



CURRICULUM AUDIT PROCESS

STEP 2

CURRICULUM AUDIT INTAKES

- SMALL GROUPS BY GRADE-BAND/CONTENT AREA
- STANDARDS
- TEACHER PERCEPTION SURVEY

CURRICULUM AUDIT PROCESS

STEP 3

REPORT TO LEADERSHIP TEAM

- TONE SETTING
- CURRICULUM AUDIT FINDINGS
- TEACHER PERCEPTION SURVEY FINDINGS
- DISCUSS FINDINGS & NEXT STEPS

CURRICULUM AUDIT PROCESS

STEP 4

REPORT TO TEACHERS

- TONE SETTING
- CURRICULUM AUDIT FINDINGS
- TEACHER PERCEPTION SURVEY FINDINGS
- DISCUSS FINDINGS & NEXT STEPS

CULTURE

- Strengthening our program - using the data to further narrow our focus
- Identifying our gaps and then working to close
- Alignment – vertically and horizontally
- Support

MORALE

- Depersonalized
- Builds trust, cohesion
- Strengthening our instructional leadership

RESULTS

47% of standards taught K-12 with full implementation

32% of standards assessed K-12

Themes

- Standards at the end of the book
- Reading and writing standards in each content area
- Strategies – irrelevant when teaching 47% of standards

A SHIFT IN COACHING REACTIVE TO PROACTIVE

The collage features several educational resources:

- Ohio Achievement Tests**: A logo for Grade 7.
- Mathematics Student Test Booklet**: A booklet cover for Mathematics.
- Performance Indicators**: A document with a bar chart showing student performance across different levels.
- Ohio's Standards Training**: A document with various icons and text related to standards training.
- Buckle Down Achievement**: A document with a car illustration and the number 8.
- Sharpen Up! on Ohio Reading**: A document with a spiral notebook illustration and the text 'Sharpen Up! on Ohio Reading'.

REACTIVE APPROACH

- Great at using intervention tools and practice tools to improve our scores.
- We knew exactly what sub groups to focus on and how to group the sub groups.
- Experts on Measure Up and Success websites that provided data on the data.

WE WERE EXPERTS AT REACTING TO SCORES

REACTIVE APPROACH

- PRACTICE TESTS FROM THE LAST 10 YEARS WERE GREAT RESOURCES AND WE USED THEM ALL
- WE KNEW WHAT QUESTIONS AND STANDARDS WE PERFORMED POORLY IN AND WE TAUGHT THEM MORE AND HARDER.
- WE CHANGED OUR SCHEDULE AND ADDED INTERVENTION CLASSES ON A YEARLY BASIS TO MAKE THE GRAPH SHIFT IN OUR FAVOR.

...BUT WE RARELY STUDIED THE STANDARDS AND WE NEVER DISCUSSED WHAT GOOD TEACHING LOOKED LIKE...



AND THEN THE ASSESSMENTS CHANGED



All of the data and tools we were "experts" at were gone and we didn't understand or trust the data we were receiving.

CURRICULUM AUDIT PROVIDED RENEWED DIRECTION AND A PROACTIVE APPROACH

- Staff members honest reflection on what standards were taught and assessed opened our eyes.
- We were not providing students with the knowledge they needed to be successful.
- We were experts at some things, but not the most important thing - IMPROVING INSTRUCTION.
- Found out that we have to teach reading and writing in science, math, social studies, etc...

CURRICULUM AUDIT PROVIDED RENEWED DIRECTION AND A PROACTIVE APPROACH

Bellevue - Curriculum Audit
Science

TAUGHT

	Content				Reading & Writing				Total			
	Green	Yellow	Red	Don't Know	Green	Yellow	Red	Don't Know	Green	Yellow	Red	Don't Know
K-2	42%	58%	0%	0%	34%	41%	25%	0%	38%	50%	12%	0%
Jrd-5th	75%	25%	0%	0%	23%	67%	10%	0%	49%	46%	5%	0%
MS	59%	8%	33%	0%	17%	58%	25%	0%	38%	33%	29%	0%
HS	67%	20%	0%	13%	9%	79%	12%	0%	28%	54%	11%	7%
District Average	56%	36%	10%	4%	21%	61%	18%	0%	38%	46%	14%	2%



PROACTIVE APPROACH

- Staff are working with their colleagues to unpack the standards.
- Teacher Based Teams are sharing assessments and checking to see if they are aligned to the standard.
- Teacher Based Teams are discussing "Literacy Across the Curriculum".
- Teacher Based Teams are talking about their standards and improving instruction.

PROACTIVE APPROACH

- Teacher Based Teams are trying to anticipate barriers to learning BEFORE we teach the lesson.
- Teachers are analyzing their data and creating Priority Standards. FOCUSED APPROACH TO USING DATA TO IMPROVE TEACHING.
- We Talk about "citing specific textual evidence to support analysis of science and technical texts"...IN SCIENCE CLASS!

NEW FOCUS OF IMPROVING INSTRUCTION AND REDUCING THE AMOUNT OF STUDENTS THAT NEED INTERVENTIONS

HOW OUR CURRICULUM AUDIT DEFINED OUR PATH

- CURRICULUM AUDIT: SEPTEMBER - OCTOBER 2015
- ADMINISTRATIVE PD - DECEMBER 2015
- UNWRAPPING THE STANDARDS - FEBRUARY - MARCH 2016
- "TEACHING AS A TEAM SPORT" DISTRICT PD - AUGUST 2016

POST CURRICULUM AUDIT

STEP ONE - ADMINISTRATIVE PD
DECEMBER 2015

ASSESSMENT LITERACY - DR. MIKE WHITE

INSTRUCTIONAL LITERACY - DR. DAVID SILVERBERG

- STRUCTURE AND EXPECTATIONS FOR ASSESSMENTS
- FOCUS ON ALIGNMENT OF STANDARDS, INSTRUCTION, AND ASSESSMENT
- CULTURE OF CONTINUOUS LEARNING FOR ADULTS
- FOCUSED PROCESS FOR TBT, BLT, AND DLT

POST CURRICULUM AUDIT

STEP TWO - UNWRAPPING THE STANDARDS PD
FEBRUARY - MARCH 2015

- UNDERSTAND THE COMPLEXITY: BACKMAPPING AND RIGOR
- INTERPRET STANDARDS RATHER THAN JUST IDENTIFY
- FOCUS ON STANDARD FIRST, RESOURCE SECOND (SHIFT IN THINKING)
- UNDERSTAND THIS IS NOT A NEW INITIATIVE; IT'S WHAT WE DO.

4-STEP PROCESS FOR UNWRAPPING & CREATING LEARNING TARGETS

CREATING AND USING LEARNING TARGETS & PERFORMANCE SCALES
(MOORE, GARST, MARZANO 2015)

- 1 – CIRCLE THE VERBS AND UNDERLINE THE NOUNS/PHRASES IN THE STANDARD
- 2 – CHUNK THE STANDARD
- 3 – CLARIFY THE FOUNDATIONAL TARGETS
- 4 – CREATE A COGNITIVELY COMPLEX TARGET

Given Standard (RI.3.1):

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

COGNITIVELY COMPLEX LEARNING TARGET (Create – Step 4)

Students will be able to:

- Take the role of a journalist and compose an article that reveals the answers to the questions you asked the author of the text.

COGNITIVE LEVEL TARGETS (Circle and Chunk – Steps 1 and 2)

Students will be able to:

- Ask questions to demonstrate understanding of a text.
- Answer questions to demonstrate understanding of a text.
- Refer explicitly (specifically) to the text in your answer

FOUNDATIONAL LEVEL TARGETS (Clarify – Step 3)

Students will recognize or recall specific vocabulary, including:

- explicitly, textual evidence, reference, cite, specific

Students will perform basic processes, including:

- recall information from the text
- describe what a question is asking
- restate a question in your own words
- identify textual evidence

**Unwrapped
Standard
Example**

EXPECTATIONS FOR TEACHERS

- COMPLETE THE UNWRAPPING OF ONE STANDARD FOR AN UPCOMING LESSON/UNIT
- SUBMIT ONE UNWRAPPED STANDARD PER QUARTER TO BLT FOR REVIEW IN TBT

Post Curriculum Audit

Step Three - "Teaching as a Team Sport" PD
August 2016

Tap Dancing to Work

How a Small Group of Teachers can Conquer the Common Core

The Balanced Assessment Model: Big Data and Little Data

A Cure for Data Dizziness

"Design" Teams

OVERVIEW OF DR. WHITE'S PD - AUGUST 2016

PROCESS

Determine the Bad News/Priority Standards and Revise Curriculum Calendars

Develop Common Pre-assessment and Scoring Guide/Rubric

→ Administer and Score Pre-assessments; Record Data

Analyze Pre-assessment Data and Design your Lesson

→ Teach, Teach, Teach

→ Administer and Score Post-assessments; Record Data

Analyze Post-assessment Data and Reflect

Expectations: Complete the Process in Design Teams once per quarter. Submit Data to BLT.

Design Team Data Tracker

Data Manager:		Grade/Subject:		Standard/Strand:	
Date of Pre-assessment:		Date of Post-assessment:		# of Days for Lesson:	
Assessment Data Chart					
	# of Students Who Took Assessment	# of Students Requiring Intensive Intervention (0-1)	# of Students Close to Proficiency (2-3)	# of Students Proficient or Higher (4-5)	
Teacher 1					
Pre-assessment					
Post-assessment					
Teacher 2					
Pre-assessment					
Post-assessment					
Teacher 3					

Building Level Teacher Based Team Data Tracker							
Quarter:							
Building:							
Reporting Principal:							
TBT	Priority Standard/Strand	Instructional Strategies	Pre-Test % Proficient	Post-Test % Proficient	% Gains	Days of Instruction	
1 st Grade	Letter Sounds	Similarities & Differences; Think; Pair Share daily -Match proficient with not yet students	4%	1	76%	19	72%
2 nd Grade	Comprehension Text to Text	Sentence Strips and 4-Block Guided Reading	16%	4	92%	23	74%
3 rd Grade	Paragraph Topic Sentence	Cooperative Groups create Powerful Paragraphs, rotate roles	24%	6	64%	16	40%

CULTURE TRUMPS STRATEGY



- HOW WE ADDRESSED TEACHERS FEELING "OVERWHELMED" AND "STRESSED"
- WE RETURNED TO OUR ROOTS



WE ASKED OURSELVES WHAT WE BELIEVE IN BELLEVUE?



WE BELIEVE

BELLEVUE CITY SCHOOLS VISION STATEMENT

- TO BE THE MOST INNOVATIVE, STUDENT FOCUSED PUBLIC SCHOOL IN OHIO BY EDUCATING EVERY CHILD, EVERY DAY WITH INTENT, INTEGRITY AND PURPOSE.



WE BELIEVE

BELLEVUE CITY SCHOOLS MISSION STATEMENT

- WE ARE COMMITTED TO A HIGH QUALITY EDUCATION FOR ALL STUDENTS BY PROVIDING A RIGOROUS AND RELEVANT CURRICULUM, POSITIVE RELATIONSHIPS WITH OUR STAKEHOLDERS AND ACCOUNTABILITY. EVERY STUDENT WILL DEVELOP THE SKILLS AND KNOWLEDGE TO SUCCEED IN AN EVOLVING GLOBAL SOCIETY.



WE BELIEVE

BELLEVUE CITY SCHOOLS CORE VALUES

WE BELIEVE IN:

- B** BELIEF THAT ALL STUDENTS CAN REACH THE HIGHEST LEVEL OF ACHIEVEMENT
- E** EXPECTATIONS OF EXCELLENCE AND INTEGRITY
- L** LEADERSHIP LEADS TO SUCCESS
- L** LIFELONG COMMITMENT TO HELPING STUDENTS BE COLLEGE & CAREER READY
- E** ENGAGEMENT IS THE KEY TO LEARNING
- V** VISION TO BE THE MOST EXCELLENT SCHOOL DISTRICT IN OHIO
- U** UNITED IN TRUST AND RESPECT FOR ALL INDIVIDUALS
- E** ENTHUSIASM FOR HIGH QUALITY TEACHING AND LEARNING

WE BELIEVE

- CULTURE TRUMPS STRATEGY
- FOCUS IS CRITICAL
- PARTNERSHIPS ARE VALUABLE
- THE WORK IS HARD AND TAKES TIME.....BUT IT IS WORTH IT



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