

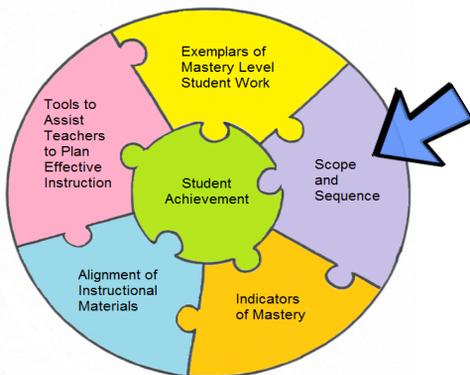
Critical Question #1

What do students need to know, understand, and be able to do? (Plan)

What do leaders need to know and be able to do?

Fundamental Practice 3. *District curriculum provides a scope and a sequence of grade-level expectations organized to comprise a district's guaranteed and viable curriculum for preschool through high school.*

Beyond adopted standards and grade-level expectations, districts must have a curriculum, usually developed by grade level and/or content area, that identifies and describes both the scope and the sequence of the big ideas and the concepts and skills students should learn throughout a school year or within other designated time periods. This scope and sequence comprises the district guaranteed and viable curriculum and should be clearly identified in curriculum guides, documents, or frameworks and be readily available to all teachers. This is critical to ensure teachers clearly understand the road map of concepts and skills they should teach and students should learn and they accept responsibility to deliver this guaranteed and viable curriculum to all students.



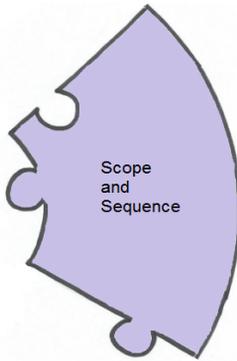
Guiding Questions:

- Has the district produced a guaranteed and viable curriculum with a scope and sequence of all grade level expectations and evidence outcomes preschool through high school?
- How does the district ensure curriculum documents are available and used by all teachers?

Reflections:

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:

- a. _____
- b. _____
- c. _____



Did you know effective standards-based teaching calls for a system of integrated resources and conditions?

District Tips for Standards Implementation

Curriculum Scope and Sequence Tables Should Include:

- Critical standards to be achieved in each subject and grade level
- Essential content and skill statements extracted from frameworks, blueprints, and other state resources
- References to aligned curriculum resources with specific page numbers
- Pacing columns in the curriculum guides that determines when all standards are to be achieved and when students' work should be submitted for group analysis
- Deadline dates for the achievement of sets of standards to be evaluated through benchmark testing
- Sample student performance descriptions that constitute proficiency

Model Agenda for Standards-Based Reform

- Change school schedules to provide teachers with the time needed for collaborative planning and student work evaluation.
- Select essential state standards for each grade level and subject.
- Align curriculum guides with the scope and sequence of the selected standards.
- Add standards pacing information to each of the curriculum guides.
- Use standards, frameworks, and the new curriculum guides to select texts and other curriculum materials.
- Develop a coherent system of assessments that measures standards achievement without imposing more test time on teachers and students

It calls for a system of integrated resources and enabling conditions that supports teachers as they conduct standards-based planning and evaluation activities.

Resources Needed Beyond the Elements of Tables

- Rubrics that levels of proficiency for major projects and units
- Exemplary activities and teaching suggestions that will elicit standards-meeting performances from students
- Lesson and unit plans developed by teachers that have resulted in high quality student work
- Examples of proficient and exemplary student work
- Teacher commentary about the work samples that identifies their quality elements
- Sample benchmark test questions from district pool of items used in benchmark testing
- Adopted curriculum materials to be used by teachers and students in meeting standard

Connect to Resources

For additional resources on curriculum development, visit the fundamental practice #3 section of the toolkit.

O'Shea, M. R. (2005). From Standards to Success: A Guide for School Leaders. Alexandria, VA, USA: Association for Supervision & Curriculum Development (ASCD).