Prioritizing the Curriculum

“A Process for Developing Guaranteed and Viable Curriculum”
Guaranteed and Viable Curriculum

“The single most important initiative a school or district can engage in to raise student achievement.”

- As referenced by Bob Marzano in his book:

What Works In Schools
KEYS to Academic Success

- Viable Curriculum
- Prioritized Grade Level Expectations
- Unlocked Grade Level Expectations
- Focus Lessons for Re-teaching and Review
- Extension Lessons for bubble students
- Enrichment Lessons for high performing students
Guaranteed Curriculum

• **EVERY STUDENT** is provided the opportunity to learn a **core curriculum** which provides them with the probability of success in school.
Viable Curriculum

• Schools make sure that the necessary time is available and protected so students will be able to learn the guaranteed curriculum {LCC}. 
Quality Curriculum

• Provides teachers with a *guide* for what students need to learn in order to be successful.

• Prevents *redundancies* in instruction.

• Guards *against gaps* in student learning – directly linked to assessments.
Quality Curriculum

• Provides a **sequence** of what needs to be learned across individual grade levels or courses as well as a **vertical sequence** from grade level to grade level or from course to course based on LCC.

• Provides teachers with a **correlation** to the standards and assessments in an attempt to assure students are as well prepared as possible for iLEAP/LEAP/GEE and EoC Exams.
The **highest quality curriculum** is developed by utilizing a wide range of resources during the development and subsequent **monitoring** of the curriculum.

- Standards
- Benchmarks
- Performance objectives / GLEs
- Louisiana Comprehensive Curriculum (LCC)
- Curriculum Mapping/Prioritized GLE’s
- Assessments – iLEAP/LEAP/GEE/End of Course Exams – Aligned to Uniform Curriculum
What is it?
Any document or plan that defines:
- the work of teachers
- the content to be learned by the students
- the methods to be used in the process.

What is it like?
A path or course to run in small steps.

What is the Purpose?
To focus and connect the instruction of classroom teachers in school to the standards/GLE’s and assessments in order to raise student achievement.

Curriculum

What isn’t it?
Curriculum is NOT
the textbook or program you purchased from a publisher.

Curriculum can no longer be what you’ve been doing for the past 15 years unless it is demonstrated to be in line with the standards and assessments!
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**K - 8 Assessment Index**: 0.0
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**9-12 Assessment Index**

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Why Prioritize the Curriculum?

• Every state’s curriculum has far too many standards (GLE’s) to be learned in the time available.
• Not all content is equal.
• In the past, teachers have had to independently prioritize their curriculum/instruction - which has provided an uneven “taught” curriculum that results in inconsistent achievement.
Why **Prioritize** the Curriculum?

- **The prioritizing curriculum process** provides the means to deal with this abundance of standards/GLE’s and limited time.
- **Prioritizing** the curriculum **does not eliminate curriculum**, but rather ‘codes the curriculum’.
- **All teachers** that teach a common grade or course, now will emphasize **the same learning & understanding** rather than emphasizing “coverage”!
How to Prioritize the Curriculum

• Select GLEs that meet the following criteria:
  – Developmentally appropriate knowledge and skill must be taught in depth in a particular grade
  – Knowledge and skills students will need as prior knowledge for the next grade
  – Knowledge and skills students will need to know and demonstrate successfully on end of year standardized tests
How to **Prioritize** the Curriculum

- Provide direct emphasis to the most *essential skills* as the curriculum spirals upward and around the same standards from K-12

- Designate areas for *enrichment and extension* beyond the essential skills

- Vertically *aligned* and logically *sequenced*
Best Curriculum

• The **highest quality curriculum** is developed by utilizing a wide range of resources during the development and subsequent *monitoring* of the curriculum.
  
  – Standards
  – Benchmarks
  – Performance objectives / GLEs
  – Louisiana Comprehensive Curriculum (LCC)
  – Curriculum Mapping/Prioritized GLE’s
  – Assessments – iLEAP/LEAP/GEE/End of Course Exams – Aligned to Uniform Curriculum
Unlocking GLEs

• Tools
  – Louisiana Comprehensive Curriculum
  – State Assessment Guides
  – GLE Handbooks
  – GLE Frequency Charts
  – Released Test Items
  – Key Concepts
  – Textbooks and Outside vendor alignment guides
  – Setting priority standards (Essential, Important, Condensed)
Criteria and Consideration

- Prioritize the GLEs for content area and grade level

  - Essential:
    - big ideas/covered most frequently;
    - 50% of content; 60-70% of instructional time;
    - high # of test items on state assessment;
    - mastery in current year

  - Important:
    - key knowledge/skills/covered less frequently;
    - 30% of content; 20-30% of instructional time;
    - fewer # of items on state assessment

  - Condensed:
    - less important/least frequently covered;
    - 20% of content; 10-20% of instructional time;
    - reinforcement; extension/enrichment
Lafayette Parish School System

Grade 8 Mathematics

Prioritized Grade Level Expectations
<table>
<thead>
<tr>
<th></th>
<th><strong>38</strong> Sketch and interpret a trend line (i.e., line of best fit) on a scatterplot (D-2-M) (A-4-M) (A-5-M)</th>
<th>E</th>
<th>6, 7</th>
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<td><strong>39</strong> Analyze and make predictions from discovered data patterns. (D-2-M)</td>
<td>C</td>
<td>4, 5, 6, 7</td>
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<td><strong>39</strong> Analyze and make predictions from discovered data patterns (D-2-M)</td>
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<td><strong>39</strong> Analyze and make predictions from discovered data patterns (D-2-M)</td>
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<td><strong>39</strong> Analyze and make predictions from discovered data patterns (D-2-M)</td>
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<td><strong>40</strong> Explain factors in a data set that would affect measures of central tendency (e.g., impact of extreme values) and discuss which measure is most appropriate for a given situation (D-2-M)</td>
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<td><strong>41</strong> Select random samples that are representative of the population, including sampling with and without replacement, and explain the effect of sampling on bias (D-2-M) (D-4-M)</td>
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<td>2, 8</td>
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<td><strong>42</strong> Use lists, tree diagrams, and tables to apply the concept of permutations to represent an ordering with and without replacement (D-4-M)</td>
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<td>Use understanding of base words, roots, prefixes, and suffixes to decode more complex words (ELA-1-E1)</td>
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<td>Determine the meaning of unfamiliar words using knowledge of word origins and inflections (ELA-1-E1)</td>
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<td>All</td>
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<td>Determine word meanings, word choices, and pronunciations using a broad variety of reference aids such as dictionaries, thesauruses, synonym finders, and reference software (ELA-1-E1)</td>
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<td>Adjust speed of reading to accomplish purpose based on text complexity (ELA-1-E3)</td>
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<td>Identify a variety of story elements, including:</td>
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<td>a. the impact of setting on character</td>
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<td>Identify literary devices, including metaphor and hyperbole (ELA-1-E4)</td>
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<td>Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses (ELA-1-E5)</td>
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<td>Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses (ELA-1-E6)</td>
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<td>Increase oral and silent reading fluency and accuracy with grade-appropriate texts (ELA-1-E7)</td>
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<td>Demonstrate oral reading fluency of at least 140 words per minute in fourth-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)</td>
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<td>Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses (ELA-6-E1)</td>
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Redelivery and Monitoring

• **District Level**
  – Teacher review meetings
  – Roll out meetings
  – Job-embedded professional development sessions
  – Walk Throughs

• **School Level**
  – School-wide faculty meetings
  – Walk Throughs
  – Distribute by grade levels, content areas
  – Review with collegial discussion to examine
    • Content and language
    • Cognitive level
    • Vertical alignment
Re-delivery Strategies: Which is most effective?

Average Retentions

- Lecture: 5%
- Reading: 10%
- Audio-Visual: 20%
- Demonstration: 30%
- Discussion Group: 50%
- Practice by Doing: 75%
- Teach Others/Using Your Learning: 90%
Implementation

– Teachers collaborate, plan, & implement lessons with reference to priority (Eliminate “cut and paste” planning)

- Emphasize the *Essential* GLEs for all students within LCC

- Differentiate as needed with all GLEs

- Provide tutoring and interventions with respect to *Essential* GLEs

- Assure students’ test readiness for *Essential* GLEs
Implementation

• **Essential**
  – Needed for *all students* to experience successful performance on state testing
  – Traditionally *low performing* students should concentrate on these GLEs for test preparation

• **Important and Condensed**
  – Needed for *on level and above level* students to increase performance levels
  – Students extend enrichment activities to increase performance levels and move to mastery and advanced
Ongoing Support

• Teachers reinforce understanding through collegial dialogue & application

  • Department and grade level meetings
  • Teacher-Teacher and Teacher-tutor collaboration
  • Teaming meetings
  • Interactions with Lead Teachers, school administrators and supervisors

Keys to Academic Success
Benefits for Students…

• Mobility has much less impact on student achievement
• Instruction is directly connected to what is assessed
• Consistency of “BEST PRACTICE” strategies and formats raise performance
REMEMBER…

Teachers must be clear about their purpose.
It is not only to teach…
But to teach so children will learn.

John Hodge,
LPSS Administrative Conference, 2010