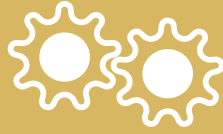


Guidelines for Curriculum Review

COLLABORATE



Big Idea: Collaborate as a faculty to study the subject.

- Review the needed components for effective student learning outcomes, instruction, and assessments to monitor student growth and achievement for that topic.
- Review state or national philosophy and standards for the subject area. Standards assist with clarifying what student learning can look like. They are written as the “floor not the ceiling”, so the standards provide a way to see the learning progression from grade-level to grade-level.

STEP

1

Collaborate: What is our shared vocabulary?

Curriculum is the big overarching vision of what is the desired outcome for a student in that subject area.

Instructional Resources or Programs are the tools that teachers use to accomplish the curriculum. This can include core programs (textbooks, kits, etc) and supplemental resources or shared instructional routines among grade levels.

Remember, the curriculum is not your textbook, but it does include:

School's Vision

Measurable Learning Outcomes

Success Criteria

What does the learning look like?
What does the learning sound like?

Matching Assessments

Both Formative and Summative

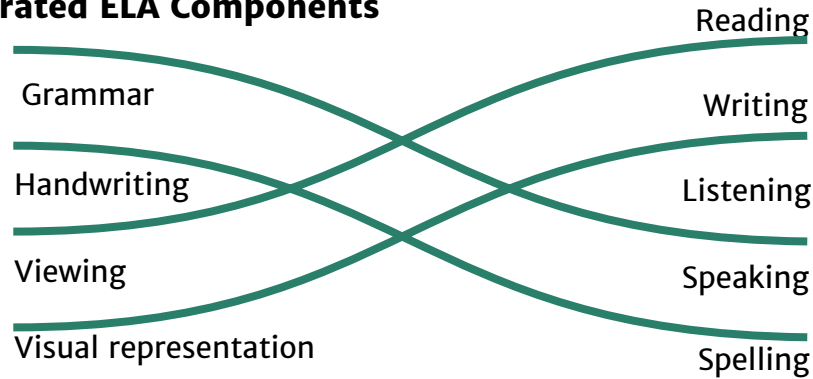
Learning Activities

Delivered via High Quality Instructional Routines

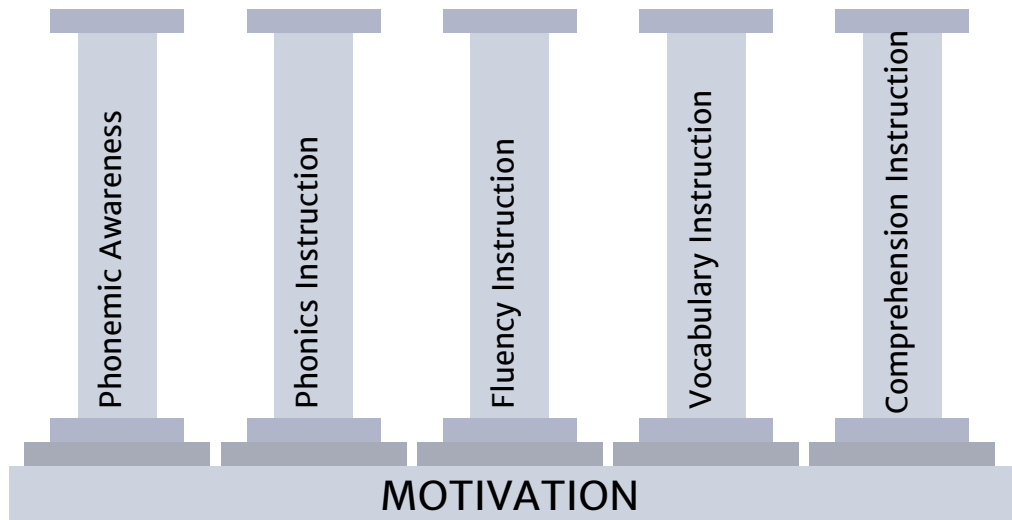
STEP 2

Collaborate: What components are necessary in effective ELA instruction?

Integrated ELA Components



5+1 Pillars



What makes a more effective reading teacher?

- + Teaching vs. Telling
- + Knowing your students
- + Knowing the content
- + Knowing the standards
- + Analyzing the class day/schedule to optimize learning
- + Planning for whole group, small group, and individual instruction
- + Differentiating instruction for all learners
- + Assessing student learning in a variety of ways

STEP 3

Collaborate: What needs to be taken into consideration?

- Review and seek to understand any state legislation
- Keep shared vocabulary in mind as you collaborate together.
- Keep the components of effective ELA instruction in mind as you collaborate together.
- Review, discuss, and build consensus on how state ELA philosophy and standards will fit with your school's vision for student learning.

Reference "Resources to Learn More about the Research around the Science of Reading"

CREATE



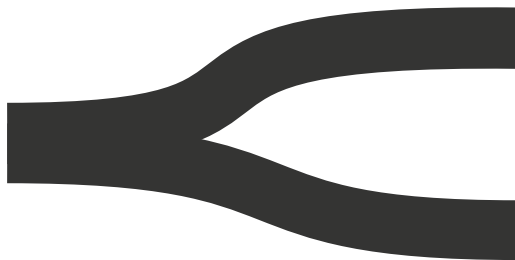
Big Idea: Create a written curriculum that clearly paints the picture of your school's vision for ELA education for your students.

- Think of curriculum as a roadmap, where the faculty determines the destination of what the teachers want students to know, understand, and do. And, this roadmap includes the route (learning outcomes, matching assessments, and types of instruction) to ensure our students get to that destination

STEP

4

Collaborate: What is your school's plan aka curriculum for ELA?



Pathway 1

Review the existing written curriculum and revise it taking into account all that the faculty has learned.

Pathway 2

Create a written curriculum taking into account all that the faculty has learned.

Reference "Resources to Assist with Curriculum Reviews"

CONDUCT



Big Idea: Conduct a review of current instructional resources and programs and also any instructional resources or programs that are being considered.

- The faculty has taken time to collaborate around the topic through research and time to create a curriculum roadmap. It only makes sense to seek out an ELA program that aligns with the vision and learning progression that the faculty has established in the written curriculum.

STEP

5

Collaborate: What instructional resource(s) will we use to accomplish our curriculum?

- Determine a rubric in advance (reference website)
- Review current ELA program against the rubric to see if with tweaking it can be maintained
- Review other ELA programs against the rubric to see if pivoting to a different program is better for student learning in your school.