



DEVELOPING AND DELIVERING A HIGH-QUALITY CURRICULUM: THE CASE FOR ALASKA

**PAT PORTER, VICE-PRESIDENT
LARGE-SCALE ASSESSMENT**

and

**DR. IRA GLICK, SENIOR DIRECTOR
DEVELOPMENT**

Data Recognition Corporation

Assessment

**Educator
Preparation**

Accountability

GLEs

Instruction

Curriculum



DEFINITION OF CURRICULUM

- What students should know, be able to do, and be committed to (content)
- How it is taught (instruction)
- How it is measured (assessment)
- How the education system is organized (context)

SOME POTENTIAL CRITERIA FOR DEVELOPING AND DELIVERING A HIGH-QUALITY CURRICULUM

- Alignment
- Quality
- Design
- Rigor
- Relevance

DETERMINING ALIGNMENT

ALIGNMENT FRAMEWORK-

A comprehensive and systematic set of criteria for reviewing your curriculum to determine alignment with the GLEs

WHY ALIGN

Ask your neighbor why alignment is important.

What did your neighbor say?

HOW BEST TO DETERMINE ALIGNMENT

Internal review

External review

Some Methods for Alignment

- Through a state-mandated curriculum, based on state content standards, that all districts use
- Through a state mandate for local district curricula that are based on state content standards
- Through a recommended curriculum developed by a local district

ALIGNMENT

- Extent to which the curriculum aligns with the GLEs
- Appropriateness of the number of activities which address each of the GLEs

QUALITY

- Grade-level appropriateness
- Variety in types of activities to address learning styles
- Variety and appropriateness of assessments

QUALITY

- Evidence of a continuum of learning with increasing complexity from one grade to another
- Degree to which foundational pieces (e.g., student understandings, guiding questions, unit title) of curriculum fit together

DESIGN

- Evidence of a user-friendly format
- Provision of clear instructions for implementation

RIGOR

- The extent to which the curriculum matches the rigor in the GLEs
- *For those really in the know, this is a particularly challenging criterion.*

Grade 5 social studies GLE:

Describe types of settlements and patterns of land use in Colonial America and suggest reasons for locations of cities and settlements.

RIGOR (cont'd)

So, what's your take – would you consider this a fairly rigorous demand on a 5th grader?

What would the expectations be for a student to successfully meet this particular GLE?
What would need to be demonstrated?

How easy/difficult would it be to assume that a student successfully mastered this GLE ?

RELEVANCE

- The extent to which the curriculum connects students to daily life
- The extent to which the curriculum connects students to future life/career

How viable are these as criteria?

- Alignment
- Quality
- Design
- Rigor
- Relevance

Are they all equally important?

BRAINSTORM

- Are there other criteria you would consider using to evaluate the extent to which your curriculum aligns with the GLEs?
- What specifically would you be examining for each of the criteria noted?

SUGGESTED UNITS OF ANALYSIS

- UNIT LEVEL
- COURSE/GRADE LEVEL
- CONTENT AREA LEVEL
- OTHER ORGANIZATIONAL SCHEMA?

OPERATIONALIZING REVIEW OF ALIGNMENT

UNIT LEVEL

- The unit's content aligns with the GLEs.

COURSE/GRADE LEVEL

- Rolled up results from the unit level.

OPERATIONALIZING REVIEW OF QUALITY

UNIT LEVEL

- The activities for the unit adequately address the targeted GLEs.

COURSE/GRADE LEVEL

- The course reflects best practices in teaching.

OPERATIONALIZING REVIEW OF DESIGN

UNIT LEVEL

- The unit title generally reflects the ideas and concepts taught.

COURSE/GRADE LEVEL

- The design and sequencing of units in the course documents is appropriate.

OPERATIONALIZING REVIEW OF RIGOR

UNIT LEVEL

- The unit's activities appropriately match the rigor of the GLEs.

COURSE/GRADE LEVEL

- The course appropriately matches the rigor of the GLEs.

OPERATIONALIZING REVIEW OF RELEVANCE

UNIT LEVEL

- The activities for this unit use real-world examples students are likely to encounter in everyday life.

COURSE/GRADE LEVEL

- This course does a good job of relating the activities to students' future lives (e.g., jobs, careers, civic responsibilities).

KEY CONTENT AREA QUALITY ISSUE FOR CONSIDERATION

Looking across all of the courses in this content area, they reflect a learning continuum that shows an appropriate progression of knowledge and skills from grade to grade.

LET'S GIVE THIS A WHIRL



USE YOUR PROFESSIONAL JUDGMENT

MATH GRADE 3 UNIT

- Evaluate this unit using the handout provided

FINDINGS

- Strengths
- Weaknesses
- Surprises
- Recommendations for improvement

EVALUATE YOUR CURRICULUM

- Repeat the exercise
 - By yourself, using your curriculum
 - If you don't have a copy of your curriculum, a copy of an ELA unit will be provided

FINDINGS

- Strengths
- Weaknesses
- Surprises
- Recommendations for improvement

CONCLUSIONS

Note comprehensive nature of curriculum – in Alaska it refers to content, instruction, assessment, and context

CONCLUSIONS

Importance of having a “usable and deliverable” curriculum

Review intended to identify strengths, weaknesses, and recommendations for improvement

CONTACT INFORMATION

Pat Porter

1-866-431-0590

pporter@datarecognitioncorp.com

Ira Glick

1-603-378-0112

iglick@datarecognitioncorp.com