

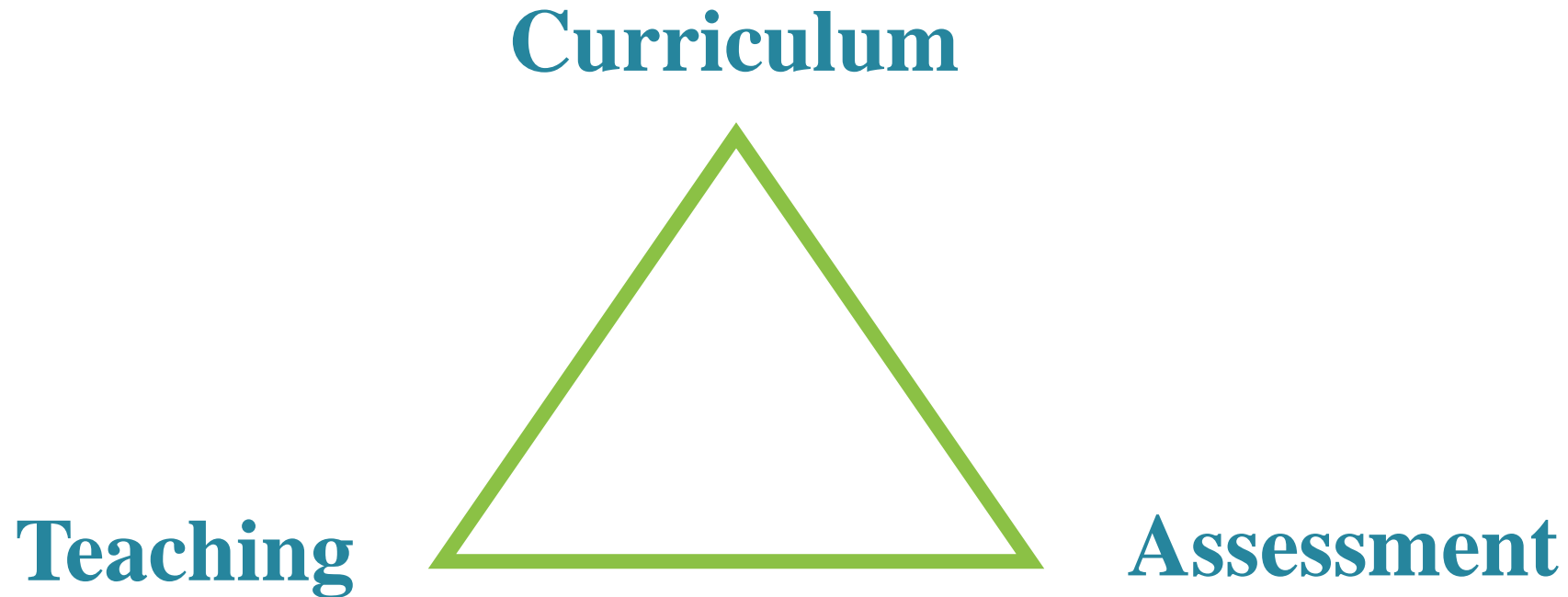
The Curriculum Management Audit

*A Look at the Milton-Union
Exempted Village School District*

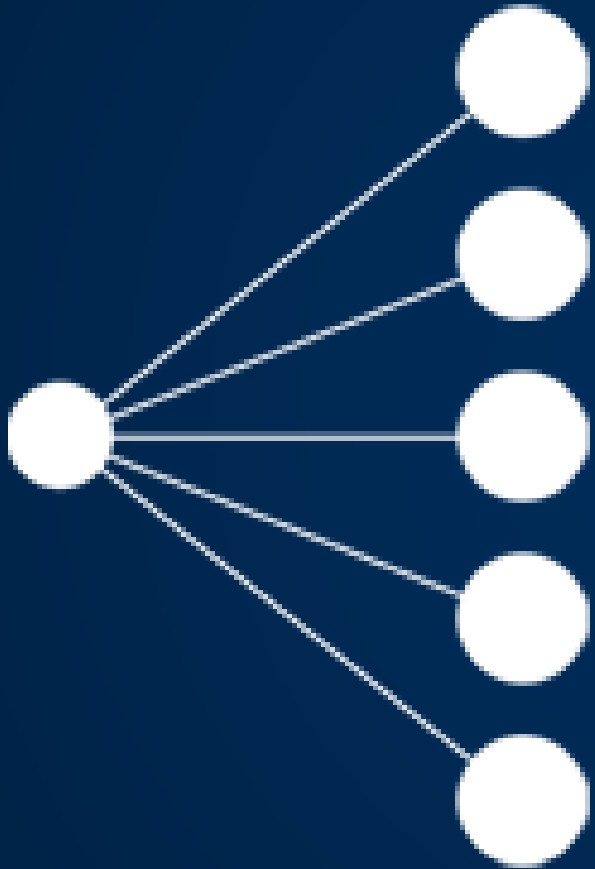
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Foundation of the Model: Alignment of the Written, Taught, Tested



- Curriculum—the work plan
- Teaching—the work
- Assessment—the work measure

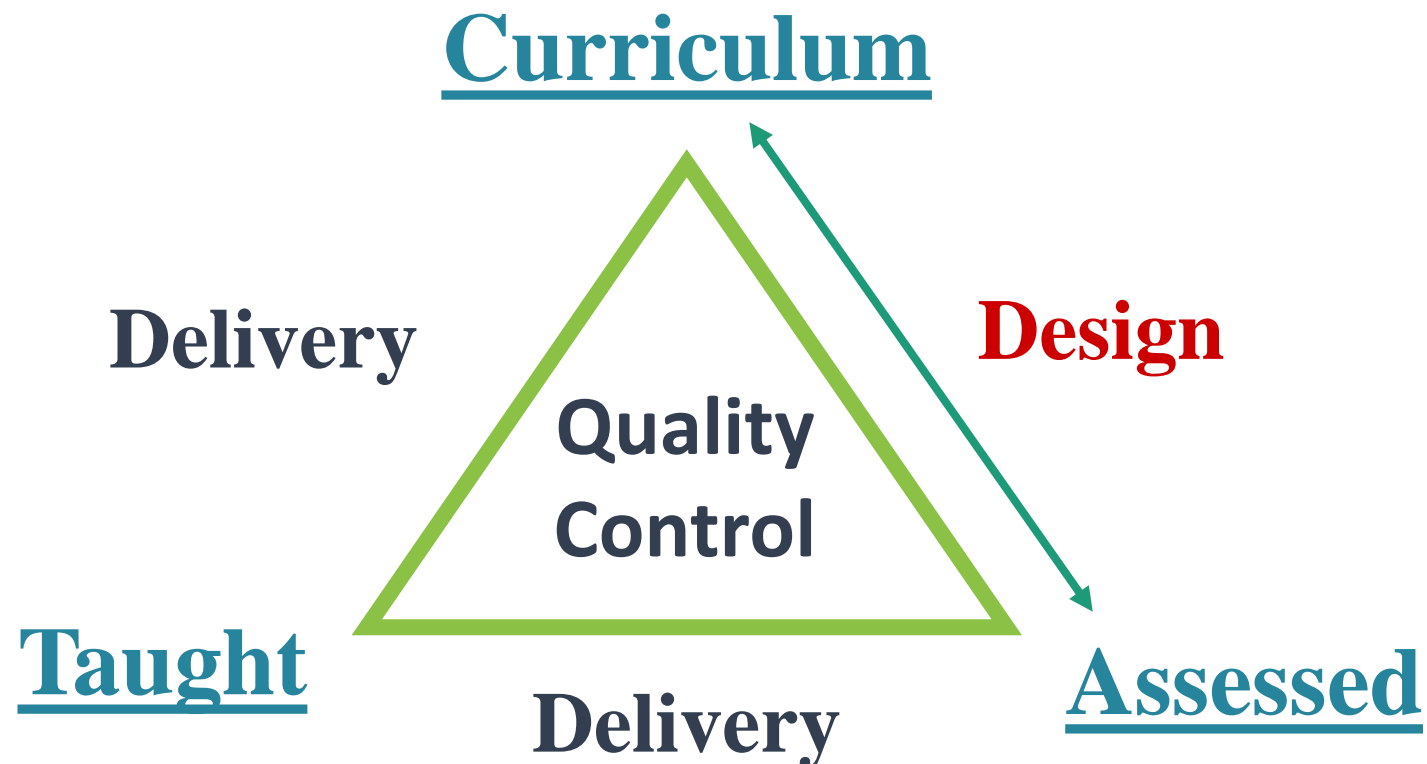


ALIGNMENT: Quality Control

- ALIGNMENT is the key to assuring improved achievement.
- ALIGNMENT must be *supported* and *facilitated* at the district level.
- ALIGNMENT must be *realized* by teachers and principals in the schools.
- Everything taught in the classroom prepares students for ANYTHING they may encounter on *any* assessment (no surprises!!)

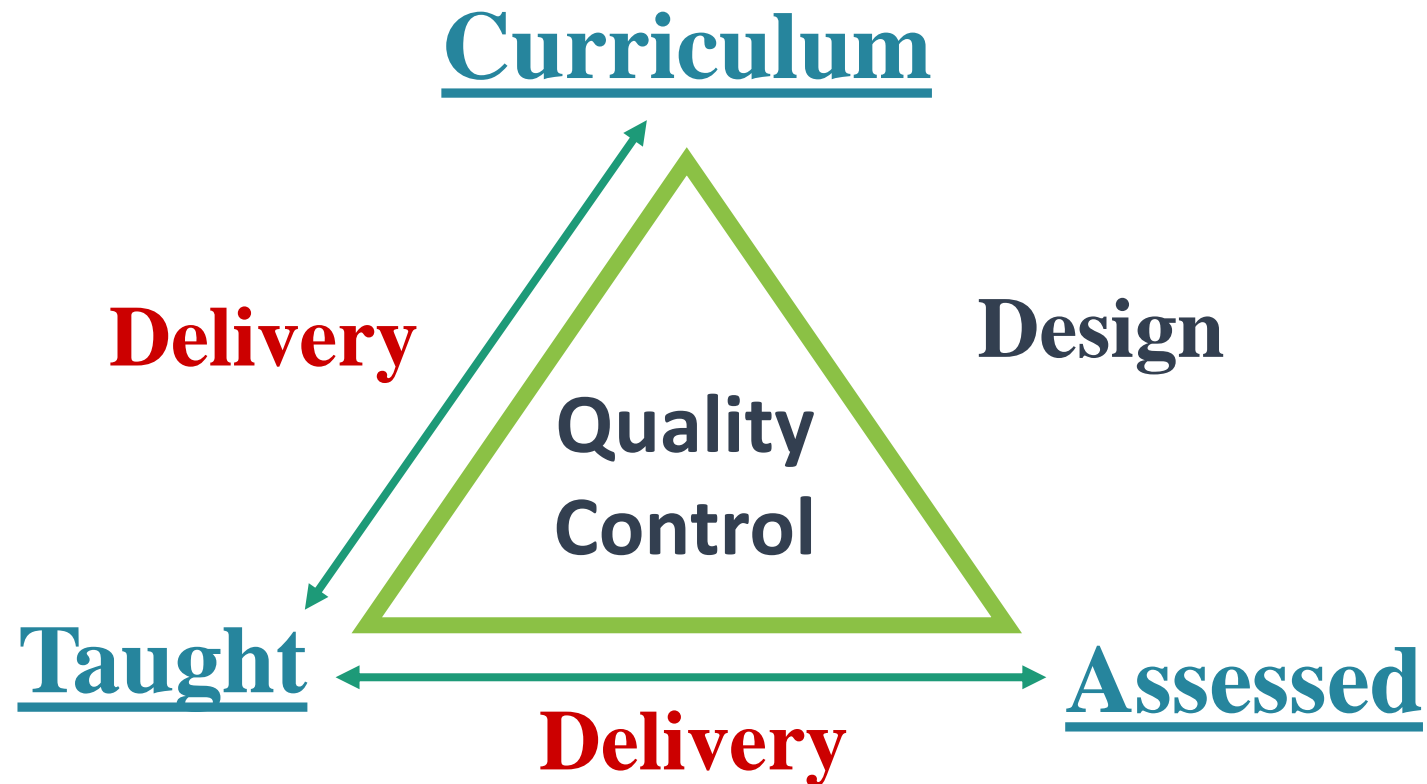
Design Alignment: District

The relationship between the Curriculum (the work plan) and the Test (work measurement).



Design Alignment: School

The relationship of what is *Taught* to (a) the Test and (b) the Curriculum

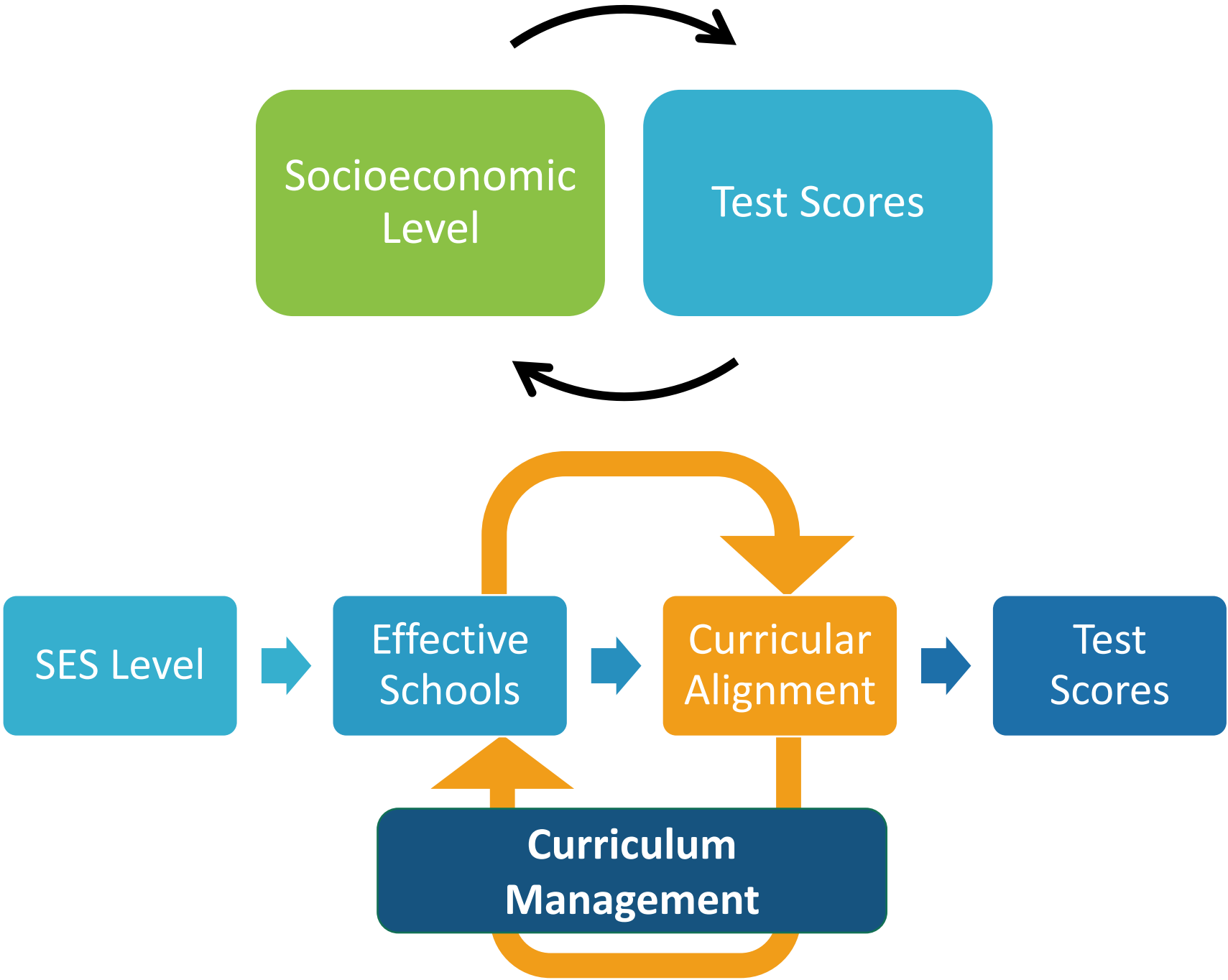




Alignment in Delivery

- As much about WHAT is taught (curriculum) as it is about HOW (teaching/learning that occurs in the classroom), and with what kind of COGNITION.
- Content, Context, Cognitive Demand

Breaking the Cycle of Socioeconomic Determinism with Curriculum Management



The Curriculum Audit

- Examines how well different departments and levels of the system are working to manage curriculum design and delivery to achieve and maintain *alignment*—in all three dimensions.

Content | Context | Cognitive Demand



Tightly Held

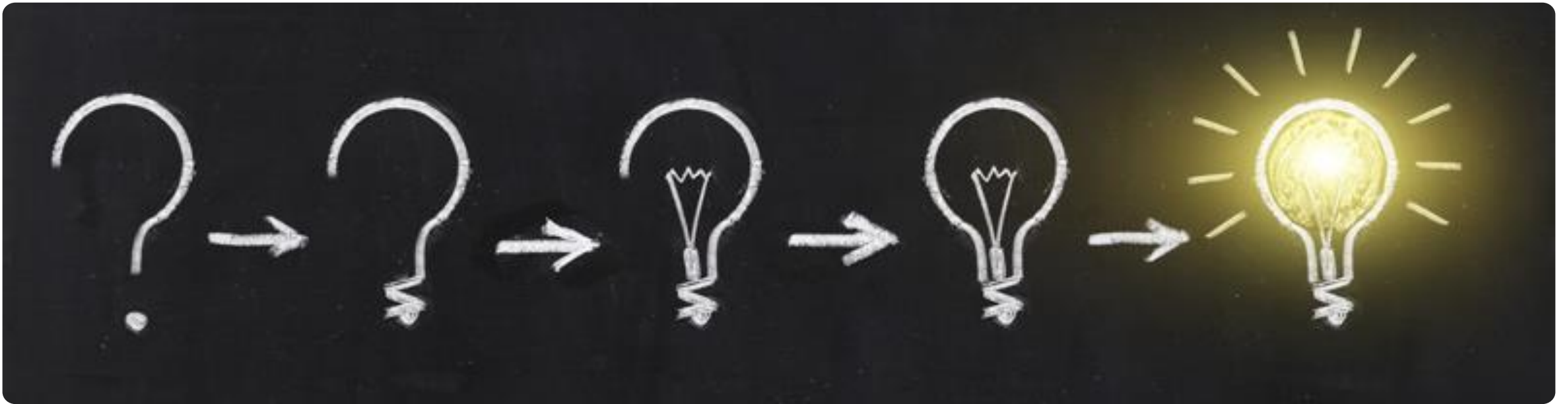
(District Level)

- ENDS
- VISION
- MISSION
- GOALS STANDARDS
PRIORITIES
- STUDENT OBJECTIVES (What students are walking away with--mastery!)—the **LEARNING**
- STUDENT ASSESSMENTS
- PROGRAM GOALS, VISION, MISSION

Loosely Held

(School Level)

- MEANS
- INSTRUCTION
- STRATEGIES
- GROUPINGS
- STAFFING
- PROCESSES
- RESOURCES/
MATERIALS
- PROGRAM IMPLEMENTATION



What the Audit Looks For (5 Focus Areas):

1. Vision and Accountability: control of resources, programs, and personnel;
2. Direction: clear and valid objectives for students;
3. Internal consistency and equity in programs;
4. Feedback: use of results from assessments to adjust, improve, or terminate ineffective practices or programs;
5. Productivity: continual improvement in organizational productivity.

District STRENGTHS

- Proud Heritage and Historical Connection
- Consistent Student Annual Enrollment
- LEED Certified Gold Rated Educational Facility
- 1:1 Technology
- Stable Administrative Leadership
- Numerous Grants Awarded





Focus Area 1: Vision and Accountability

- **Finding 1.1:** Board policies and administrative guidelines do not have adequate specificity to define district vision and assure accountability for curriculum management and related responsibilities.
- **Finding 1.2:** The organizational chart does not provide sound organizational management of the school system. Job descriptions do not clearly communicate roles and responsibilities associated with curriculum design and delivery.

Focus Area 2 Analyses:

- Alignment of WRITTEN curriculum and curriculum resources with the state standards
- Alignment of WRITTEN curriculum and curriculum resources with the state TEST (released items)
- Alignment of TAUGHT curriculum (observed in classrooms and artifacts collected) with the state standards
- Alignment of TAUGHT curriculum (observed in classrooms and artifacts collected) with the state TEST (released items)





Focus Area 2: Clear and Valid Objectives (Direction)

- **Finding 2.1:** Curriculum planning is needed across the system to direct a consistent and systemic process for designing, implementing, monitoring, evaluating, and revising an aligned curriculum for improved student learning.
- **Finding 2.2:** The scope of the written curriculum is not adequate to provide direction for instructional delivery and student learning.

Focus Area 3: Consistency and Equity

- **Finding 3.1:** Classroom observations revealed low cognition and limited differentiation in whole-class, teacher-centered classrooms.
- **Finding 3.2:** Most classroom artifacts are aligned to the Ohio Learning Standards; the majority of the artifacts require lower cognitive demand.
- **Finding 3.3:** The district needs a comprehensive professional development plan to guide long-range direction, system coordination, and evaluation.



Focus Area 4: Assessment

- **Finding 4.1:** Although the district regularly assesses student achievement, the district needs more adequate direction for a comprehensive student assessment program.
- **Finding 4.2:** The scope of formal student assessment is inadequate to evaluate the taught curriculum.



Focus Area 5: Productivity

- **Finding 5.1:** The district's financial position is sound.
- **Finding 5.2:** The district has moved to a 1:1 environment, but an outdated technology plan has resulted in limited, ineffective use of technology in instructional delivery and student work.



RECOMMENDATIONS

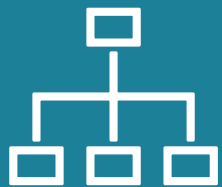
- Based on the findings, what needs to change systemically to get better?
- What changes in the overall organizational structure, to improve effectiveness?
- What changes to the written curriculum?
- What changes to the TAUGHT curriculum?
- What processes could be improved?
- What goals/expectations could be more clearly defined?
- MAIN FOCUS: improve student learning and engagement, as measured by assessments

Recommendations:



Recommendation 1: VISION and PLANNING

Develop a comprehensive, multi-year implementation plan that addresses the findings and recommendations contained in the audit report.



Recommendation 2: ORGANIZATIONAL STRUCTURE

Establish and maintain adequate control over curriculum management with adoption and implementation of curriculum management related board policies and administrative guidelines.

Recommendations:



Recommendation 3: CURRICULUM PLANNING, DEVELOPMENT, and DELIVERY

Develop and implement a comprehensive curriculum management plan that coordinates and prioritizes all curriculum functions and tasks in the district. Develop curriculum guidelines with clear expectations for rigor in instruction as well as in student materials and resources for both core and non-core courses.



Recommendation 4: ASSESSMENT PLANNING, DEVELOPMENT, and USE

Develop a district staff development plan that incorporates an emphasis on growth in curriculum design and delivery, effective classroom strategies that align with district expectations, and ongoing professional growth among all employees.

Recommendations:



Recommendation 5: EQUITY

Revise and implement a district technology plan to support the management and equitable use of instructional technology across the district and to enhance student learning and staff productivity. Clearly identify expectations for technology usage in classrooms and provide adequate professional development and oversight to ensure its implementation and links to student learning.



Next Steps:

- Decide whether or not your school system is truly interested in getting better at defining and supporting high level student learning
- Keep the focus 100% on STUDENT LEARNING, the vision for what it needs to look like, and the organizational shifts needed to support it.