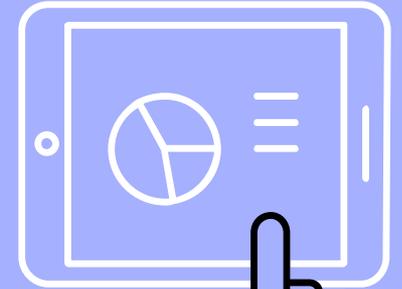
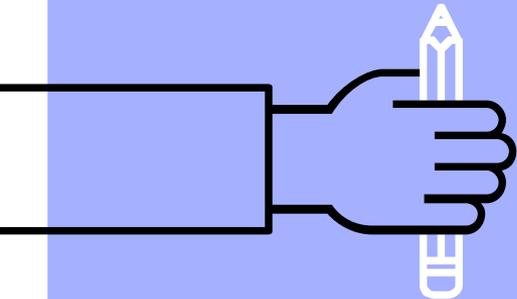
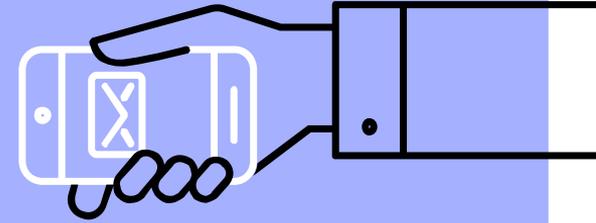
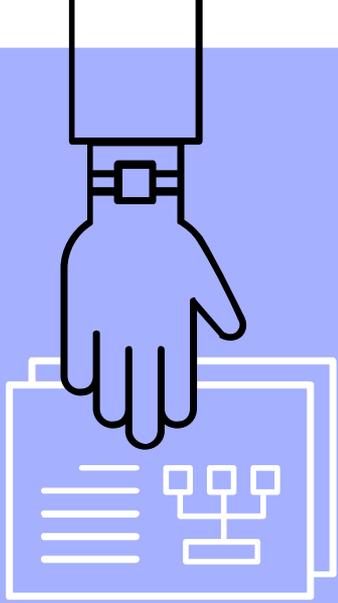
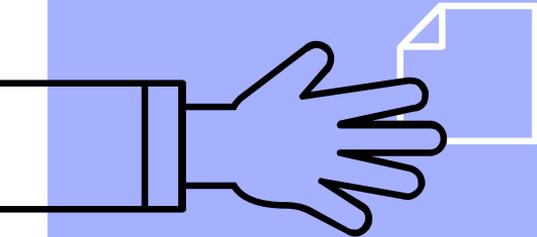
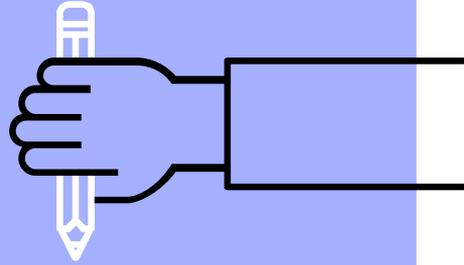


Mountain Lakes: Curriculum Update

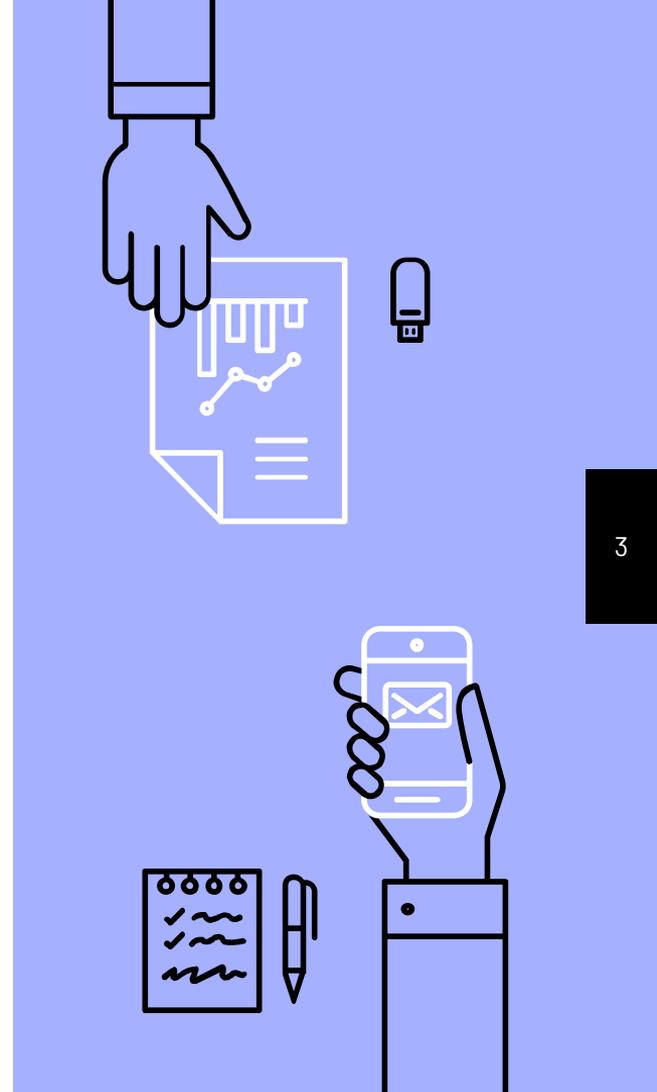


Standards vs. Curriculum



*“The standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations set by the standards. **The standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in the standards.**”*

- Jay McTighe (Understanding by Design)



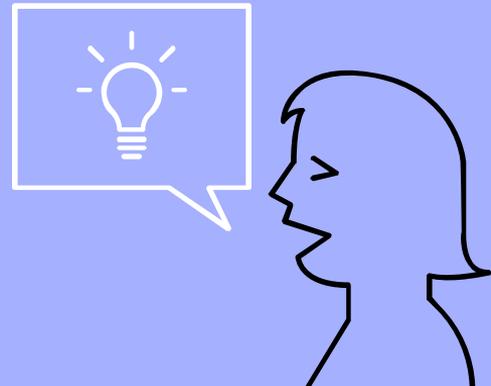
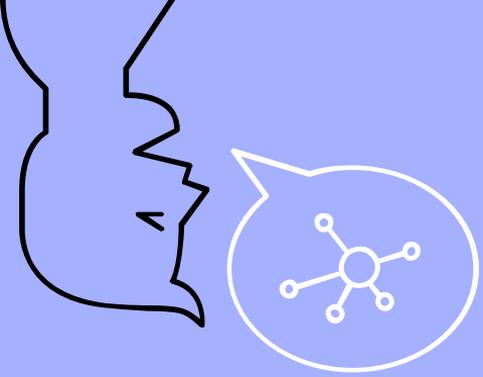
What is the difference between standards and curriculum?

- ▶ Standards are expectations. For instance, we expect students to know that $2+2=4$, and why. Curriculum is the program created by local school districts to teach students to learn that $2+2=4$, and why.
- ▶ Standards are statements. Curriculum includes many resources: activities, lessons, units, assessments, and can include publisher textbooks.
- ▶ Standards define what is to be learned by the end of a school year. Curriculum is the detailed plan for day to day teaching.



“

*Standards are the end.
Curriculum is the means.*



Levels of Decision Making

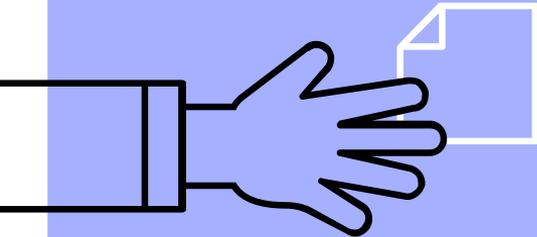
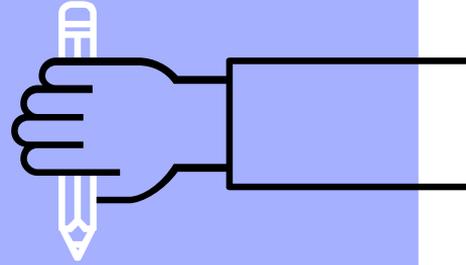
State Level: Develop standards (which define for teachers, school leaders and parents what students are expected to know by the end of the year)

District Level: Develop curriculum (including which textbook and programs to use, are made)

Classroom Level: Develop lesson plans (interpret curriculum to meet the varied needs of students in their classroom)



Impact of Curriculum



Curriculum Impact on Teachers

- ▶ **Connection to class practices:** Helps teachers understanding the big picture by aligning the learning objectives of their lesson plans with the school's curriculum.
- ▶ **Consistency within grade level/course:** Provides a measurable plan and structure for delivering a quality education.
- ▶ **Alignment between grade levels/courses:** In the absence of a curriculum, makes it increasingly difficult for teachers to know whether students are building a solid foundation to support learning at the next level.

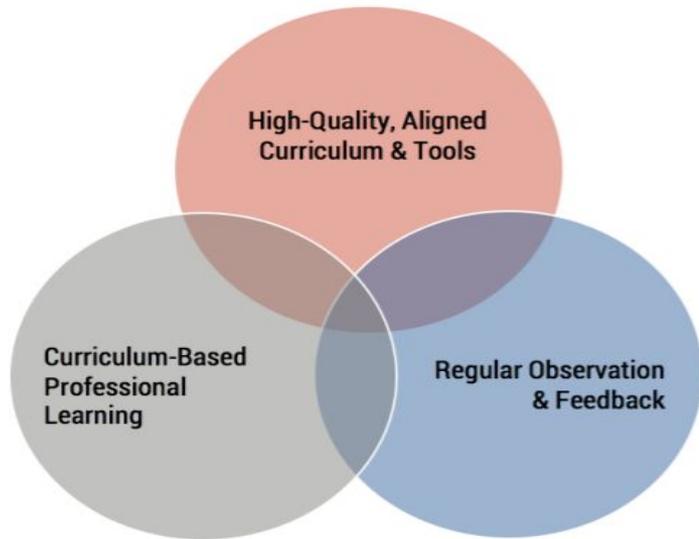


Curriculum Impact on Students

- ▶ **Outlines clear expectations:** Helps students understand what is expected of them in the grade level/course.
- ▶ **Adequately prepares for future learning:** regularly updated curriculum addresses latest changes/ modifications in the specific field of study.
- ▶ **Consistent learning experiences:** Ensures similar courses are taught with the same outcomes/expectations across teachers.

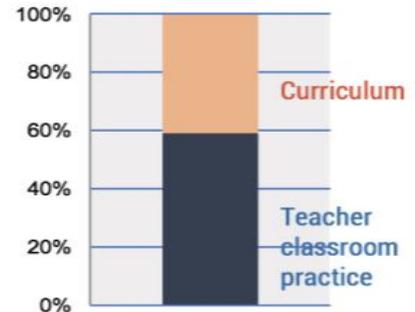


Curriculum – as part of an integrated delivery model – drives changes in teacher behavior, which can lead to even greater effects on student outcomes.



Students in an integrated improvement model gained an estimated four months of learning over two years relative to students in the comparison group.

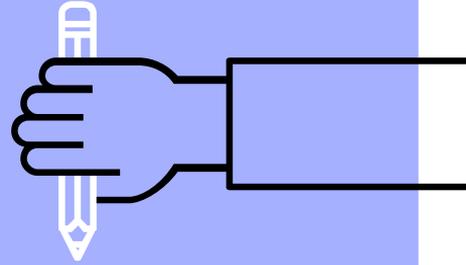
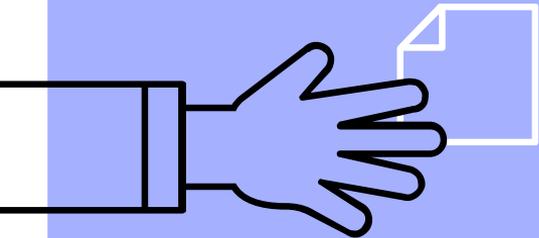
41% of effect attributable to the curriculum itself.



Source: Joseph A. Taylor et al., "An Efficacy Trial of Research-Based Curriculum Materials with Curriculum-Based Professional Development," *American Educational Research Journal*, 2015.

Note: Study distinguishes between "teacher effectiveness" (percentile ranking using VAM+) and "practice" (pedagogies, instructional moves, eliciting student thinking, etc.). Implementation fidelity in the study was 71%; effect size was .09.

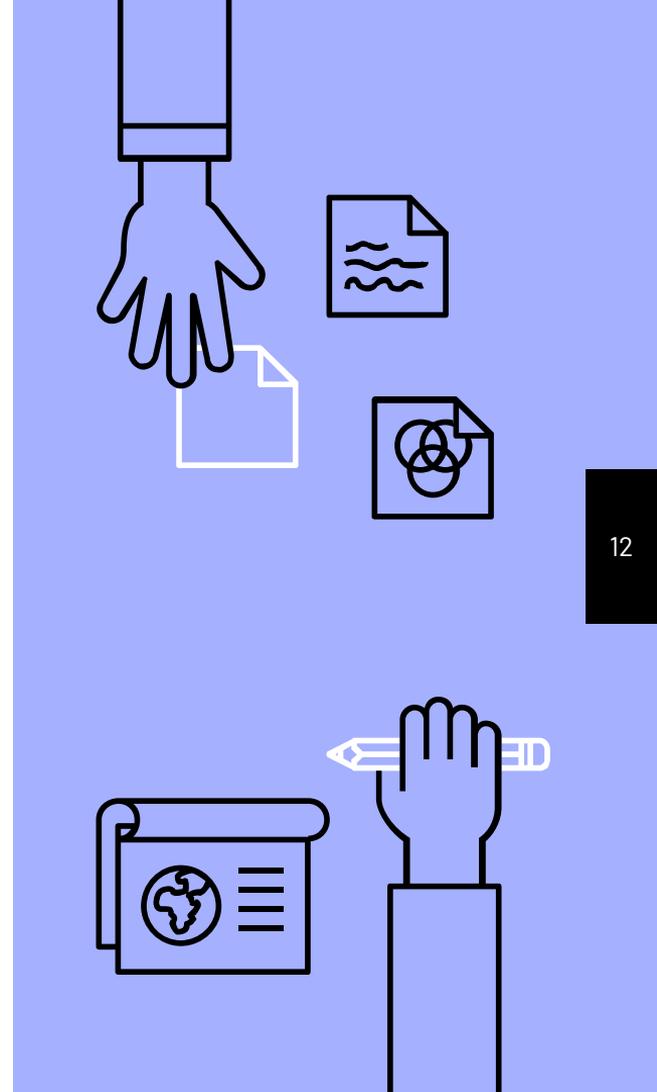
QSAC



Quality Single Accountability Continuum (QSAC)

The system focuses on monitoring and evaluating school districts in five key components

Instruction & Program,
Fiscal,
Governance,
Operations, and
Personnel.



Instruction & Program Overview

1-7 data specific indicators 60 points

- ELA performance
- Math performance
- Science performance
- Student growth
- Graduation rate
- Chronic absenteeism

8-Performance Reporting 6 Points

- Public presentation of performance on statewide assessments

16-Tiered support services 6 points

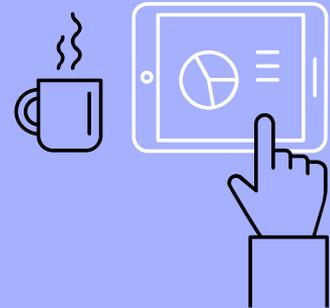
- Coordinated & systematic system to identify student needs & provide appropriate supports

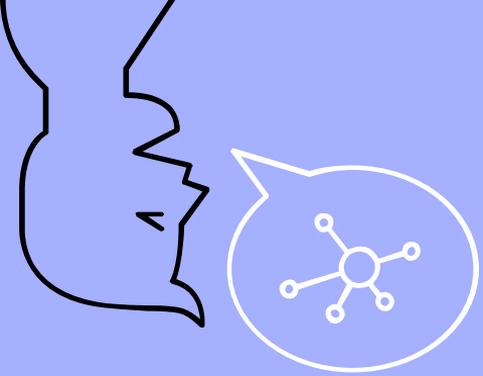
9-15 Curriculum

28 points

(4 points per discipline)

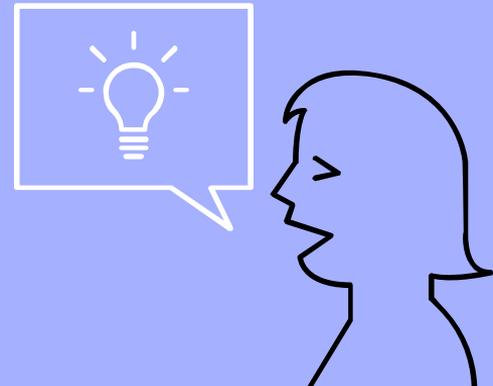
- Content area curricula aligned to standards & contain required elements





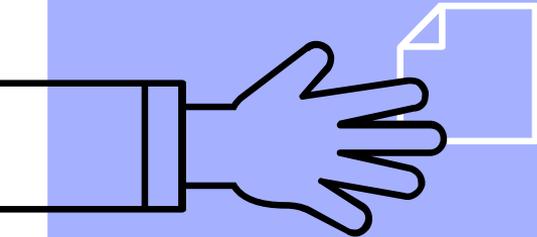
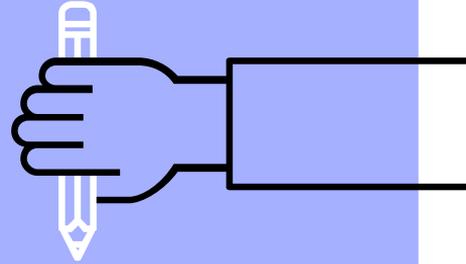
“ Departments Monitored

- ▶ *English*
- ▶ *Visual & Performing Arts*
- ▶ *Mathematics*
- ▶ *Physical Education*
- ▶ *Science*
- ▶ *Social Studies*
- ▶ *World Languages*



Required Curriculum Components

Evidence Indicators...



General Evidence for Indicators 9-15

9a. All content areas contains all the required elements from the New Jersey Student Learning Standards (NJSLS).

Evidence

- All content areas contains all the required elements from the New Jersey Student Learning Standards **(NJSLS)**
- Explicit citation of standards regarding interdisciplinary connections
- Explicit citation of Reading and Writing Companion standards for History, Social Studies, Science and Technical Subjects addressed in at least one content area in each grade band (grades K-5, 6-8, 9-10, 11-12)
- Content-specific requirements
- **Aligned to a consistent curriculum framework**

General Evidence for Indicators 9-15

9b. **Integrated accommodations and modifications** for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans;

Evidence

- Modifications that ensure the needs of the district's divergent learners are met through multiple means of engagement
- Content specific accommodations and modifications for the subgroups listed above must be embedded into the curriculum and/or the district must provide a guide that functions as an appendix, addressing accommodations and modifications for all subgroups

General Evidence for Indicators 9-15

9c. Assessments, including, formative, summative, benchmark, and alternative assessments

9d. List of core instructional and supplemental materials, including various levels of texts at each grade level

Evidence

- Formative, summative, benchmark and alternative assessments
- List of core instructional and supplemental materials, including various levels of texts at each grade level

General Evidence for Indicators 9-15

9e. Pacing guide

Evidence

- Pacing guide consistent with the actual days of instruction

"Pacing guide" means a schedule that includes aligned concepts, topics and skills related to a particular curriculum to be addressed over a defined period of time. It is not a prescriptive, lock-step set of lesson plans that impede an educator's ability to exercise flexibility in meeting students' learning needs.

General Evidence for Indicators 9-15

9f. Interdisciplinary connections

9g. Integration of 21st century skills through NJSLS 9

Evidence

- Integration of at least one NJSLS from other disciplines.
- Integration of 21st century life and careers (NJSLS 9) means the integration of Career Ready Practices (CRP). Therefore, evidence must include explicit citations of Career Ready Practices in every grade level and content area.

Standard 9: 21st Century Life and Careers

9.1: Personal Financial Literacy: *This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.*

9.2: Career Awareness, Exploration & Preparation: *This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.*

9.3: Career and Technical Education: *This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.*

- A. Income and Careers
- B. Money Management
- C. Credit and Debt Management
- D. Planning, Saving, and Investing
- E. Becoming a Critical Consumer
- F. Civic Financial Responsibility
- G. Insuring and Protecting

- A. Career Awareness (K-4)
- B. Career Exploration (5-8)
- C. Career Preparation (9-12)

- A. Agriculture, Food & Natural Res.
- B. Architecture & Construction
- C. Arts, A/V Technology & Comm.
- D. Business Management & Admin.
- E. Education & Training
- F. Finance
- G. Government & Public Admin.
- H. Health Science
- I. Hospital & Tourism
- J. Human Services

General Evidence for Indicators 9-15

9h. Integration of technology through the NJSLS (Standard 8)

Evidence

- Integration of technology, evidenced by explicit citation of technology standards.
- Clear evidence of student use of technology to enhance and extend learning.

Standard 8: Technology

8.1: Educational Technology: *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.*

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration
- D. Digital Citizenship
- E. Research and Information Fluency
- F. Critical thinking, problem solving, and decision making

8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*

- A. The Nature of Technology: Creativity and Innovation
- B. Technology and Society
- C. Design
- D. Abilities for a Technological World
- E. Computational Thinking: Programming

General Evidence for Indicators 9-15

9i. Career Education

Evidence

- Career education may be evidenced in at least one of the following ways,
 - Integrated into the curriculum,
 - providing students the opportunity to acquire information about career interests and/or
 - advanced courses linked to their career interests; or,
 - Specialized programs that reflect the needs of students and the community.

Career Ready Practices

Career Ready Practices: *These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.*

CRP2. Apply appropriate academic and technical skills.

CRP9. Model integrity, ethical leadership, and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP3. Attend to personal health and financial well-being.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP1. Act as a responsible and contributing citizen and employee.

CRP9. Model integrity, ethical leadership, and effective management.

CRP4. Communicate clearly and effectively and with reason.

CRP9. Model integrity, ethical leadership, and effective management.

CRP12. Work productively in teams while using cultural global competence.

CRP5. Consider the environmental, social, and economic impact of decisions.

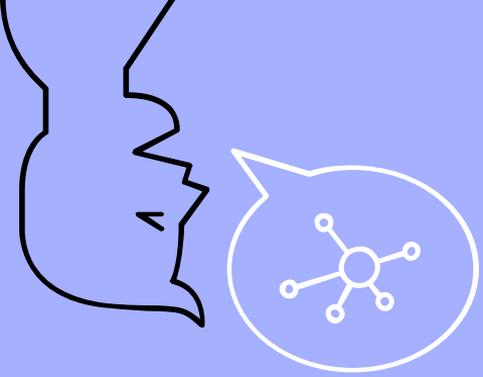
CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

“

What is our next step?



Proposed Timeline

March 2020 - Finalize Curriculum Audit to identify areas of curricular focus.

April 2020- Admin team will develop exemplar curriculum documents per content area.

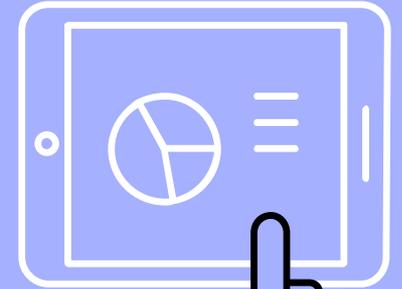
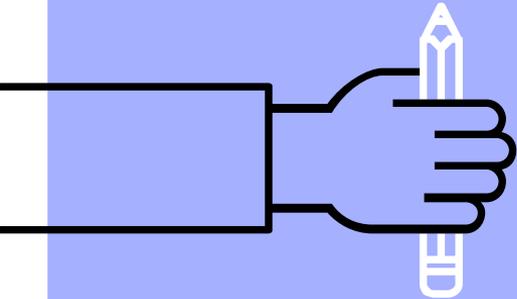
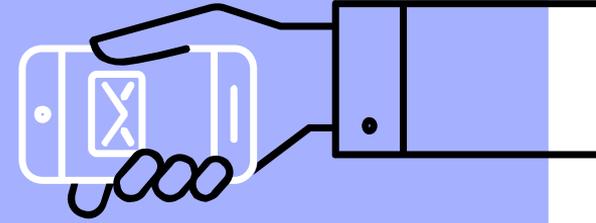
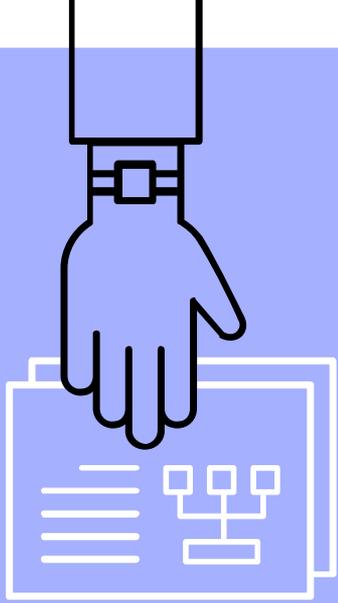
May 2020- Share exemplar curriculum with teachers to model expectations.

June 2020- Train staff on developing curriculum.

Summer 2020- Begin developing curriculum.



Curriculum Audit



Audit Findings So Far...

Content Area	Number of Courses Under Review	Out of State Compliance
English Language Arts	23	23
Math	21	17
Health & Physical Education	Still under review	Still under review
Science	23	23
Social Studies	18	18
Visual Performing Arts	30	30
World Languages	Still under review	Still under review
Technology (21st Century)	Still under review	Still under review