

## DIRECTIONS TO MEET CURRICULUM ALIGNMENT REQUIREMENTS FOR ACCREDITATION

### **Narrative:**

Provide a narrative to answer the following two essential questions for each school within the district if the process is different in each school. Within the narrative, please refer to the uploaded evidence that will help to support your claim.

#### **1. Essential Question #1:**

*Narrative:* Describe the process(es) used to ensure **all standards** are included in the taught curriculum for all students.

*Referenced evidence must include:* **standards (concepts/skills) and timeline.**

*Possible Evidence:* blueprint, scope and sequence, curriculum plan/map, units of instruction

#### **2. Essential Question #2:**

*Narrative:* What steps has the school taken to ensure the taught curriculum addresses the standards to the required **depth and intention**? Examples could include, but are not limited to: system of common formative assessment, looked for during teacher evaluation observations, PLC groups focused on evaluating student work in relation to standards, evaluation of unit assessments, etc.

*Referenced evidence must include:* **how the content standards are taught/performance expectations.**

*Possible Evidence:*

- a. In depth unit of instruction
- b. In-depth lesson plans (only if narrative includes an explanation of district/school expectations or policy for aligning standards to DOK for all teachers)
- c. Results of a curriculum review process for depth of knowledge.

**Evidence requirements:** (4 pieces of evidence per district)

**Upload evidence from** three of the four core content areas (English language arts, math, science, social studies) and at least one non-core content area. **Evidence should represent grade-bands K-5, 6-8, and 9-12.** Label which grade band (e.g. k-5, 6-8, 9-12) each piece of evidence is from, again, each grade-band should be represented at least once. Only four pieces of evidence per district are required.

**Examples of evidence include, but are not limited to:** blueprint, units of instruction, scope and sequence, or curriculum plan/map, in-depth lesson plans. Keep in mind that some pieces of evidence may not address both questions.

## QUESTIONS & ANSWERS FOR CURRICULUM ALIGNMENT ACCREDITATION REQUIREMENTS

*Most of these questions address types of evidence that might be provided to support the narrative, but in an insufficient manner. It is important to remember that the narrative should justify and support the evidence provided to ensure both essential questions are met.*

Q: Will a curriculum map/plan provide the necessary evidence to meet accreditation requirements?

A: A thorough curriculum map/plan should provide the necessary evidence to answer the two essential questions. Even though the design of the curriculum map may vary from district to district, the following elements are typically included:

- state standards (may also include performance indicators)
- timeframe: by calendar week, month, semester, year
- content/skills: what students are expected to know and be able to do (unpacked standard)
- procedures/topics: how content is taught
- evidence of learning: the degree of competency (introduced, reinforced, or mastered) is suggested
- assessments: how competency is measured; what is the evidence of a student's ability to demonstrate competency
- instructional materials and resources

Q: If lesson plans are used as evidence, what additional evidence should be provided?

A: A lesson plan may show an individual or few standards that are taught as an example of alignment, depth and intention. Lesson plans can provide good evidence for essential question #2, but usually do not provide evidence that all the state standards are taught or a timeline for teaching them (essential question #1). Additional evidence may need to be included such as a course blueprint or other documentation showing a long range plan for the course.

Q: Will a sample of purchased curriculum from textbook or other resource meet the requirements?

A: This is similar to the previous question. Purchased resources usually do not come pre-aligned to the state standards nor indicate timeline for teaching all required standards (essential question #1). Keep in mind some purchased materials may list standards, but may not always align to the depth and intention of the standards. Therefore, it is important to include in the narrative the process for reviewing purchased curriculum to assist in answering essential question #2.

Q: Is a scope and sequence or blueprint sufficient to meet the accreditation requirements?

A: A scope and sequence typically does not include evidence of how the curriculum is taught to the depth and intention of the standards (essential question #2). However, it does usually detail all standards taught throughout the course and presents a timeline (essential question #1). If only a scope and sequence is provided, additional evidence may be needed to portray the requirements for essential questions #2.

Q: Can standards-based report cards be used as evidence to meet all the curriculum alignment requirements for accreditation?

A: Standards-based report cards may provide evidence of which standards are taught, however, it typically does not include evidence of how the curriculum is taught to the depth and intention of the standards (essential question #2). If standards-based reports cards are submitted, districts will need to provide additional explanation in the narrative describing the processes used to create and align performance expectations to the state standards. Examples of the standards based report card performance expectations (rubrics) will also need to be uploaded.

Q: Will course descriptions meet the accreditation requirements?

A: Course descriptions do not provide enough detailed evidence to meet accreditation requirements.