

Staff Meeting

11 Apelila, 2016
3:15-4:00 p.m.

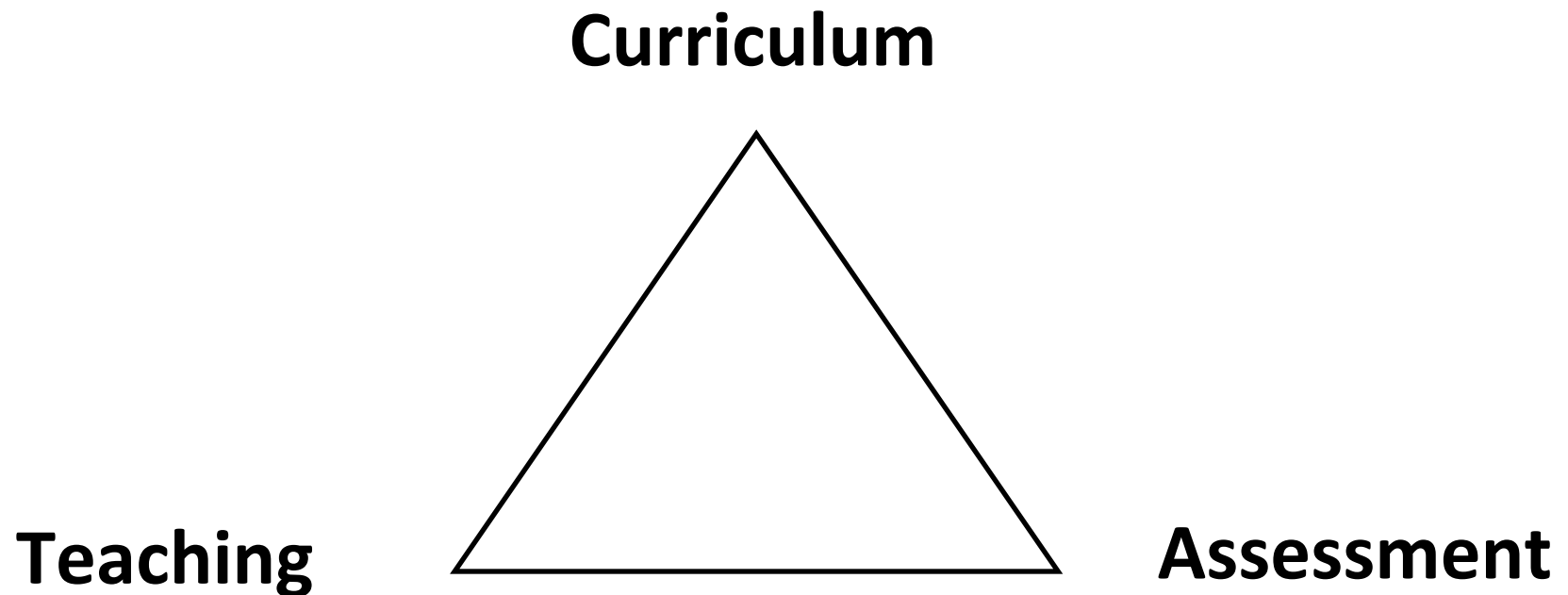


PDK CURRICULUM AUDIT PURPOSE

- Objective review of our existing and non-existing systems which affect our curriculum, instruction, and assessment efforts as a campus.
- Provide recommendations to assist in the development of a multi-year plan for school improvement that will increase the efficiency and effectiveness in meeting the needs of our students and further our efforts to provide a coherent and rigorous education program.



Foundation of the Model: Alignment of the Written, Taught, Tested



- Curriculum—the work plan
- Teaching—the work
- Assessment—the work measure

Alignment in Delivery

- As much about WHAT is taught (curriculum) as it is about HOW (teaching/learning that occurs in the classroom), and with what kind of COGNITION.



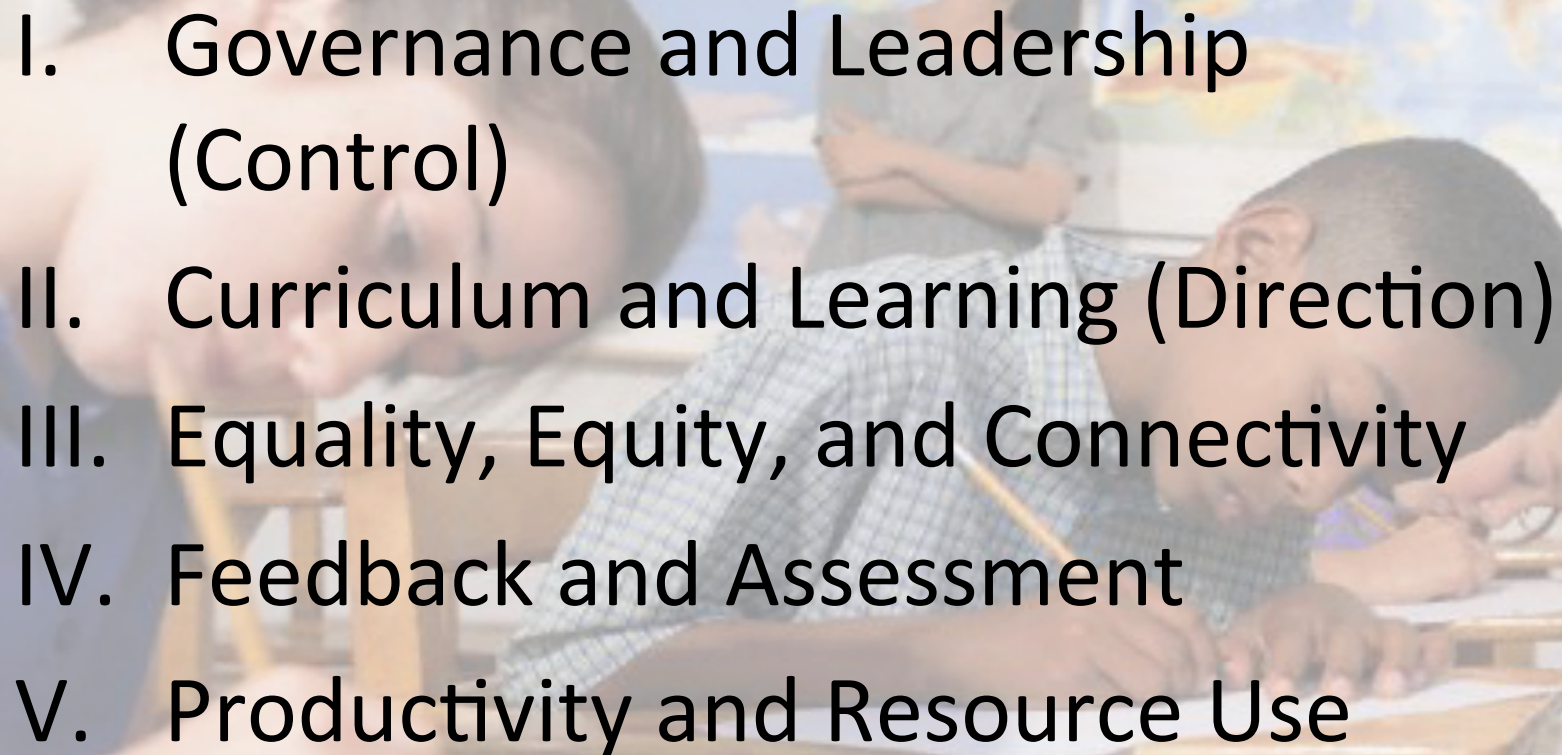
content – context – cognitive type

Campus STRENGTHS



- supporting and improving instruction and serving students
- include culture-based educational practices (WEO) in classrooms on a regular basis
- middle school provides written curriculum guides for all of its core content classes
- educational technology is a major commitment and focus for students and teachers

The 5 Audit Standards

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- I. Governance and Leadership (Control)
 - II. Curriculum and Learning (Direction)
 - III. Equality, Equity, and Connectivity
 - IV. Feedback and Assessment
 - V. Productivity and Resource Use

BROAD SCALE REVIEW

- System wide structures for curriculum management
- Alignment between curricular objectives and resources to meet needs



FOCUS AREAS

CURRICULUM & LEARNING


EQUALITY, EQUITY & CONNECTIVITY

FEEDBACK & ASSESSMENT

Curriculum & Learning

- Curriculum Management Planning
- Existence of Curriculum (Scope/Coverage)
- Quality and Specificity of Curriculum
- Consistency/Alignment of Curriculum, Assessments, Resources





WHAT CURRICULUM MUST DO IN SCHOOLS (at a school level!)

- FOCUS—to identify what is essential and significant—beyond national standards
- CONNECT—to reinforce complex *learning* leading to mastery within and across grade levels
- EQUITY—to ensure that *every* student has access to the curriculum—his/her right.

CURRICULUM & LEARNING

- Comprehensive management of the curriculum
- Scope of the written curriculum
- Quality of the curriculum guides

All areas regarding Curriculum and Learning can be found in Atlas

Recommendations

- Develop comprehensive curriculum guides that align the written, taught, and tested curriculum and promote consistency within and between schools to ensure system-wide quality control located in the Atlas Maps

Equality, Equity and Connectivity

- Equity and Equality
- Alignment and Consistency
- Instructional Expectations
- Professional Development
- Monitoring



CONNECTIVITY & EQUITY

- Curriculum Delivery
 - Group Structures
 - Cognitive engagement
 - Instructional strategies
 - Monitoring of instructional practices
- Systemic professional development
 - Coordinated, monitored and evaluated to support campus and program achievement

Recommendations

- Comprehensive Curriculum Management Plan
 - alignment of the written, taught, and tested curriculum
 - clear expectations for rigor in instruction, student materials, and instructional resources
 - aligned, authentic, formative and diagnostic assessment tools
 - process and procedures for monitoring curriculum delivery
 - Enter into Atlas
- Professional Development
 - clear linkage between professional development and best practice classroom instructional strategies
 - optimize through a centralized campus professional development plan

Feedback & Assessment



Design

What is tested?

What kind of assessments are used?

How long have tests been used?

What do the results indicate?

Delivery

Who uses the data and how?

What decisions are made with the data?

FEEDBACK & ASSESSMENT

- Campus assessment plan for student learning and evaluation of instructional programs

Where might we see this being developed?

- System to support data driven instruction

How do you see our use of assessment data helping to drive instruction? Where do we capture this?

Recommendations

- Comprehensive plan for student assessment and program evaluation
- Support expanded skills in data use

Additional Recommendations

- Establish system-wide expectations, direction, and system guidance
- Align budgeting process with mission driven desired results and support congruency across the campus
- Clarify functional relationships (*job descriptions*)
- Long range facility planning
- Technology plan

NEXT STEPS....

- Align recommendations to roadmaps for each school and as a campus
- Prioritize and identify where the action plan development, work and follow up will need to take place (*school, campus, system levels*) including timelines

Final Thoughts....

- Get in classrooms as often as possible.
- Recognize effort.
- Communicate and be transparent.
- Remember, process is sometimes as important as the product.
- NOTE progress.
- Celebrate milestones and benchmarks!



SPN Survey



TOTALS IN AGREEMENT OVER TIME

RIGOR	1st Admin 2011-2012 SY	2nd Admin 2013-2014 SY	3rd Admin 2015-2016 SY	Three Admin. Mean	Total Change 1st to 3rd Admin
1. In my class students discuss and solve open-ended questions and problems.	89%	86%	87%	87%	→ -2%
5. Staff are expected to provide opportunities for students to discuss and solve open-ended questions and problems.	73%	71%	76%	73%	→ 3%
13. I encourage students to create original solutions to complex problems.	84%	87%	87%	86%	→ 3%
17. The school expects me to use common rubrics and scoring guides to measure student proficiency.	49%	45%	53%	49%	→ 4%
18. I design assessments that encourage students to think creatively.	78%	82%	82%	81%	→ 4%
21. Student reading levels are measured regularly.	20%	24%	21%	22%	→ 1%
23. I expect students to work with different groups of classmates.	82%	89%	87%	86%	→ 5%
25. Struggling and disengaged learners receive the support necessary to be successful.	64%	56%	44%	55%	↓ -20%
29. <i>This school gives up on difficult students.</i>	15%	12%	14%	14%	→ -1%
33. If students are given more challenging work, they do it.	47%	54%	49%	50%	→ 2%
37. <i>I am expected to make students passing the standardized tests my number one priority.</i>	7%	11%	7%	8%	→ 0%
38. <i>I spend too much time re-teaching what students should already know.</i>	47%	34%	30%	37%	↓ -17%
41. This school has high expectations for all students.	70%	65%	63%	66%	→ -7%
43. My assessments are more challenging than current standardized tests.	47%	44%	48%	46%	→ 1%
45. I expect students to become independent learners.	96%	97%	97%	97%	→ 1%
49. I use assessments to plan and adjust my instruction.	75%	91%	91%	86%	↑ 16%
53. Students are expected to exceed a basic understanding of what is being taught.	78%	79%	78%	78%	→ 0%
57. Students who graduate from this school are college and/or workforce ready.	69%	69%	69%	69%	→ 0%
60. I encourage students to demonstrate their understanding in a variety of ways (i.e. speaking, writing).	89%	93%	89%	90%	→ 0%

* Statements in italics are worded negatively, therefore, low agreement and declining percentages in agreement are desirable.



TOTALS IN AGREEMENT OVER TIME

RELEVANCE	1st Admin 2011-2012 SY	2nd Admin 2013-2014 SY	3rd Admin 2015-2016 SY	Three Admin. Mean	Total Change 1st to 3rd Admin
2. Staff are expected to use a variety of instructional strategies to help students learn.	91%	90%	92%	91%	→ 1%
6. I use performance based assessments to reflect how well my students have learned.	89%	80%	86%	85%	→ -3%
9. I encourage students to explore things they find interesting.	94%	91%	96%	94%	→ 2%
10. Staff are expected to do interdisciplinary planning and projects.	33%	33%	45%	37%	↑ 12%
14. Students can apply what I am teaching to their everyday lives.	94%	93%	97%	95%	→ 3%
22. I use information and communication technology (e.g., computers, internet) to promote learning.	92%	92%	97%	94%	→ 5%
26. I encourage students to explore career pathways.	69%	79%	76%	75%	→ 7%
34. Staff are expected to use information and communication technology (e.g., computers, internet) to promote learning.	93%	93%	88%	91%	→ -5%
42. I connect the learning in my classroom to the community.	80%	79%	79%	79%	→ -1%
46. I encourage students to use multiple resources when solving problems.	92%	96%	99%	96%	→ 7%
50. I encourage students to work with others to solve problems.	87%	95%	95%	92%	→ 8%
54. I teach students to use information and communication technology responsibly.	87%	90%	89%	89%	→ 2%
58. I reach out to colleagues to identify successful practices.	83%	85%	82%	83%	→ -1%



TOTALS IN AGREEMENT OVER TIME

RELATIONSHIPS	1st Admin 2011-2012 SY	2nd Admin 2013-2014 SY	3rd Admin 2015-2016 SY	Three Admin. Mean	Total Change 1st to 3rd Admin
<i>3. Bullying is a problem at this school.</i>	22%	23%	20%	22%	→ -2%
7. I can freely express my opinions and concerns to the administration.	53%	42%	33%	43%	↓ -20%
11. Staff respect students.	85%	89%	89%	88%	→ 4%
15. Staff help each other.	88%	84%	88%	87%	→ 0%
19. This school reaches out to all students to meet their individual needs.	47%	53%	49%	50%	→ 2%
<i>27. I feel isolated from my colleagues.</i>	26%	15%	24%	22%	→ -2%
30. Teachers are enthusiastic about what they teach.	70%	74%	75%	73%	→ 5%
31. I am aware of my students' interests outside of school.	80%	85%	78%	81%	→ -2%
35. My colleagues are a source of encouragement for me.	80%	83%	79%	81%	→ -1%
39. Staff are expected to give frequent feedback to students about the quality of their work and actions.	75%	79%	81%	78%	→ 6%
47. I know my students' academic interests and goals.	80%	77%	80%	79%	→ 0%
51. Students talk about academic problems and concerns with me.	85%	88%	87%	87%	→ 2%
55. I am a source of encouragement for my students.	93%	97%	96%	95%	→ 3%
59. I know what my students are passionate about.	72%	81%	75%	76%	→ 3%

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TOTALS IN AGREEMENT OVER TIME

LEADERSHIP	1st Admin 2011-2012 SY	2nd Admin 2013-2014 SY	3rd Admin 2015-2016 SY	Three Admin. Mean	Total Change 1st to 3rd Admin
4. The school administration clearly communicates the goals of the school to staff.	57%	60%	54%	57%	→ -3%
8. My day-to-day actions are aligned with the mission of this school.	93%	87%	89%	90%	→ -4%
12. Creative thinking is embraced as essential by administration in this school.	46%	50%	42%	46%	→ -4%
16. Time is available to collaborate with other teachers.	49%	52%	42%	48%	→ -7%
<i>20. New teachers receive the most difficult work assignments.</i>	6%	8%	14%	9%	→ 8%
24. School administration implements change without undue stress.	13%	17%	13%	14%	→ 0%
28. My success as a teacher is measured by growth in student achievement.	40%	48%	43%	44%	→ 3%
32. I have the resources I need to be an effective teacher.	88%	85%	70%	81%	↓ -18%
36. Teachers are supported to grow professionally.	74%	74%	61%	70%	↓ -13%
40. School administration takes action on staff concerns and suggestions.	36%	34%	22%	31%	↓ -14%
44. I want to learn new ways of teaching students.	91%	95%	93%	93%	→ 2%
48. School administration recognizes the achievements of the staff.	52%	54%	44%	50%	→ -8%
52. Teachers have adequate opportunity to contribute to school wide decisions.	31%	34%	19%	28%	↓ -12%
56. The school administration effectively creates a climate of trust.	28%	34%	28%	30%	→ 0%

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