CURRICULUM ALIGNMENT PROCESS

School Improvement Priority Conference
September 22 – 23, 2014
PURPOSE OF TRAINING

Today's Work will include:

- General Session - Overview of the Curriculum Alignment Process (CAP)
- Scenario in Programmatic Levels -
  - Each School will Role Play a grade level or subject area
  - Review entire process, but will have *time limitations*
  - Reflection in Mixed Programmatic Levels

- Receive all materials: Opening Power Point, Programmatic Power Point, Programmatic Script, and All Handouts
The FAST team developed CAP in order to:

- Enable an interschool cooperative effort that creates consistent curricular practices for writing across the curriculum, critical skills development, key vocabulary, processes that align with WV’s Literacy Standards and the Next Generation Content Standards and Objectives.
- Create seamless transitions in progressions from one grade to the next and within grade spans.
- Provide opportunities for interschool and intra-school collaboration.
- Close Gaps in curriculum and Assess Standards-based instruction
- Determine a data system to monitor progress.
- Promote Total School Involvement!
COMPASS POINTS: PERSONALITY

Directions:
• Listen to the descriptions of each point.
• Choose the most accurate descriptor...
• Move to that area
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.
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
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?
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?
Step I: Present Alignment

- 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.
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 PAST; Hear the FUTURE
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 **PRESENT**
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.
Next Gen CSO’s (available online, Teach 21)
CAP Progression Documents:

- Used for Data Collection
- Individual Curriculums are Analyzed and Prioritized according to the Critical Skills, Key Vocabulary, and Concepts Students need to Enter and Exit each Grade, and how it aligns to the Next Gen CSO’s and the Literacy Shifts.

- Creates documentation for Vertical and Horizontal discussions/collaboration on the most Critical Skills, Vocabulary, and Concepts.
### Example CAP Progression Doc: 3rd Grade Civics

<table>
<thead>
<tr>
<th>Grade Level Reviewing: 3rd</th>
<th>Social Studies:</th>
<th>Key Vocabulary and Concepts (The “Know” and “Understand” – extract the phrases and words from the CSO’s and rank in terms of instructional importance)</th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics:</td>
<td>Critical Skills</td>
<td>Civics:</td>
<td>To Achieve Mastery Students will: Provide examples of and explain democratic values and beliefs,</td>
</tr>
<tr>
<td>1. Provide Examples</td>
<td>(The “Do” – Extract the verbage from the CSO’s and rank in terms of instructional importance)</td>
<td>1. Liberty</td>
<td>Determine cultural origin,</td>
</tr>
<tr>
<td>2. Determine</td>
<td></td>
<td>2. Democracy</td>
<td>Explain customs of one’s own society,</td>
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<tr>
<td>3. Explain</td>
<td></td>
<td>3. Rule of Law</td>
<td>Examine how the rights and responsibilities…, compare and contrast…,</td>
</tr>
<tr>
<td>4. Examine</td>
<td></td>
<td>4. Family Values</td>
<td>(etc.)</td>
</tr>
<tr>
<td>5. Practice</td>
<td></td>
<td>5. Culture/Cultural/Multicultural</td>
<td>(etc.)</td>
</tr>
<tr>
<td>6. Rights/Patriot (-ic)</td>
<td></td>
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<td></td>
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<tr>
<td>7. Conflict/Resolution</td>
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<tr>
<td>8. Working Together</td>
<td></td>
<td>8. Working Together</td>
<td></td>
</tr>
<tr>
<td>(etc.)</td>
<td></td>
<td>(etc.)</td>
<td></td>
</tr>
</tbody>
</table>

#### Notes, Additional Evidence for Choices, and Omitted or Missing Skills, Vocabulary, and Concepts:
- 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.
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.
TOOL KIT

Professional Experience

- Draw from your years of personal experience in the classroom
- You know what has been effective for student achievement
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?
“...BE THE CHANGE YOU WANT TO SEE...”
~GANDHI
In order to ease the data collection process, the CAP Progression Documents will be placed on MS Office 365.

Benefits:
- K – 12\textsuperscript{th} alignment
- Real-time sharing and template updates
- Allows for collaboration throughout the year.
- Access from anywhere via the Internet
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
Report to assigned room:

- Elementary School
- Middle School
- High School

Begin PROMPTLY at 9am
THANK YOU!

- **Nick Zervos**.................................Executive Director
  nzervos@k12.wv.us
  Office: 304 – 231 – 3804

- **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

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

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

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

- **Rick Redd**.................................Technical Assistance and Support Specialist
  rredd@k12.wv.us
  Office: 304 – 231 – 3808