isolation.
- Assessments are used to guide and modify instruction.
- Planning is structured in units.
- The effectiveness of instruction is judged by whether students meet the standard.

Beginning With The End In Mind

"When golfers swing their clubs, they know where to aim – toward the flag in the next hole. Pilots file flight plans before getting permission to leave the ground. Successful gardeners plan for a new season, knowing what they want their garden to look like. It seems obvious that reaching a destination is easier if you know where or what it is." R. Tyler (1949)

THE MAGIC OF SEEING THE TARGET

PEER

First Attempt

Reflect & Revise

Feedback & Revise

Feedback

SELF

TEACHER

LEARNING

Implementing GPS should provide clarity about what students should...

KNOW

- Facts
- Vocabulary
- Definitions

UNDERSTAND

- Principles/generalizations
- Big ideas of the discipline

BE ABLE TO DO

- Processes
- Skills

KNOW

- Facts, names, dates, places, information
- There are 50 states in the US
- Thomas Jefferson
- 1492
- The Continental Divide
- Addition facts

BE ABLE TO DO

- Skills (basic skills, skills of the discipline, skills of independence, social skills, skills of production)
- Analyze
- Solve a problem to find perimeter
- Determine the main idea of a passage
- Contribute to the success of a group or team
- Calculate elapsed time

UNDERSTAND

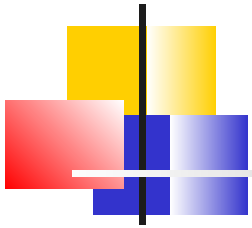
- Essential truths that give meaning to the topic
- Multiplication is another way to do addition
- People migrate to meet their basic needs
- All cultures contain the same elements
- Voice reflects the author
- Blending letter sounds together to form words helps you learn to read
- Text is printed language/dialogue/ideas/thoughts

The Road to Student Success

Although the destination remains constant, the routes we take to reach that destination and the time it takes us to get there may vary.

The Process of Instructional Planning

Traditional Practice	Standards-based Practice
Select a topic from the curriculum ↓ Design instructional activities ↓ Design and give an assessment ↓ Give grade or feedback ↓ Move onto new topic	Select standards from among those students need to know ↓ Design an assessment through which students will have an opportunity to demonstrate those things ↓ Decide what learning opportunities students will need to learn those things and plan appropriate instruction to assure that each student has adequate opportunities to learn ↓ Use data from assessment to give feedback, re-teach or move to next level



Units of study typically involve multiple standards and elements, and many standards and elements will be addressed throughout a grade or course.

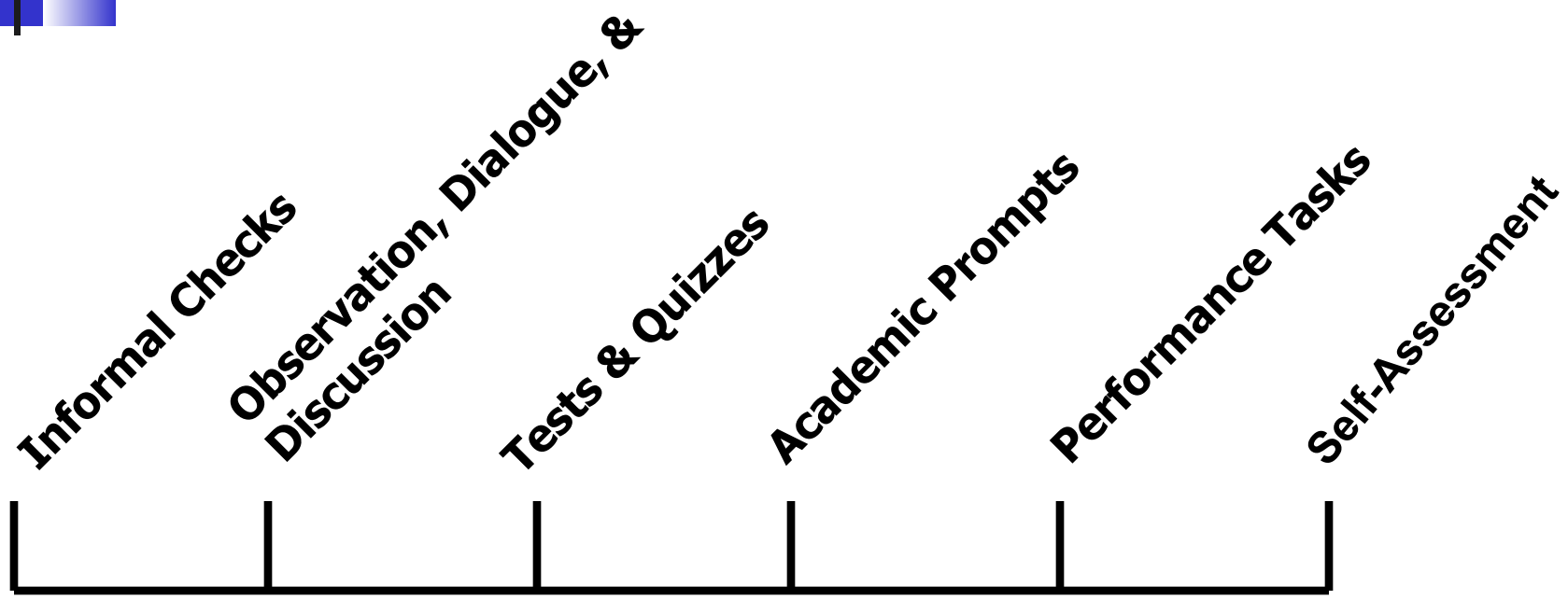
Units of study often take weeks to complete, and during that time students should demonstrate growing levels of competence.

Teaching for Understanding

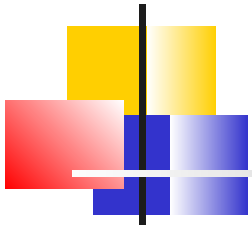
- In order to provide evidence of understanding, students must be able to apply acquired knowledge and skills to new situations.

- Culminating performance tasks allow students to provide evidence of understanding.

Determine an Assessment Plan



adapted from *Understanding by Design*



- No single assessment can meet all the purposes of assessment or information needs of classroom teachers.

Research Suggests . . .

- A balanced range of classroom assessments is effective in improving student achievement, not only in individual classrooms, but also on state or other standardized tests that provide program evaluation data.
- A research review by Paul Black and Dylan William reports effect sizes on high stakes tests of one-half to a full standard deviation for students who experienced "improved formative assessment" in their classrooms.
- This gain is sufficient to improve student achievement on standardized tests by "more than 30 percentile points, two grade-equivalents, or 100 points on the SAT scale" (Stiggins 2002).

Assessment Inventory

- Assessments can also be categorized as selected response, constructed response, performance task, and informal/self-assessment.

- To determine whether or not classroom assessment is balanced, complete the balanced assessment inventory as if you were still in the classroom.

- How might this inventory assist you as you conduct teacher observations?

Types of Classroom Assessment

Selected Response

- Multiple Choice
- True-False
- Matching

Constructed Response

- Fill-in-the-blank (words, phrases)
- Essay
- Short answer (sentences, paragraphs)
- Diagram
- Web
- Concept Map
- Flowchart
- Graph
- Table
- Matrix
- Illustration

Performance Assessment

- Presentation
- Movement
- Science lab
- Athletic skill
- Dramatization
- Enactment
- Project
- Debate
- Model
- Exhibition
- Recital

Informal Assessment

- Oral questioning
- Observation
- Interview
- Conference
- Process description
- Checklist
- Rating scale
- Journal sharing
- Thinking aloud a process
- Student self-assessment
- Peer review

According to Grant Wiggins…

- **What is to be assessed must be clear and explicit to all students.**
- **NO MORE SURPRISES!**
- **Rubrics must accompany all major assignments and assessments.**

The Distinction Between Assessment and Grading

ASSESSMENT

- Continuous progress
- Provides feedback to improve student learning
- May be formative or summative
- Provides a means of collecting evidence of student mastery of the content standards
- Provides a photo album of student progress through which we can observe a student's growth

GRADING

- A means of assigning numerical or alphabetical grade to a student's work
- May be formative or summative
- Provides a means of collecting evidence of student mastery of the content standards
- Provides a snapshot of student progress through which we can observe a student's growth

Assessment *for* Learning

- Not all students learn at the same rate or in the same way.
- Assessment is ongoing and continuous.
- Assessment guides instruction.
- Assessment provides evidence of individual students' growth toward the learning goals.

A Culminating Project/Performance Assessment Task includes:

- Instructions for the students
- Dimensions of the task (knowledge, understanding, skills being assessed)
- Scoring systems:
  - Rubric—used to judge levels of performance
  - Checklist—used to judge whether or not the skill or behavior has been demonstrated

Performance Tasks & Assessments

* often occur over time

* result in a tangible product or observable performance

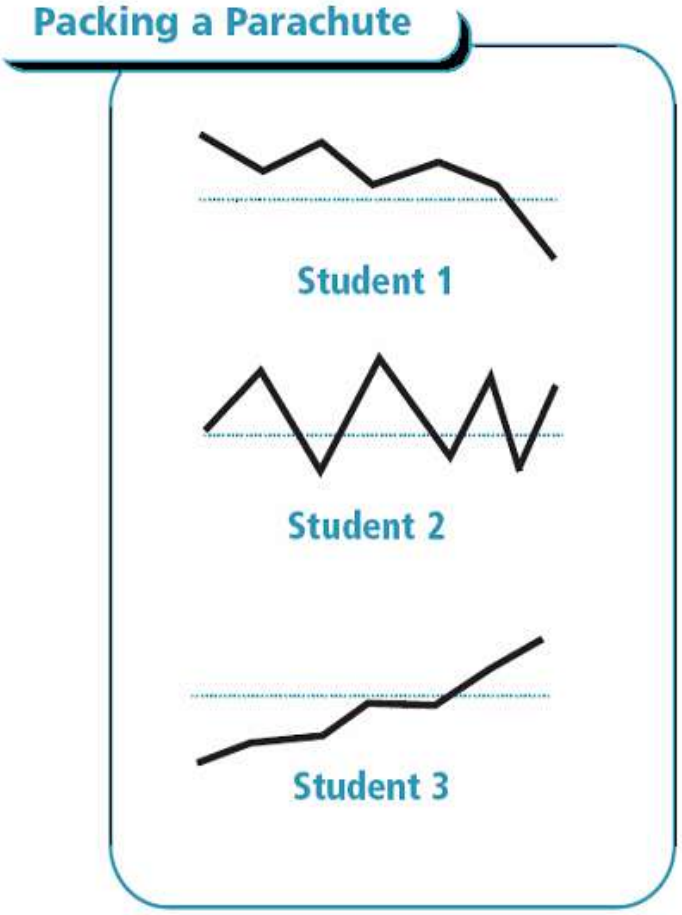
* encourage self-evaluation and revision

* require judgment to score

* reveal degrees of proficiency based on criteria established and made public prior to the performance

* sometimes involve students working with others

Assessment vs. Grading



Student 1 receives mostly As and high Bs in the beginning; but his/her performance drops off considerably, and s/he receives an F on the final performance test.

Student 2 is erratic, receiving an equal number of As and Fs.

Student 3 is clueless at the beginning, but by the last few sessions, s/he catches on and performs flawlessly on the final performance. His/her grades are, in order from the first test to the last, F, F, F, F, F, C, B, A.

Whom do you want to pack your parachute?

- What is the main purpose that should drive classroom assessment?

VIPs—Very Important Points

- Assessment and grading are not the same thing.
- Students should be assessed on nearly everything they do, but it's generally unwise to over-grade or to assign grades before the learning process is complete.
- Students do not all learn at the same rate or achieve the learning goals at the same time.
- Not every unit of instruction will end with a test.
- Averaging to determine final grades does not provide an adequate picture of student growth.
- Students who learn conceptually perform significantly better on standardized tests.

Criteria for Good Tasks

- Involves significant content standards
- Can be solved in a variety of ways
- Elicits a range of responses
- Requires communication
- Stimulates best performance

Performance Tasks . . .

. . . generally occur over time

. . . result in tangible products or observable performances

. . . involve meaning-making

. . . encourage self-evaluation and revision

. . . require judgment to score

. . . reveal degrees of proficiency based on criteria established and made public prior to the performance

. . . sometimes involve students working with others

-Marzano, Pickering, & McTighe

Making Instructional Decisions

- Differentiated instruction is the norm when teaching with performance standards.

- A differentiated classroom is "big on standards," but "short on standardization."

(Tomlinson, The Differentiated Classroom, 29)

Content

Content consists of ideas, concepts, descriptive information, and facts, rules, and principles that the student needs to learn. Content can be differentiated through depth, complexity, novelty, and acceleration. Content includes the means by which students have access to information. Materials can vary according to reading level or by employing text materials on tape.

Process

Process is the presentation of content, including the learning activities for students, the questions that are asked, as well as the teaching methods and thinking skills that teachers and students employ to relate, acquire, and assess understanding of content.

DIFFERENTIATION

Product

Products are the culminating projects and performances that result from instruction. They ask the students to rehearse, apply, or extend what s/he has learned in a unit. A product or performance provides the vehicle that allows students to consolidate learning and communicate ideas.

Learning Environment

The learning environment is the way the classroom looks and/or feels, including the types of interaction that occur, the roles and relationships between and among teachers and students, the expectations for growth and success, and the sense of mutual respect, fairness, and safety present in the classroom.

VIPs—Very Important Points

- All instructional and assessment activities should be designed to move students toward the learning goals—the GPS.
- Students need multiple opportunities to learn using a variety of instructional strategies that incorporate a number of different modalities.
- Instruction should focus on growth for all students. Often the students who come into a classroom knowing the most, learn the least.

Examining Student Work: What is it?

- A group of educators committed to improving their practice and improving curriculum, instruction, assessment, and the learning environment for students
- Requires bringing real student work to the group to be examined
- Uses a formal process for examining that work
- Requires follow-up after student work is examined so that the resulting knowledge is not lost

Examining Student Work: Why do it?

- To improve teaching and student learning
- To ensure learning activities and strategies align with standards
- To allow teachers to calibrate their understanding of what quality looks like
- To encourage appropriate rigor in learning activities
- To inform instructional decision-making
- To help identify trends

What can administrators do to move the implementation process forward?

- Time
  - Provide time for planning/creation of units and assessments
- Support
  - Don't expect too much immediately
- Observations
  - Ask teachers/teams doing exemplary work to share with the entire instructional staff

Observing Teachers with GPS in Mind

- Are learning goals clear to both the teacher and the students?
- Are students actively engaged in their own learning?
- Are the readiness levels, interests, and learning styles of the students being addressed?
- Is assessment *for* learning guiding instruction to ensure growth for every student?

Most importantly…

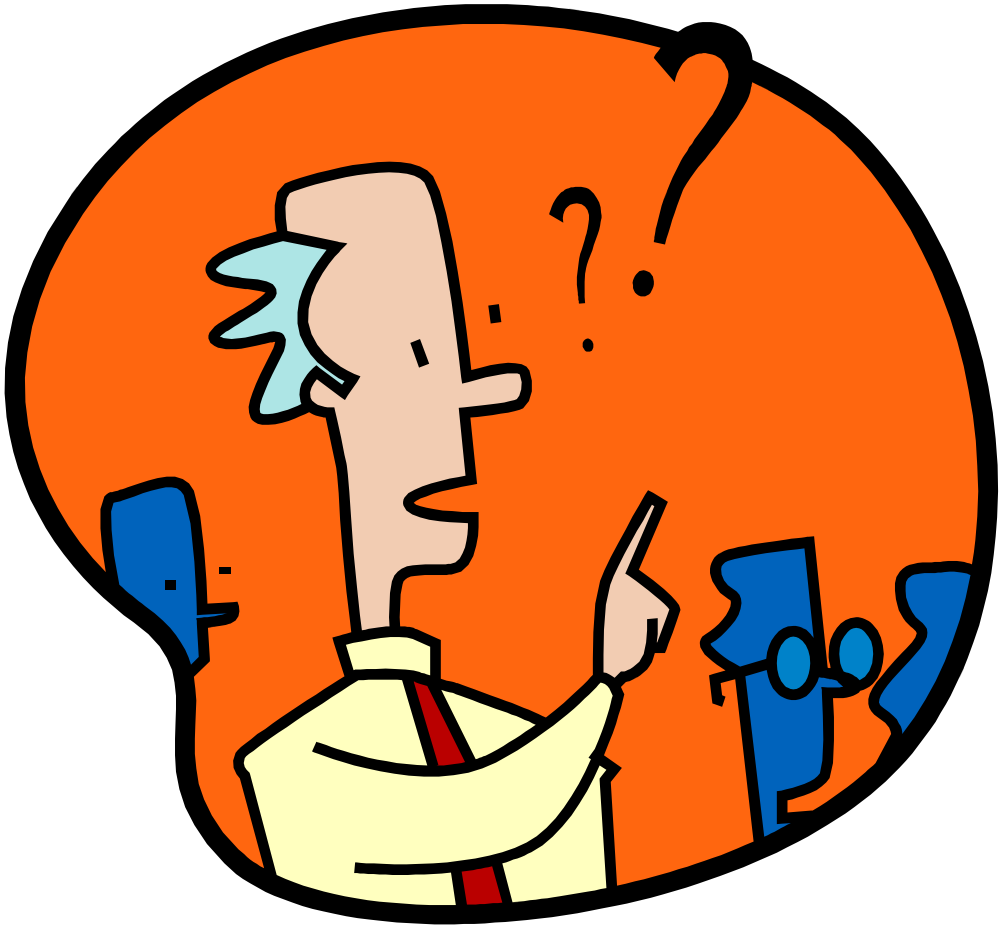
Professional Learning is KEY

GPS Professional Learning

- Standards-Based Unit Design
- Assessment for Learning
- Differentiated Instruction

- Workshops
  - Train the Trainer Model
  - Teachers on Special Assignment
  - Regional
- Online element

Your questions?



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