Curriculum vs Standards

**Standards**

**WHAT** a child needs to know and do in each grade

**Example**
From Arizona’s fourth-grade reading standards: “Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words or actions). (4.RL.3)”

**Curriculum**

**HOW** the child is taught, including teaching materials

**Example**
- Scope and Sequence
- Curriculum Map
- District Adopted Resources
- Teacher-designed projects or worksheets
Elements of Curriculum Management

- Written Curriculum
- Taught Curriculum
- Assessed Curriculum

QUALITY CONTROL
What Teachers Use to Plan Instruction

- 42% use district-adopted textbooks to plan instruction
- 32% use district-developed daily/weekly curriculum
data to plan instruction
- 15% use district-developed monthly curriculum to plan instruction
- 18% use campus-developed curriculum to plan instruction
- 47% design instruction based on their own ideas and/or resources
- 6% are not responsible for planning instruction

Appendix I-5 p. 4
Unitary Status and Curriculum Audit

References

Unitary Status Plan

Curriculum: USP Pg. 32 & USP Pg. 38
Instruction: USP Pg. 17
PD: USP Pg. 25
Evaluation: USP Pg. 23

Curriculum Audit

Curriculum: (Recommendation #4 on pg. 323, pg. 224-225, and pg. 228-331)
Professional Development: (Recommendation #7 on pg. 346, pg. 176-177, and pg. 335-337)
Instruction: (pg. 105-118, and pg. 331-334)
Assessments: (Recommendation #6 on pg. 343, and pg.224-225)
Data: (Recommendation #6 on pg. 343, pg. 224-225, and pg. 235)
Curriculum and Instruction
Strategic Priorities

- **Strategic Priority #1: Curriculum** – TUSD will design an aligned, articulated and well-administered curriculum that supports academically high standards of learning for all children, integrates college- and career-ready skills, incorporates fine and performing arts and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community.

- **Strategic Priority #2: Instruction** – TUSD will ensure that teachers deliver challenging and engaging instruction driven by a high-quality curriculum and based on meeting the individual needs of every child.

- **Strategic Priority #3: Professional Development** – TUSD will provide purposeful professional development that is collaborative and focused on providing teachers and administrators with the knowledge and skills necessary to implement: best practices for college and career preparedness, differentiation for diverse student needs, culturally responsive teaching strategies and cohesive communities of practice.

- **Strategic Priority #4: Data** – TUSD will use a range of student and classroom data routinely to check for understanding of concepts taught, monitor progress of student learning, and drive instructional decisions to facilitate improved student learning.

- **Strategic Priority #5: Assessment** – TUSD will develop and administer common ongoing assessments that are aligned to and embedded in the curriculum. These assessments will provide for a deep analysis of student mastery of concepts and skills and will assist in identifying gaps in student learning.
Curriculum and Instruction Year 1 Goals

- **Curriculum** – Design a scope and sequence for all core content areas that is vertically and horizontally aligned to standards, knowledge and skills that are easily accessible and usable (electronic/ fluid/ secure). An evaluation process and rubric for yearly analysis and improvement will be put in place.

- **Instruction** – Teachers will deliver a culturally responsive curriculum through instruction that is rigorous and meets the needs of every learner (student engagement and conferencing).

- **Professional Development** – Provide purposeful centralized professional development to designated support personnel based on curriculum and instruction, with decentralized execution at the site level.

- **Data** – 100% of all school sites will collect and analyze ELA and Math data.

- **Assessment** – Implement a standardized measurement system that is aligned to an articulated, clearly communicated, well-administered curriculum that effectively measures student growth and mastery learning for every student. Central administration will develop common, district-designed quarterly assessments based on district’s curriculum guide. Additionally, train site-based staff on analyzing and using data to determine student growth, areas of weakness, and mastery learning.
Curriculum Components

DISTRICT LEVEL
(Tightly held-System Standard)

Ends
(Curriculum and Assessment)

• Mission and goals
• Standards and priorities
• Curriculum outcomes, student expectations and objectives
• Assessment: Aligned to curriculum, criterion based, benchmark, formative and diagnostic use

SCHOOL/CLASSROOM LEVEL
(Loosely held-Variable)

Means
(Instruction and Programs)

• Differentiation of student expectations and objectives
• Processes, procedures
• Instructional strategies and methods
• Resources, textbooks, etc.
• Programs (e.g. SuccessMaker)
• Groupings (within classroom)
• Staffing and configurations
• Informational diagnostic assessments
Curriculum Guides

- Scope and Sequence
- Curriculum Maps (samples)
- Quarterly Units (samples)
- Tool Kit
- Glossary of Terms
- Quality Rubric
Curriculum Year 1 Goal
Curriculum Year 1 Goal

6-12 English Language Arts Curriculum Materials

6-12 Curriculum Materials

- 6-12 Curriculum Guide (in PDF) - Version 3.1 - Pages 11, 12, 13 updated on 08/05/14
- Mission Statement (in PDF)
- Glossary (in PDF)
- Standards: In Word | In PDF
- Literacy Framework (in PDF)
- Pyramid (in PDF)
- Scope & Sequence: In Word | In PDF
- Blank Curriculum Map Template (in Word)

Grades 6-10

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Curriculum Map</th>
<th>Adopted Curriculum Summary &amp; Resources</th>
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<tbody>
<tr>
<td>Sixth Grade</td>
<td>Grade 6 - Quarter 1</td>
<td>Summary &amp; Resources</td>
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<tr>
<td>Seventh Grade</td>
<td>Grade 7 - Quarter 1</td>
<td>Summary &amp; Resources</td>
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<tr>
<td>Eighth Grade</td>
<td>Grade 8 - Quarter 1</td>
<td>Summary &amp; Resources</td>
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<td>Ninth Grade</td>
<td>Grade 9 - Quarter 1</td>
<td>Summary &amp; Resources</td>
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<tr>
<td>Tenth Grade</td>
<td>Grade 10 - Quarter 1</td>
<td>Summary &amp; Resources</td>
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Grades 11-12

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<tr>
<td>Eleventh Grade</td>
<td>Multicultural</td>
<td>Summary &amp; Resources</td>
</tr>
<tr>
<td>Twelfth Grade</td>
<td>Multicultural</td>
<td>Summary &amp; Resources</td>
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</tbody>
</table>

Grades 6-8:
Reading and Writing Across the Curriculum

TUSD
Delivering Excellence in Education Every Day
## Curriculum Year 1 Goal

### TUSD Curriculum Map - English Language Arts

**Unit Title:** The Sense of Place

**Unifying Concepts, Questions:**

**Essential Question:** How does the setting in a story influence the reader's understanding of the plot and character development?

<table>
<thead>
<tr>
<th>Extended Text</th>
<th>Supplemental Text &amp; Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memo to Student, Chapter 1</td>
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<tr>
<td>&quot;The Story of an Hour,&quot; Kate Chopin</td>
<td></td>
</tr>
<tr>
<td>&quot;To Kill a Mockingbird,&quot; Harper Lee</td>
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<tr>
<td>&quot;The Pillars of the Earth,&quot; Ken Follett</td>
<td></td>
</tr>
</tbody>
</table>

**Research Component:**
A detailed research paper that explores the impact of setting on character development and plot progression. The paper should include at least ten sources from credible academic journals or books.

**Narrative Component:**
A fictional narrative that integrates the theme of setting with character development. The narrative should be at least ten pages long and include a clearly defined setting.

**Interdisciplinary Connection:**
Connects the theme of setting to a broader historical or geographical context.

**Performance Assessments:**
Students will write an essay that explores the impact of setting on character development and plot progression. The essay should be at least five pages long and include a clear thesis statement, evidence from the text, and analysis of the author's intent.

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Appendix 1-5 p. 12
## TUSD Unit Quality Review Rubric

### Dimension I: Does the plan align with the intent and spirit of the AQLC standards?
- The plan targets a set of grade-level CCSS ELA/Literacy standards.
- The plan includes a clear and explicit purpose for instruction.
- The plan focuses on readings (print and informational) that are at grade-level text complexity and scope.
- The plan integrates reading, writing, speaking, and listening so that students can apply advanced literacy skills.

**Comments:**

**Rating for Dimension I:**
- 3 - Meets most to all of the criteria.
- 2 - Meets many of the criteria.
- 1 - Meets some of the criteria.
- 0 - Does not meet the criteria.

### Dimension II: How does the plan reflect a high level of academic rigor?
- The plan’s instructional focus is on reading texts closely, examining textual evidence, and answering deep questions.
- The plan uses vivid dependent questions to facilitate thoughtful evidence-based discussions, and on-demand & prompt writings.
- The plan highlights key ideas in students’ academic text and context through instruction.
- The plan provides scaffolding and supports for students developing independent readers of complex texts.

**Comments:**

**Rating for Dimension II:**
- 3 - Meets most to all of the criteria.
- 2 - Meets many of the criteria.
- 1 - Meets some of the criteria.
- 0 - Does not meet the criteria.

### Dimension III: Does the plan reflect culturally responsive education?
- The plan equitably supports students’ engagement in speaking, reading, and writing about texts.
- The plan integrates appropriate support for all students, including those who qualify for specialized services (EL, GATE, SPED).
- The plan provides for authentic learning, student-directed inquiry, analysis, evaluation, and self-reflection.
- The plan provides technology and materials to deepen learning and to show evidence of evidence and texts.

**Comments:**

**Rating for Dimension III:**
- 3 - Meets most to all of the criteria.
- 2 - Meets many of the criteria.
- 1 - Meets some of the criteria.
- 0 - Does not meet the criteria.

### Dimension IV: Does the plan regularly assess whether students are mastering standard-based content and skills?
- The plan provides direct evidence of the degree to which students have mastered grade-level standards.
- The plan assesses student proficiency using methods that are aligned and accountable to all students.
- The plan includes aligned rubrics that provide sufficient evidence for interpreting student performance.
- The plan uses various types of assessments, including pre, formative, summative and self-assessment measures.

**Comments:**

**Rating for Dimension IV:**
- 3 - Meets most to all of the criteria.
- 2 - Meets many of the criteria.
- 1 - Meets some of the criteria.
- 0 - Does not meet the criteria.

### OVERALL QUALITY:
- Exemplary (20 to 17)
- Adequate (16 to 14)
- Nearly Adequate (13 to 9)
- Far from Adequate (8 to 0)
## Instruction Year 1 Goal

### Charlotte Danielson’s FRAMEWORK FOR TEACHING

<table>
<thead>
<tr>
<th>DOMAIN 1: Planning and Preparation</th>
<th>DOMAIN 2: The Classroom Environment</th>
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<tr>
<td>1a Demonstrating Knowledge of Content and Pedagogy</td>
<td>2a Creating an Environment of Respect and Rapport</td>
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<td>1b Demonstrating Knowledge of Students</td>
<td>2b Establishing a Culture for Learning</td>
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<tr>
<td>1c Setting Instructional Outcomes</td>
<td>2c Managing Classroom Procedures</td>
</tr>
<tr>
<td>1d Demonstrating Knowledge of Resources</td>
<td>2d Managing Student Behavior</td>
</tr>
<tr>
<td>1e Designing Coherent Instruction</td>
<td>2e Organizing Physical Space</td>
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<tr>
<td>1f Designing Student Assessments</td>
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<tr>
<td>1. Content knowledge • Prerequisite relationships • Content pedagogy</td>
<td>1. Teacher interaction with students • Student interaction with students</td>
</tr>
<tr>
<td>2. Child development • Learning process • Special needs</td>
<td>2. Importance of content • Expectations for learning and achievement • Student pride in work</td>
</tr>
<tr>
<td>3. Student skills, knowledge, and proficiency</td>
<td>3. Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</td>
</tr>
<tr>
<td>4. Interests and cultural heritage</td>
<td>4. Expectations • Monitoring behavior • Response to misbehavior</td>
</tr>
<tr>
<td>5. Suitability for diverse learners</td>
<td>5. Safety and accessibility • Arrangement of furniture and resources</td>
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<tr>
<th>DOMAIN 3: Instruction</th>
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<tbody>
<tr>
<td>3a Communicating With Students</td>
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<tr>
<td>3b Using Questioning and Discussion Techniques</td>
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<td>3c Engaging Students in Learning</td>
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<tr>
<td>3d Using Assessment in Instruction</td>
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<td>3e Demonstrating Flexibility and Responsiveness</td>
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<td>4a Reflecting on Teaching</td>
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<td>4b Maintaining Accurate Records</td>
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<td>4c Communicating with Families</td>
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<td>4d Participating in a Professional Community</td>
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<tr>
<td>4e Growing and Developing Professionally</td>
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<td>4f Showing Professionalism</td>
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<td>4. Accuracy • Use in future teaching</td>
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<td>5. Student completion of assignments • Student progress in learning • Non-instructional records</td>
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<tr>
<td>6. About instructional program • About individual students • Engagement of families in instructional program</td>
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<tr>
<td>7. Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</td>
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<tr>
<td>8. Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</td>
</tr>
<tr>
<td>9. Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</td>
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Apéndice 1-5 p. 14
Professional Development
Year 1 Goal

Summer Offerings

- K-5 Literacy
- 6-12 Literacy
- K-8 Mathematics
- 9-12 MSP Mathematics
- Dual Language
- ADE College and Career Readiness
- Curriculum Roll-Out
- New Teachers
- UVA Campus
### Professional Development Year 1 Goal

#### August 2014

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<td>ILT BLT CRPI #1 MC 8-11 Plan</td>
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**TUSD**

Delivering Excellence in Education Every Day
Grow  Reach  Succeed

---

**Notes:**
- AZELLA Testing July 31—August 29
- Visions Diagnostics, ACHIEVE 3000 & LAS Links Testing July 31—August 22

**Colors:**
- Master PD/Meeting Schedule
  - Black = SLT
  - Blue = ILT
  - Green = BLT
  - Aqua = ILA
  - Purple = CF Training
  - Maroon = LSC Training
  - Orange = Topic for ER Wednesdays
  - MC = Magnet Coordinators
Data Year 1 Goal

2013-14 4th Grade Math Assessment Item

Which is the best estimate?

5,532 - 498

A) 6,000
B) 5,000
C) 4,500
D) 500

2014-15 4th Grade Math Assessment Item

Avery has 6 tokens. Mia has 4 times as many tokens. How many tokens does Mia have?

Write an equation that uses multiplication to show the number of tokens Mia has.
Data Year 1 Goal

2013-14 4th Grade Reading Assessment Item

If you wanted to find words that mean the opposite of the word "familiar," which would be the best resource to use?

A) a dictionary
B) an encyclopedia
C) a thesaurus
D) an almanac

2014-15 4th Grade ELA Assessment Item

"The Crow and the Peacocks"  
(a folktale by Aesop)  
(adapted)

Claudio the crow walked into a yard where the peacocks often spent the afternoon. He found a number of feathers that had fallen from the peacocks’ tails. Now Claudio, as a crow, was black and shiny. He was really quite pretty. But he had never seen feathers in so many colors. He tied them all to his tail. Then, he strutted toward the peacocks. At first, they thought he was a peacock, just like them. But when he came closer, they soon discovered his trick. They scolded him and pecked at him. They plucked away his borrowed plumes. So Claudio had to go back to the other crows, who had watched his behavior from a distance. They were equally annoyed with him, and told him so.


1) from "The Crow and the Peacocks"

Write about this story, answering the following questions.

a. What is the point of view of this story?
b. What evidence in the story supports your answer?
## Assessment

### Hot Spots

<table>
<thead>
<tr>
<th>What?</th>
<th>Guiding Questions</th>
<th>Data Sources</th>
<th>Why?</th>
</tr>
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<tbody>
<tr>
<td>Which concepts need support?</td>
<td>In which concept areas are students performing low? What are the Hot Spots?</td>
<td>AZL Letter Grade, Power Standards (WIPs), AIMS by Concept-Ethnicity, ATI by Concept-Ethnicity</td>
<td>To identify grade level trends in performance and relative growth at-a-glance, to isolate power standards to focus on – ‘biggest bang’ approach, to determine concept-level student performance by ethnicity using state data, to determine changes in concept-level student performance by ethnicity using local data</td>
</tr>
<tr>
<td>Who is at risk?</td>
<td>Which individual students are creating the hot spots?</td>
<td>AIMS by Concept-Students, ATI by Concept-Student, Students AIMS cohort</td>
<td>To group students by concept-level needs according to state data, to modify groupings of students by concept-level according to more recent local data, to identify groups of students with similar movement in performance categories over time</td>
</tr>
</tbody>
</table>

### What are the interventions

- What resources do we have that addresses the hot spots interventions?
- Are the non-mastery students currently getting the interventions that they need?
- Are the mastery students currently getting the enrichments that they need?

### Reflection

- Do we know how to pull AIMS and ATI data to identify common gaps in Reading and Math among students at risk?
- Is this enough information to build focused tutorial sessions?
- What else do I need?

### Next Steps: Develop a plan

- How does my school look like compared to the District and the State?
- How do we roll this out?
- Master Plan Schedule?

---

AZ Learns: Letter Grade – You will need your ADE username and password to logon: [http://www.azed.gov/](http://www.azed.gov/)
TUSD STATS: AIMS by Concepts (ethnic groups) [https://tusdstats.tusd1.org/planning/profiles/aims/aimsCat_front.asp](https://tusdstats.tusd1.org/planning/profiles/aims/aimsCat_front.asp)
TUSD STATS: ATI by Concepts (ethnic groups) [https://tusdstats.tusd1.org/planning/profiles/aims/newtest/atiabc_front.asp](https://tusdstats.tusd1.org/planning/profiles/aims/newtest/atiabc_front.asp)
TUSD STATS: AIMS by Concepts (student list) [https://tusdstats.tusd1.org/Planning/CIS/aims/class/stuaims_frontz.asp](https://tusdstats.tusd1.org/Planning/CIS/aims/class/stuaims_frontz.asp)
TUSD STATS: ATI by Concept (student list) [https://tusdstats.tusd1.org/Planning/CIS/aims/class/stuiti_frontz.asp](https://tusdstats.tusd1.org/Planning/CIS/aims/class/stuiti_frontz.asp)
Organizational Structure Issues

Missing Key Positions:
• Curriculum design, development and alignment
• Curriculum deployment (support and delivery)
• Curriculum and program assessment and evaluation

Instructional Support Roles Not Site-Based
• Duplicative roles and responsibilities (i.e., LSC, NTM, PDAT, etc.)
• Conflicting lines of authority

Job descriptions inadequate for position control and position qualifications (PP 45-62)
Looking Ahead

- Update Curriculum Policies
- Develop learning management system
- Create additional site-based curriculum maps and units
- Provide ongoing targeted professional development to sites to support the implementation of the curriculum
- Implement Diversity and Unit Quality Rubric
- Align next-generation assessments to curriculum
- Infuse culturally responsive practices and multicultural resources into the curriculum