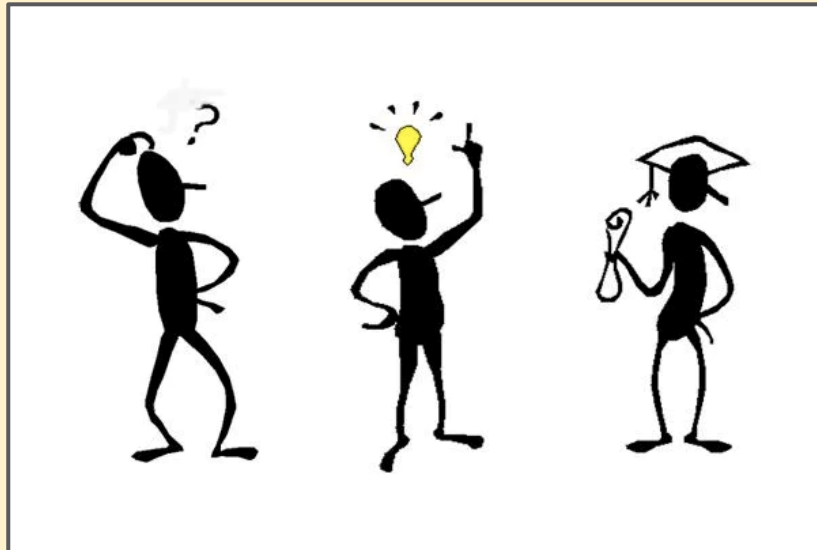


A Learning “Roadtrip”

KEYNOTE

Presented by: Eliza Thomas from 4:00 - 5:30
elizathomaseducator@gmail.com



Your “Driver” Tonight

elizathomaseducator@gmail.com



Objectives

Participants will...

- ❖ Be able to articulate your compelling why for going on the “road trip.”
- ❖ Be able to define components of the curricular “road trip.”
- ❖ Be able to explain the process, product, and journey of student on the “Road Trip.”

Pre Test

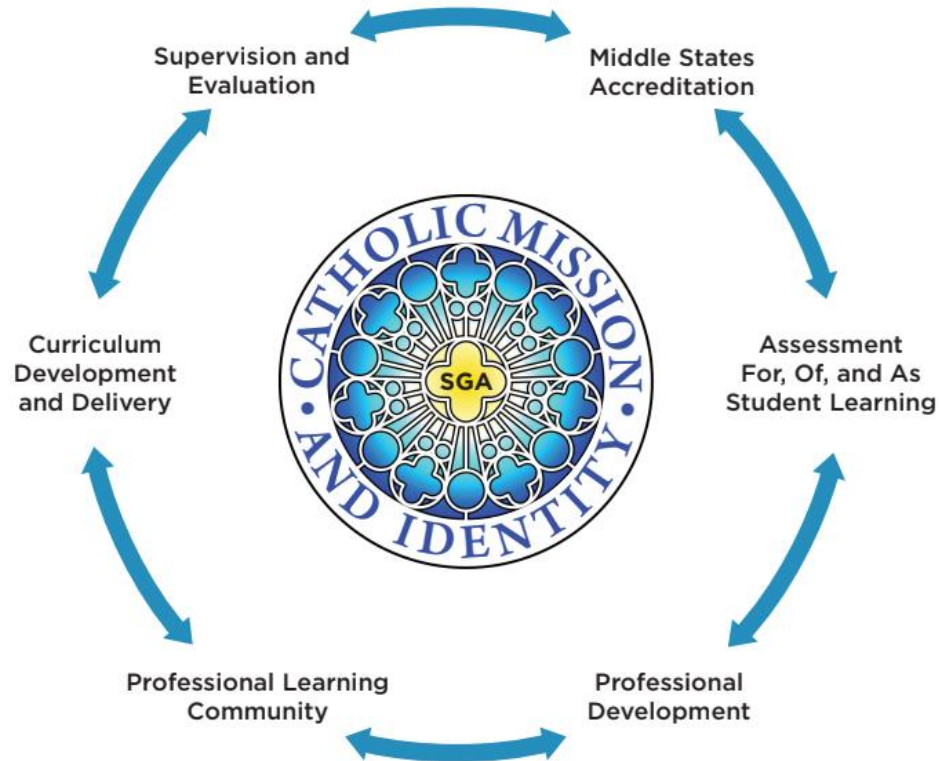
Write down **3** ways you would describe what curriculum **IS** to a parent or community member . . .

Write down **2** ways you would describe what curriculum is **NOT** to a parent or community member . . .

Write down **1** question you have about curriculum development.

Formula For

STUDENT GROWTH AND ACHIEVEMENT (SGA)



The Golden Circle

WHAT

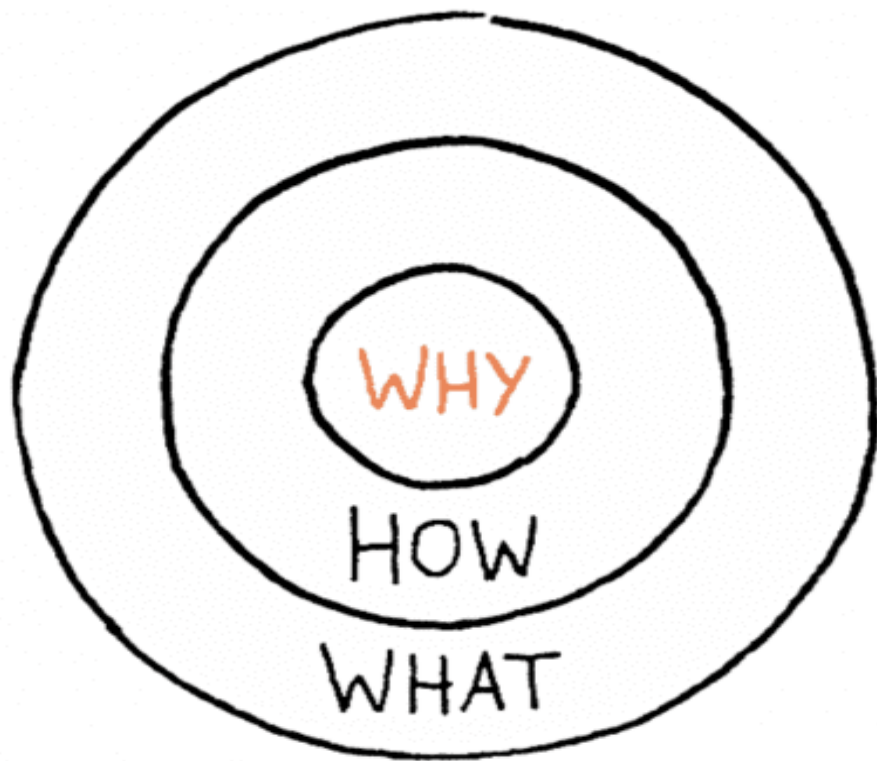
Every organization on the planet knows WHAT they do. These are products they sell or the services

HOW

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

WHY

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.



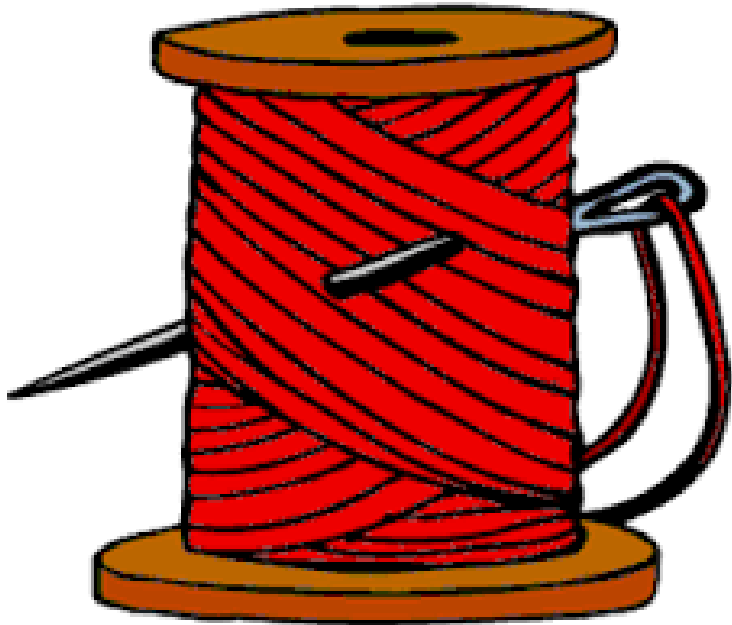
Why do you do what you do?

How do you do what you do?

What do you do?



The “New” from the “Old”



Throughout our time, think about your connections.

What “red threads” run throughout and aren’t “new” because they’re “old”?

What are your connections:

- ❖ Professional Development to Self,
- ❖ Professional Development to Professional Development, and
- ❖ Professional Development to the Diocese

So . . . let's think about what we need on this trip . . .



Catholic Schools in the Diocese of Erie

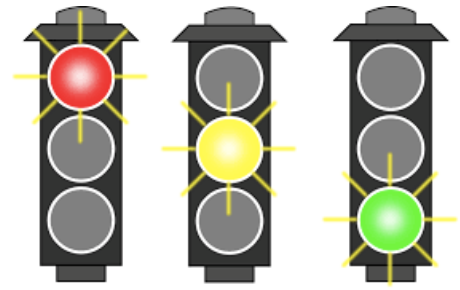
Curriculum

A COMMON LANGUAGE AND UNDERSTANDING

Curriculum is both a series of strategic curricular processes and a variety of curriculum products. They define the goals for student learning, provide the roadmap to those goals, including a plan for assessment, and utilize evidence-based instructional resources.

CURRICULUM DEFINITION	CURRICULUM PROCESSES	CURRICULUM PRODUCTS <i>(Tools and Resources)</i>
<p><i>Common language for Catholic Schools in the Diocese of Erie:</i></p> <p>A curriculum is a planned set of learning goals, evidence-based instructional experiences, and assessment practices that promote student achievement at every level.</p>	Planned set of learning goals	Curriculum Standards for Catholic schools (<i>Goal posts for learning, located on the diocesan website.</i>)
	Planned set of learning experiences	Curriculum maps and scope and sequences, vertical and horizontal curriculum maps, unit plans, and daily lesson plans
	Planned set of assessment practices	Assessment Plan for Catholic Schools in the Diocese of Erie, building level diagnostic, formative, and summative assessment plans
	Vetting instructional resources	Textbooks and printed materials, software/websites, manipulatives, etc.
CURRICULUM IS...	CURRICULUM IS NOT...	
<ul style="list-style-type: none"> • A series of strategic processes and a variety of curriculum products • An ever-evolving process driven by strategic goals and an analysis of all types of school data • A collaborative group effort among all school stakeholders 	<ul style="list-style-type: none"> • A textbook • A one-time written plan • Only the standards • Stagnant 	

February 2021



Pacing (Timing and Big Topics) - first pass

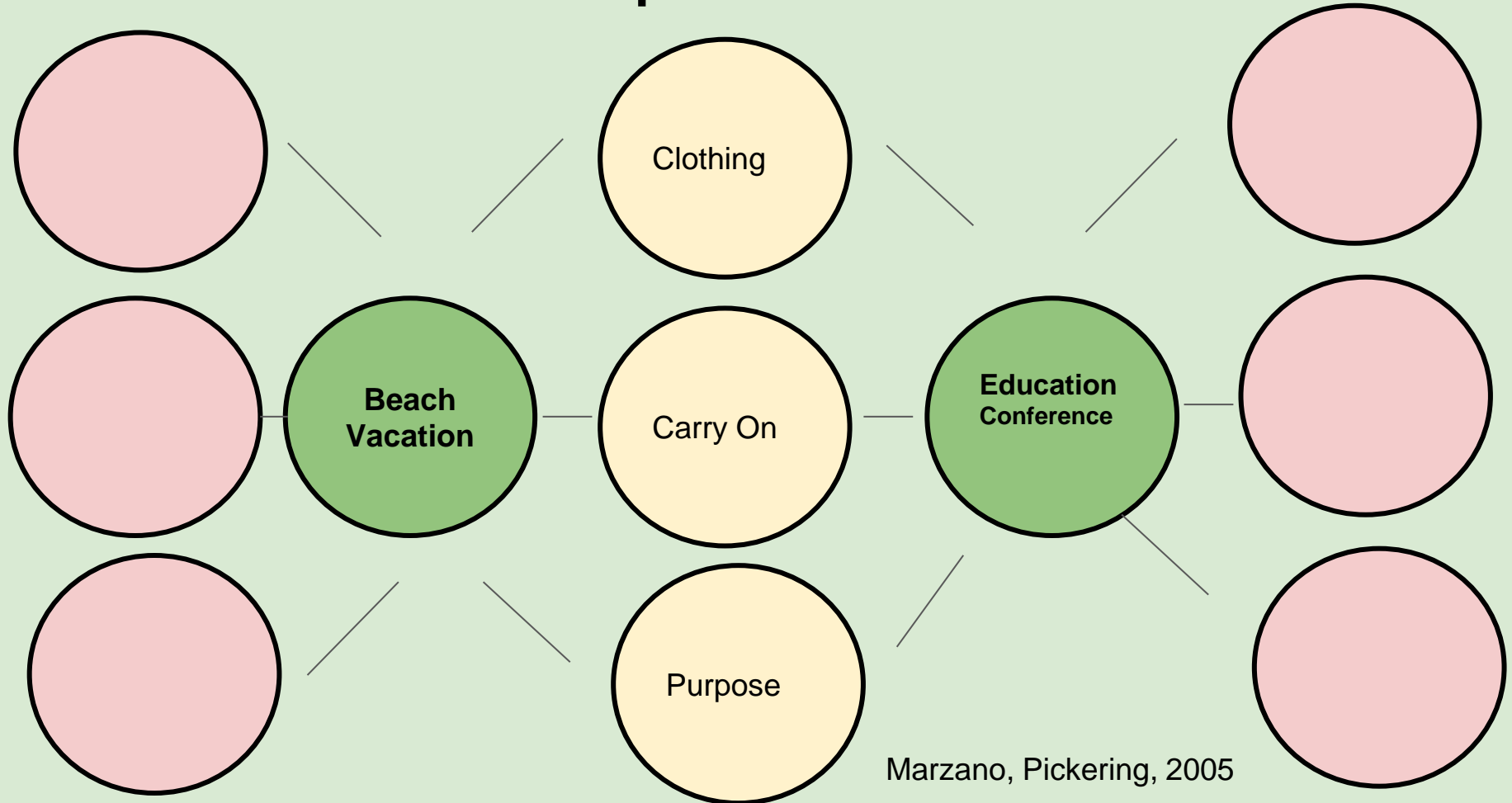
Scope and Sequence (Time and Skill Building in Sequence)

- First Quarter
- Essential Standards (red, green, yellow)
- Drilled down by unit, by standard

Curriculum Map

- Examples, Activities, Vocabulary, Assessment, etc.

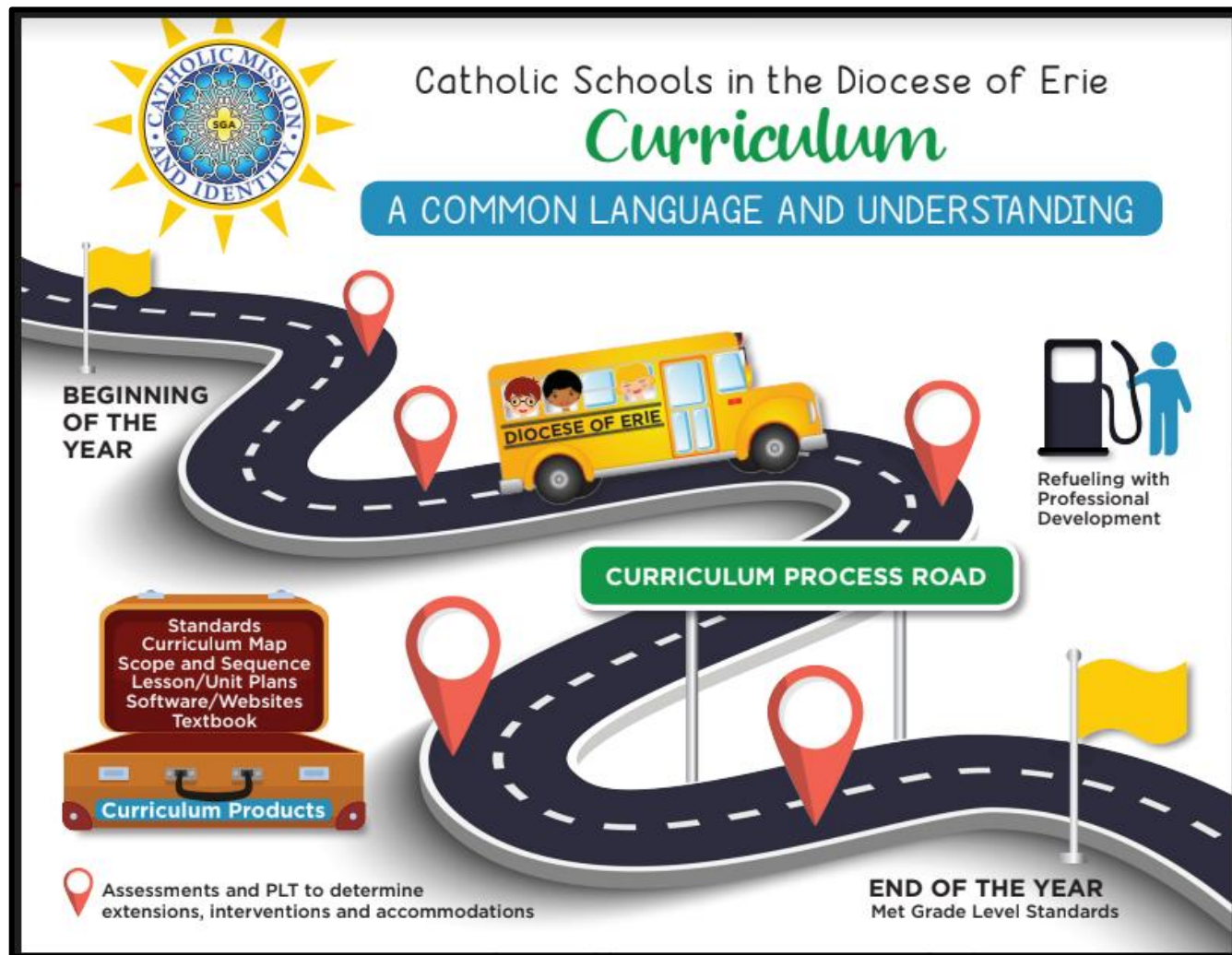
Let's Look at Two "Trips" . . .



So . . . let's think about what we need on this trip . . .



The Road Trip



Some Key Vocabulary - Language of Our Trip & Destination

Mile a Minute

Find a Partner.

Determine Partner A and Partner B.

Partner A Face the Slides, Partner B Face Away.

Play – define, explain, without rhyming words.

Pass as needed.

Try and get as many as possible in the time period.

Let's Look at Vocabulary Compared to Our Road Trip

Where do you see what students should know and be able to do?

Where do you see how we will teach students?

Where do you see how we will measure students growth and achievement?

Where do you see how we will support students that have it and those that don't have it yet?



Catholic Schools in the Diocese of Erie

Curriculum

A COMMON LANGUAGE AND UNDERSTANDING

BEGINNING
OF THE
YEAR



Refueling with
Professional
Development

CURRICULUM PROCESS ROAD



Assessments and PLT to determine
extensions, interventions and accommodations

END OF THE YEAR
Met Grade Level Standards

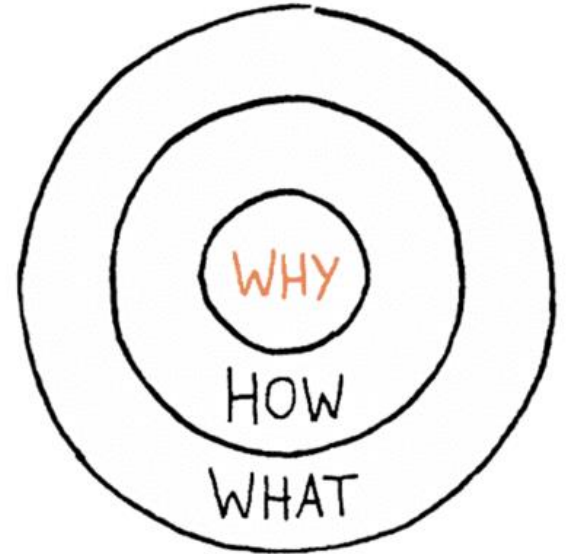
goals
teaching
leader
evidence
curriculum map
manipulatives
formative
unit
experience
collaborative
objectives
learning
standards
achievement
assessment
resources
summative
process
scope and sequence
data

Over the Next Two Days . . .

Big **Picture, Purpose, Process**

The Plan and Your Part

Picking a Commitment



Post Test

Write down 3 ways you would describe what curriculum is to a parent or community member . . .

Write down 2 ways you would describe what curriculum is NOT to a parent or community member . . .

Write down 1 question you have about curriculum development.

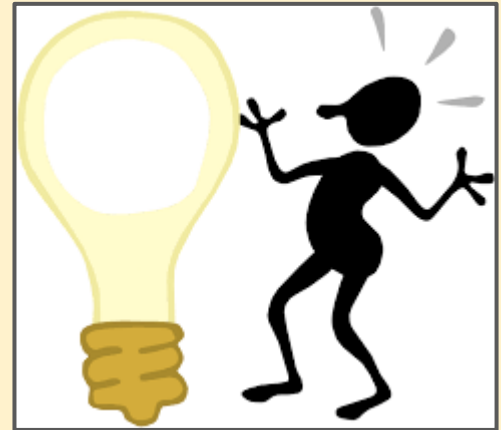
The Big Picture and the Purpose

Tuesday

10:15 - 12:10

1:00 - 2:45

3:00-4:20



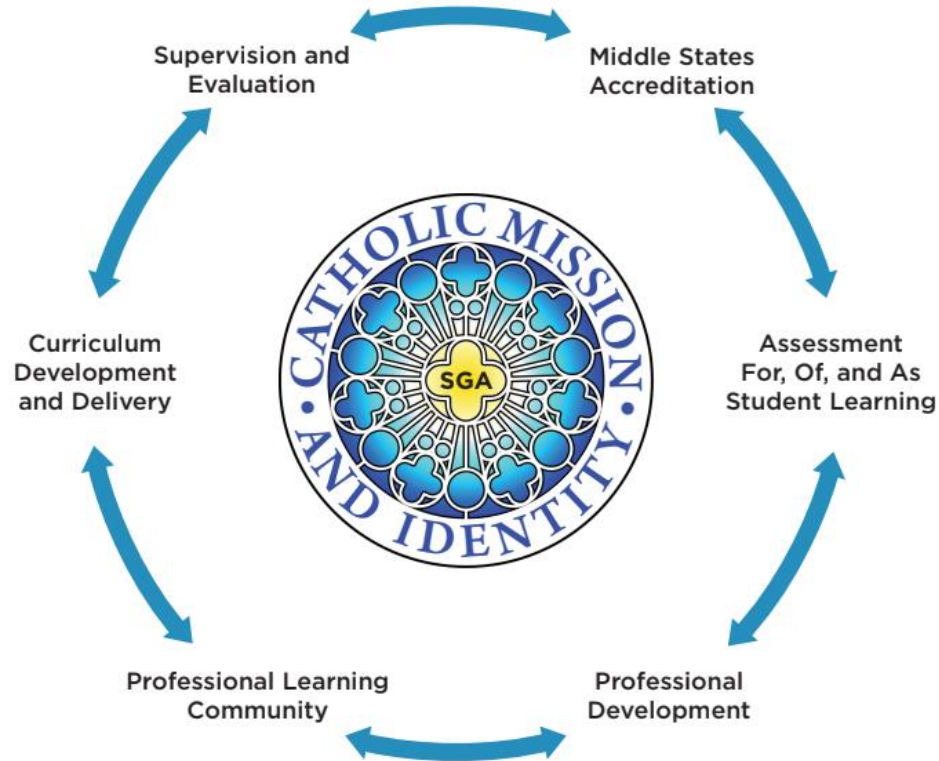
Objectives

Participants will...

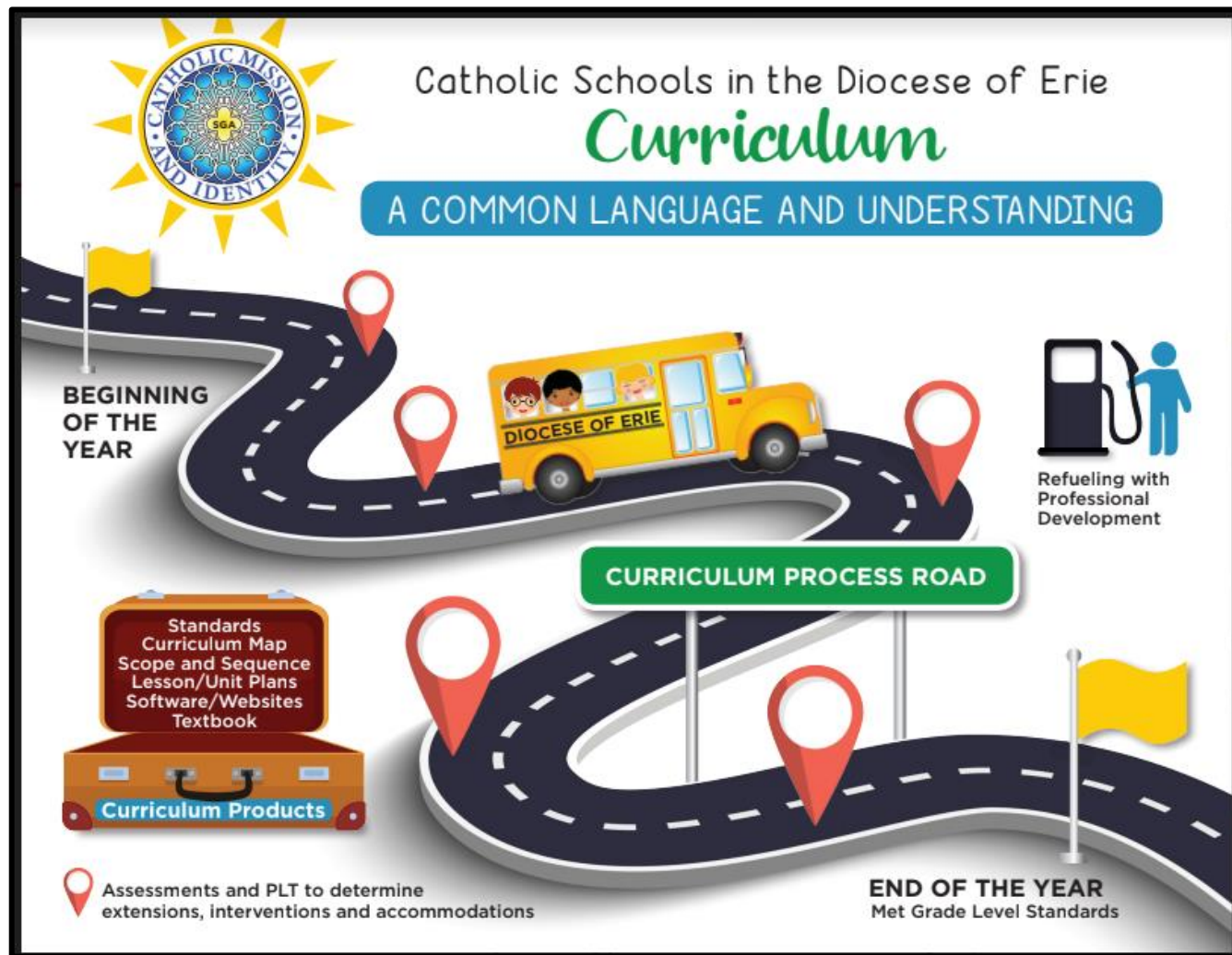
- ❖ Be able to describe the learning process - the formula for growth and achievement.
- ❖ Explain the role that curriculum planning plays in the learning process, and a guaranteed and viable curriculum in particular.
- ❖ Create a draft curriculum planning process to consider when deciding the route for the “Road Trip.”

Formula For

STUDENT GROWTH AND ACHIEVEMENT (SGA)



The Road Trip



Let's go back to the big PICTURE

At your table discuss . . .

What IS curriculum?

What is it NOT?

Catholic Schools in the Diocese of Erie

Curriculum

A COMMON LANGUAGE AND UNDERSTANDING

Curriculum is both a series of strategic curricular processes and a variety of curriculum products. They define the goals for student learning, provide the roadmap to those goals, including a plan for assessment, and utilize evidence-based instructional resources.

CURRICULUM DEFINITION	CURRICULUM PROCESSES	CURRICULUM PRODUCTS (Tools and Resources)
Common language for Catholic Schools in the Diocese of Erie: A curriculum is a planned set of learning goals, evidence-based instructional experiences, and assessment practices that promote student achievement at every level.	Planned set of learning goals	Curriculum Standards for Catholic schools (<i>Goal posts for learning, located on the diocesan website.</i>)
	Planned set of learning experiences	Curriculum maps and scope and sequences, vertical and horizontal curriculum maps, unit plans, and daily lesson plans
	Planned set of assessment practices	Assessment Plan for Catholic Schools in the Diocese of Erie, building level diagnostic, formative, and summative assessment plans
	Vetting instructional resources	Textbooks and printed materials, software/websites, manipulatives, etc.
CURRICULUM IS...		CURRICULUM IS NOT...
<ul style="list-style-type: none">• A series of strategic processes and a variety of curriculum products• An ever-evolving process driven by strategic goals and an analysis of all types of school data• A collaborative group effort among all school stakeholders		<ul style="list-style-type: none">• A textbook• A one-time written plan• Only the standards• Stagnant

February 2021



Catholic Schools in the Diocese of Erie

Curriculum

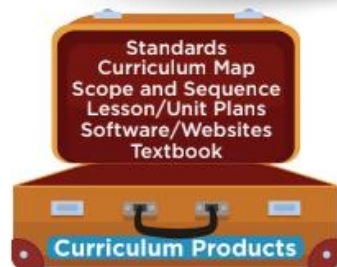
A COMMON LANGUAGE AND UNDERSTANDING

BEGINNING
OF THE
YEAR



Refueling with
Professional
Development

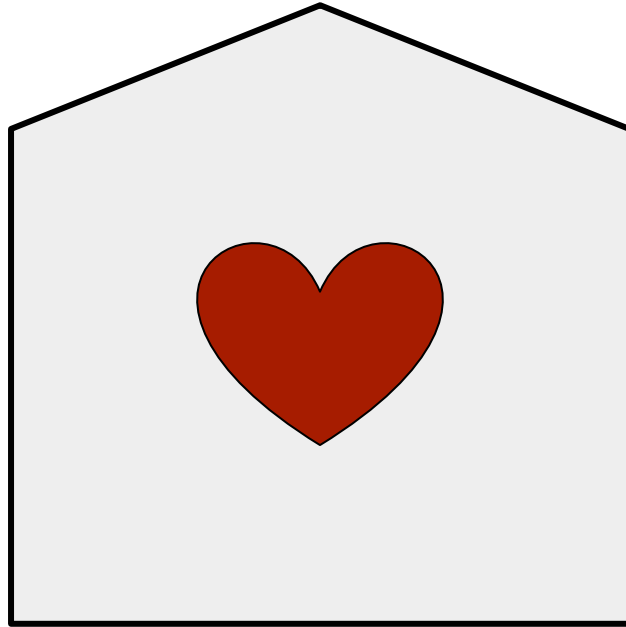
CURRICULUM PROCESS ROAD



Assessments and PLT to determine
extensions, interventions and accommodations

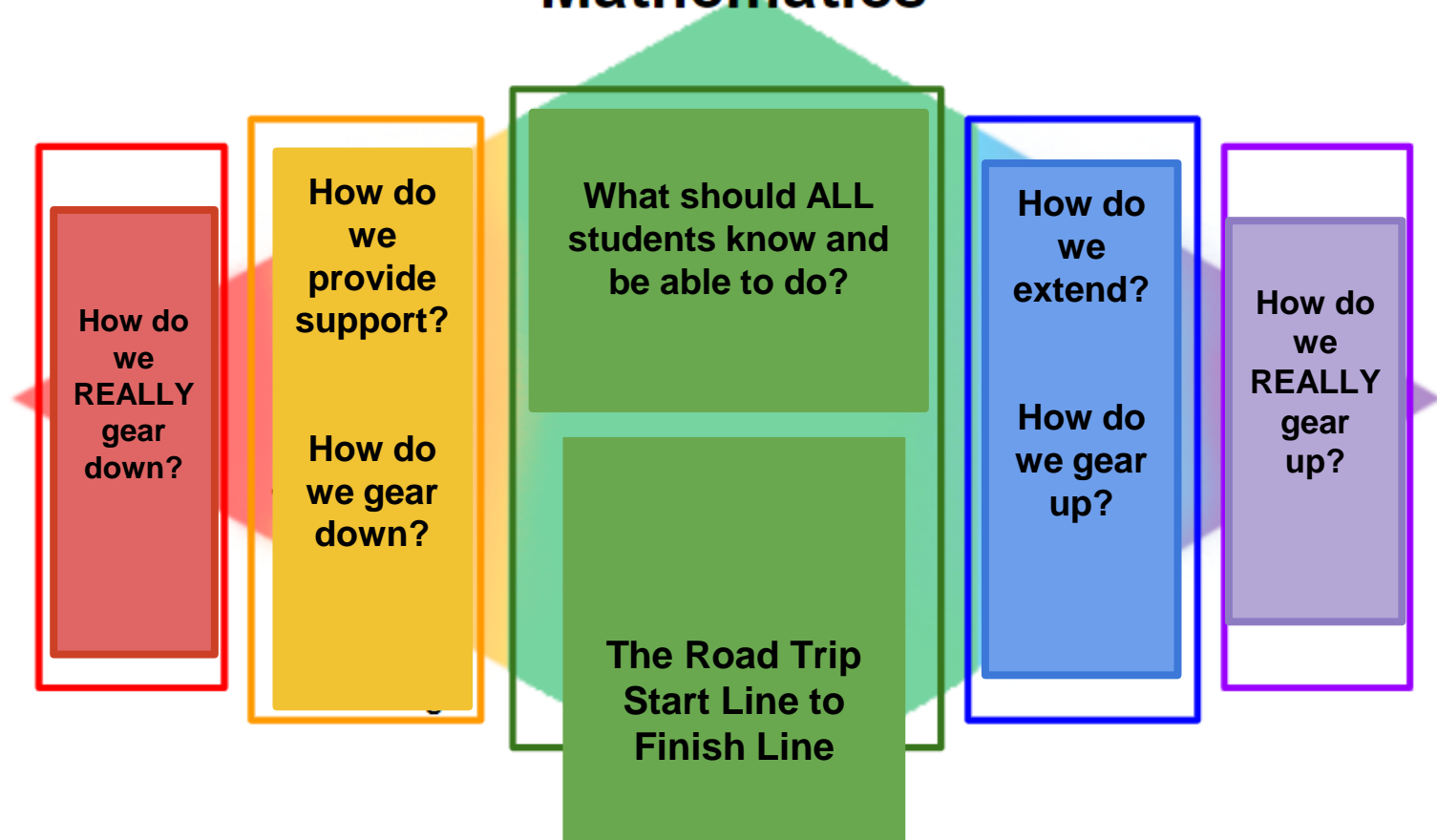
END OF THE YEAR
Met Grade Level Standards

**What are some things we KNOW
about good Math curriculum and instruction?**



Curriculum Needs to Meet ALL Learners...

Mathematics



Now, with what we know about Mathematics instruction, does your Diocese have a “list of knowns”? A guaranteed and viable instruction knowledge base.

- ❖ Does it reflect your compelling why?
- ❖ How does it connect with your big picture?
- ❖ What falls in various places along the “Road Trip”

[List of Knowns Example](#)



Top 10 List – What should EVERY educator know about Math instruction? Why?

Brainstorm your list of 10 – strive for 5, top out at 10.

Now . . . what would be your number 1?

Where would this show up on your road trip?

NOW . . .

Where would your list fall?

Standards-related?

Instruction-related?

Assessment-related?

System of support-related?

How do your #1s and your lists compare to others?

How Might This List Impact Planning in the Future?

How does this fit with the big PICTURE?

How does this fit with the PURPOSE?

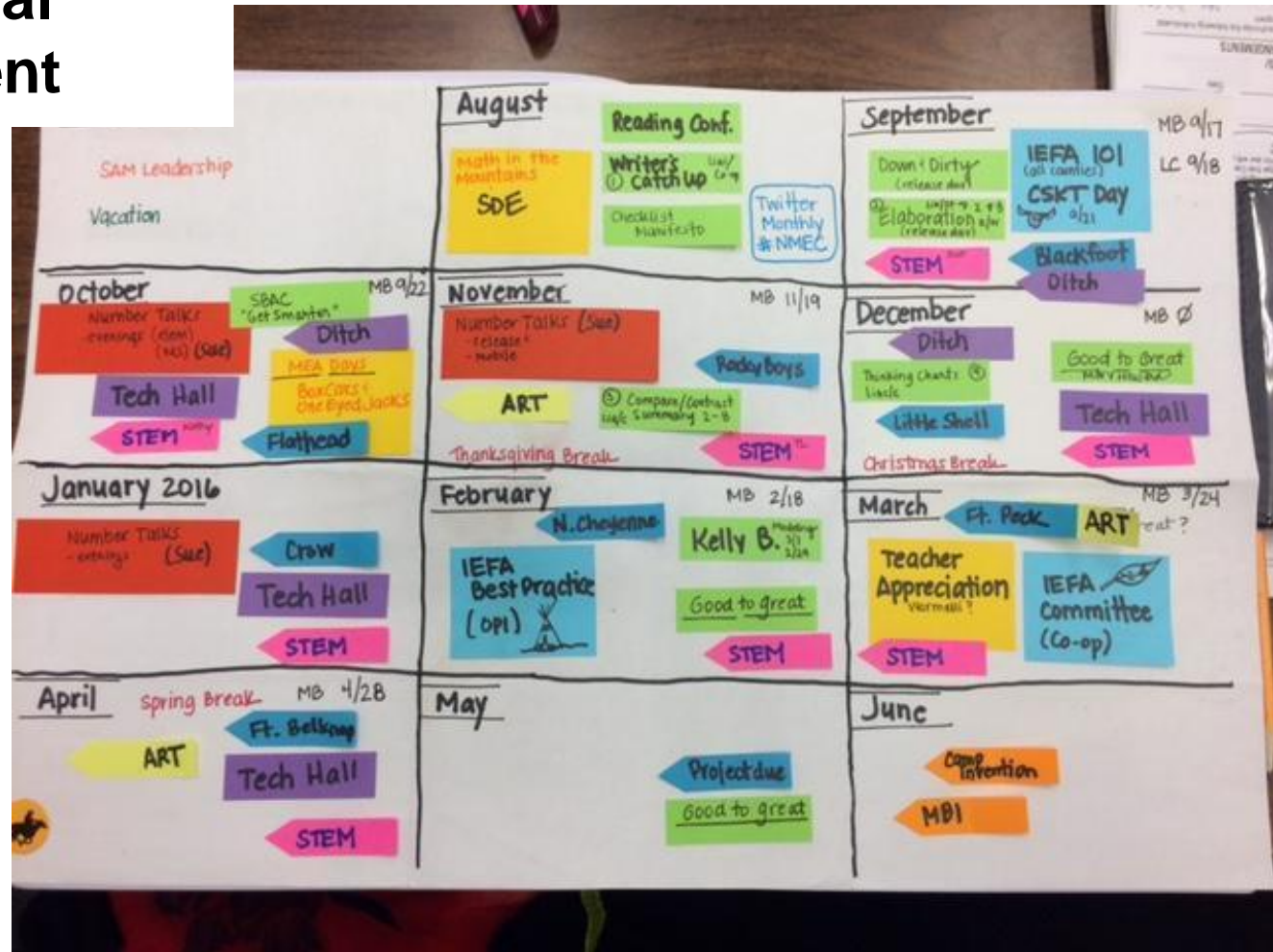


**40,000 Foot View, Preparing for
Landing, On the Ground for the trip!**

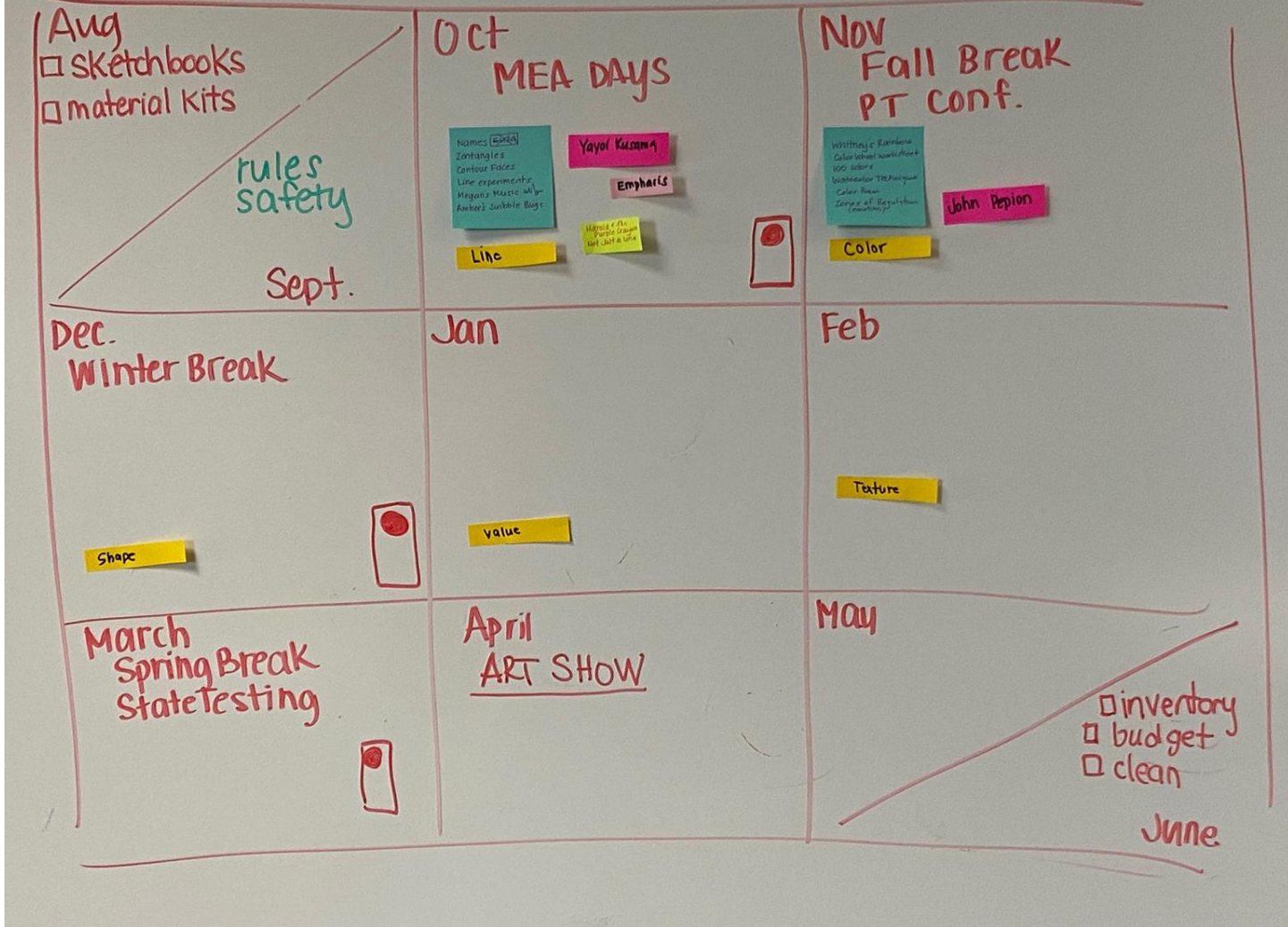


August	September	October	November
December	January	February	March
April	May	June	July

Professional Development



Art



Dissertation Writing Schedule

MAY

- BELLE'S GRAD 5/12-5/15
- LIT 730 5/14 *Chpt. 5 duc
- SPOKANE 5/17-5/18

JUNE

- SEATTLE 6/7-6/11 *LIT 785 6/8
- Writing W 6/1 6/8? 6/15 6/22? 6/29?
- 6/15-6/16 Polson (Math)
- ERIE 6/19-6/23 Erie (curriculum)
- LIT 785 *6/8 8-3 6/24 8-3 6/13 8-3 6/17 8-3 6/29 8-3
- IRELAND : AUSTRIA 6/28-7/7 7/7-7/11
- CAMPER 7/14-7/17
- CHAPTERS 4, 3 STUDENT WORK/APP.

JULY

- LIT 785 7/6 8-12 7/13 8-12 7/18 8-12
- ☆ 785 - Polished Draft
- Writing W 7/6 7/13 7/20 7/27

AUGUST

- LIT 750 8/10 8/16 8/23
- Draft to Committee CAMPER 12-16?
- JUDSON 7/30-8/3
- Writing W 8/3? 8/10 8/17 8/24? 8/31
- KILLEEN 8/3-8/6
- LAKE CHELAN 8/7-8/11 * LIT 750 8/10
- 8/17 Reading Conference 8/18 LIT 750 8/24 PVCC *submit transcr.
- CITATIONS/APA/REF.

SEPTEMBER

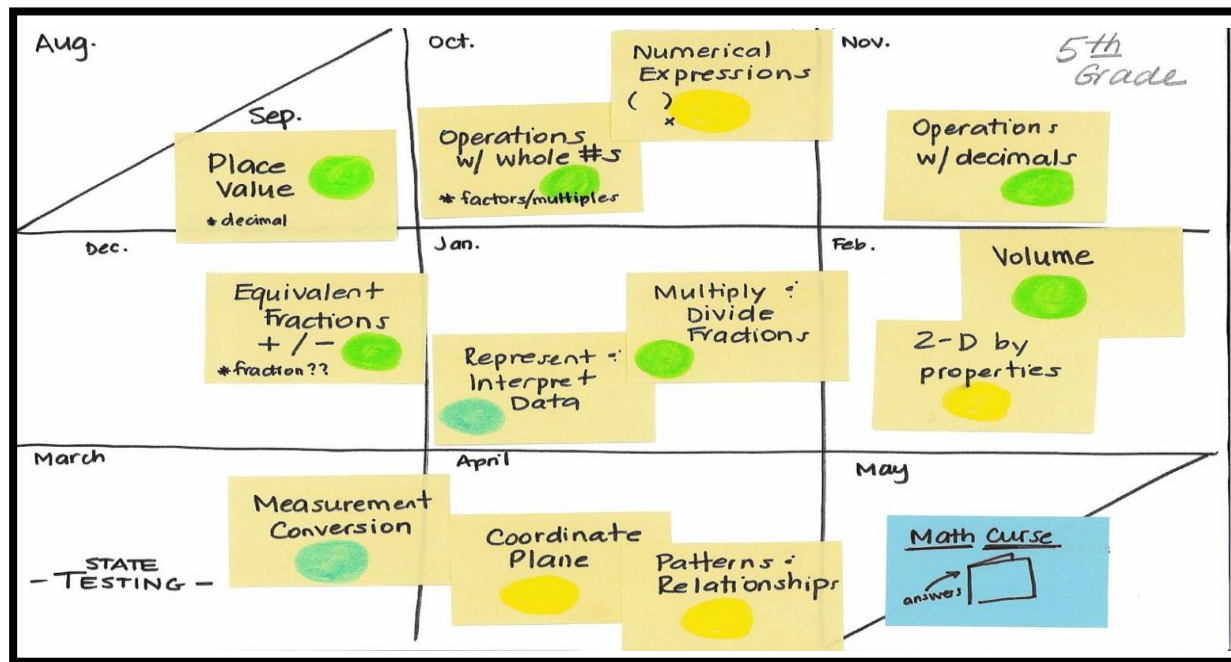
- LIT 750 9/7 9/20 9/28
- Writing W 9/7 9/14 9/21 9/28
- INFODOOM SUMMARY+ HANNAH

OCTOBER

- LIT 750 10/17? 10/19
- Writing W 10/5 10/12 10/19 10/26
- 10/21 Helena - EDEC Math
- Schedule defense 11/ or early 12

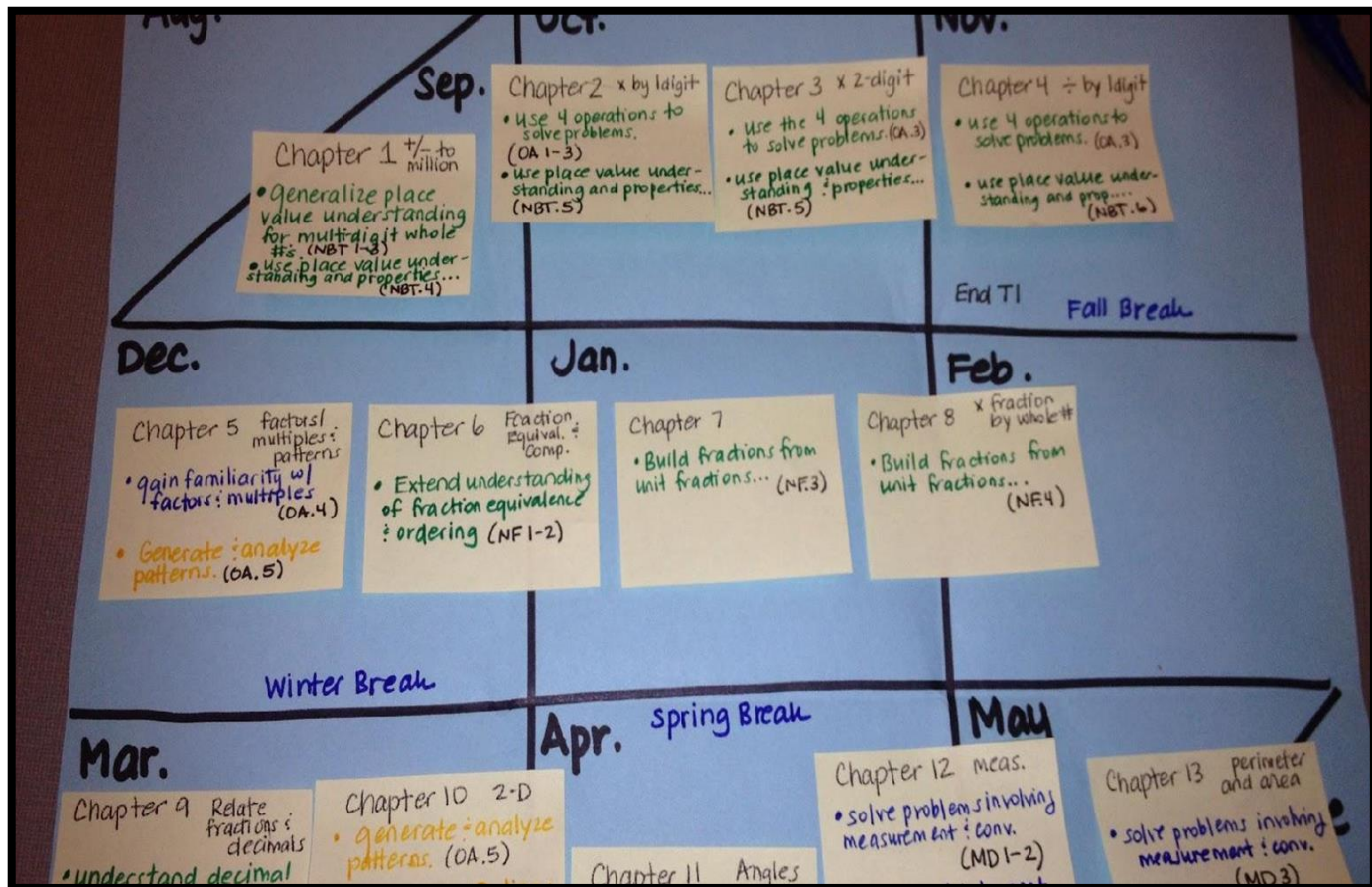
5th Grade Math - No Program

Example



4th Grade Math - Formal Program

Example



PACING GUIDE for 2nd Grade

More Formal from Sticky Note Start

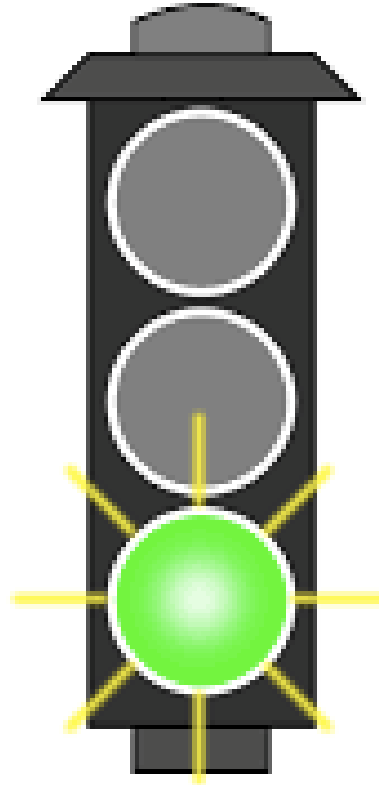
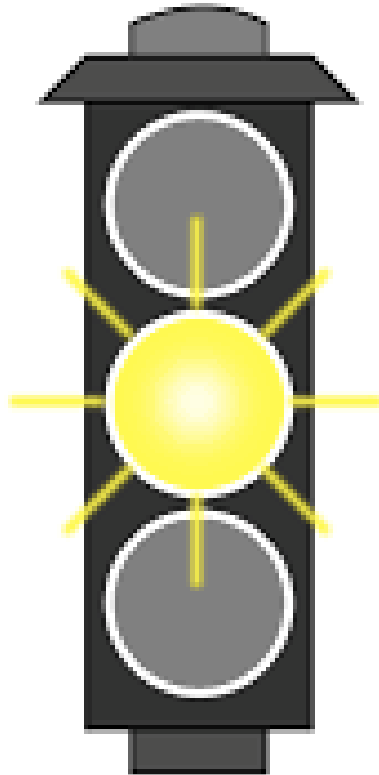
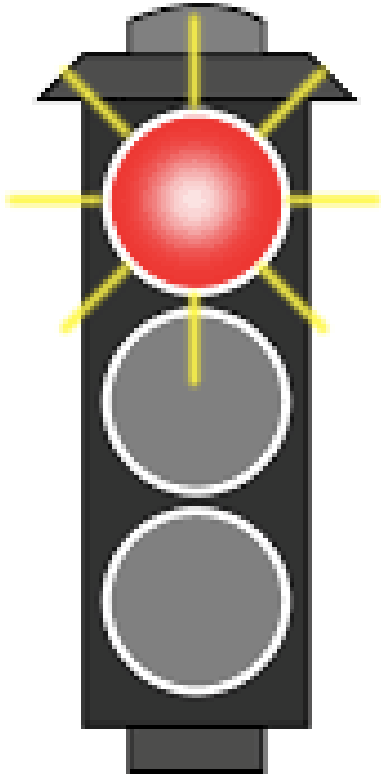
Trimester 1	Trimester 2	Trimester 3
<p><i>Go Math! Chapter(s): 1, 2, 3,</i></p> <p>Clusters Assessed In-depth</p> <ul style="list-style-type: none"> M: Represent and solve problems involving addition and subtraction (2.OA.1) M: Add and subtract within 20 (2.OA.2) M: Work equal groups of objects to gain foundations for multiplication (2.OA.3-4) M: Understand Place Value (2.NBT.1-4) M: Use Place Value understanding and properties of operations to add and subtract. (2.NBT.8) 	<p><i>Go Math! Chapter(s): 4, 5, 6, 7,</i></p> <p>Clusters Assessed In-depth</p> <ul style="list-style-type: none"> M: Represent and solve problems involving addition and subtraction (2.OA.1) M: Use Place Value understanding and properties to add and subtract up to three digits. (2.NBT.5-7 & 9) S: Work with time and money. (2.MD.7-8) 	<p><i>Go Math! Chapter(s): 8, 9, 10, 11</i></p> <p>Clusters Assessed In-depth</p> <ul style="list-style-type: none"> M: Measure and estimate lengths in standard units (2.MD.1-4) M: Relate addition and subtraction to length. (2.MD.5-6) S: Represent and interpret data (2.MD.9-10) A: Reason with shapes and their attributes (2.GA.1-3)
<p>For Parents</p> <ul style="list-style-type: none"> ✓ Add and subtract within a 100 ✓ Fluently add and subtract within 20 ✓ Work with equal groups and repeated addition to understand multiplication ✓ Understand place value :ones, tens hundreds ✓ Solve math story problems (one step) 	<p>For Parents</p> <ul style="list-style-type: none"> ✓ Use place value to add and subtract within 1000 ✓ Make reasonable estimates using place value ✓ Work with time and money ✓ Know relationships of time (minute, in a hour, days in a month etc.) ✓ Solve math story problems (Money) 	<p>For Parents</p> <ul style="list-style-type: none"> ✓ Use place value to add and subtract to 1000 ✓ Measure, estimate and compare lengths to solve problems. ✓ Represent whole number lengths on a number line. ✓ Explore 2 and 3 Dimensional shapes ✓ Solve math story problems (two step)

Let's Map OUR Trip

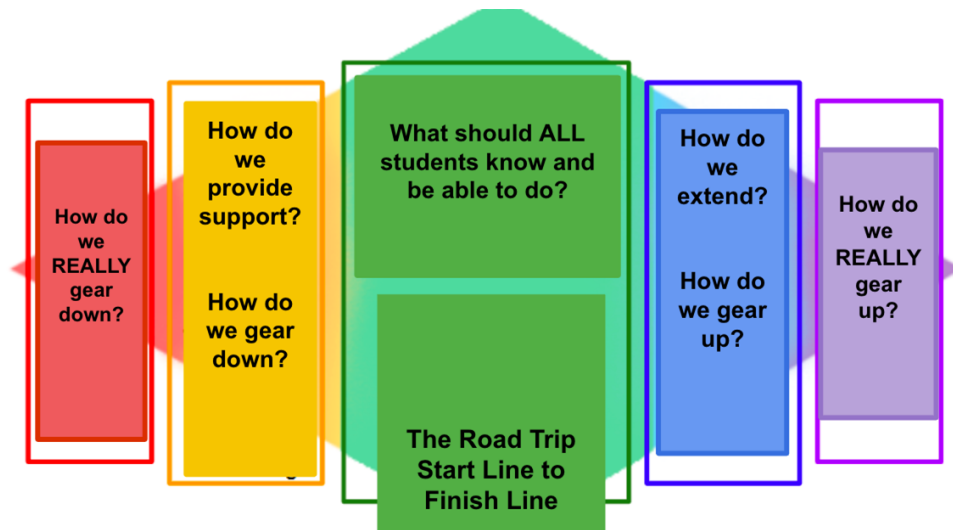
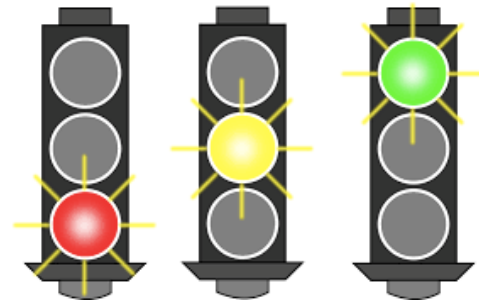
- ❑ **Instructional Days**
- ❑ **Start and Stop of School**
- ❑ **Professional Development**
 - **Annual SMART Goal (pg. 69)**
- ❑ **Holidays, Assessment, Big Events**
- ❑ **Concepts/Units/Topics (Pacing Guide) - pg. 60-61**
- ❑ **Essential Standards (Unpacking) - pg. 56-57**

August	September	October	November
December	January	February	March
April	May	June	July

Units/Modules/Chapters/Topics



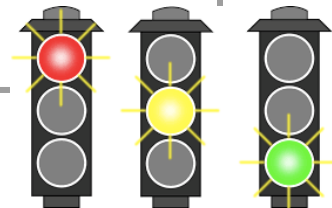
The Role of Ongoing, Cumulative Review



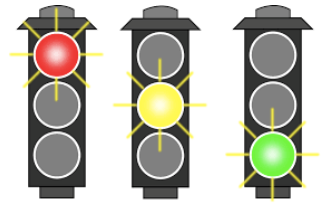
The Role of Routines

****This is one of MANY ways data can influence your work with THIS group of children.****

Mental Math Monday	
Talk About it Tuesday	
Work Ahead Wednesday	
Throwback Thursday	
Fluency Friday	



Lesson Planning



Other Considerations:

- ☐ Materials and Resources
- ☐ Pre-Requisites
- ☐ Pacing of Release
- ☐ Grouping
- ☐ Tips from the Trenches
- ☐ Gearing Up (extensions) and Gearing Down (entry points)
- ☐ Questioning
- ☐ Formative Feedback
- ☐ Connection to Students

Where does the Art and Science of teaching meet to create guaranteed and viable instruction AND a guaranteed and viable curriculum?

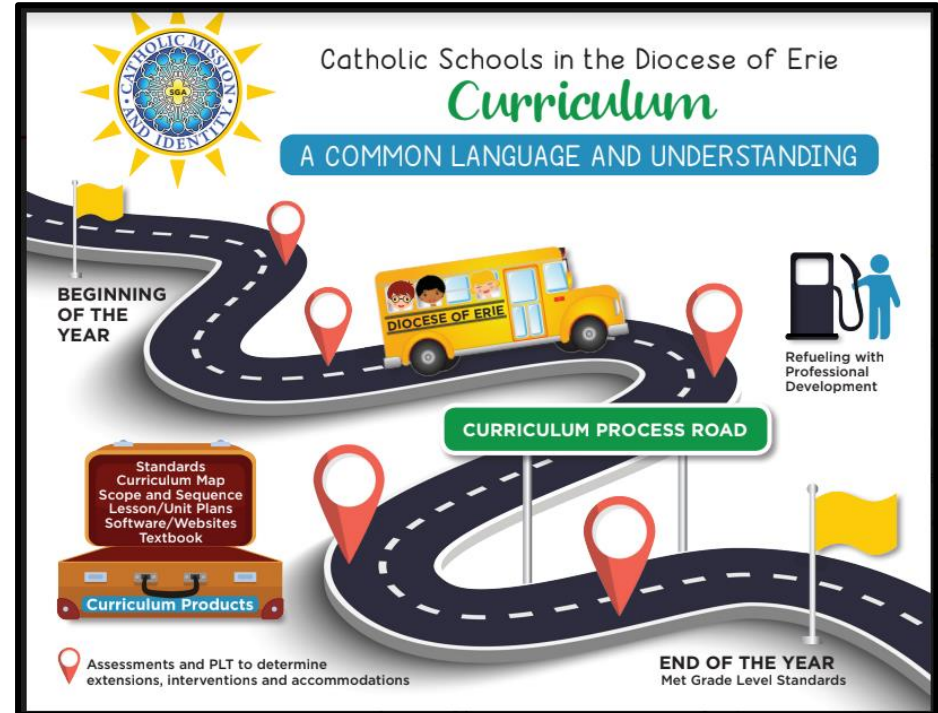
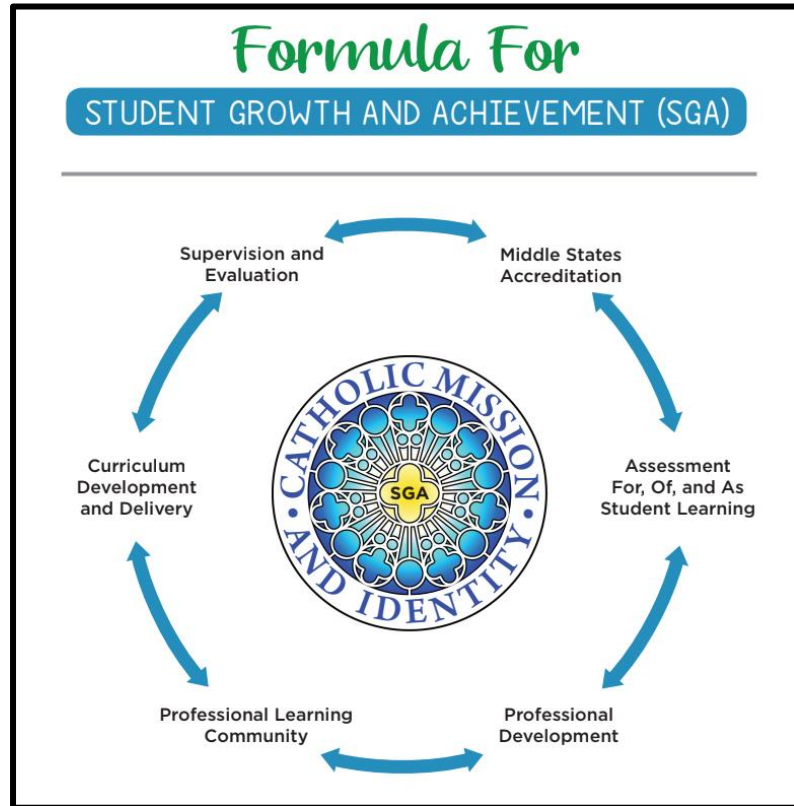
What needs to be “tight”?



What can be “loose”?



How does this planning connect back to the Formula and to Road Trip and provide guarantees?



Objectives

Participants will...

- ❖ Be able to describe the learning process - the formula for growth and achievement.
- ❖ Explain the role that curriculum planning plays in the learning process, and a guaranteed and viable curriculum in particular.
- ❖ Create a draft curriculum planning process to consider when deciding the route for the “Road Trip.”

Reflection Question

What resonated with you today? Why?

How did what you learned today help you explain what curriculum IS and what curriculum is NOT?

What do you wonder about your plan and your part in the process?

The Plan and Your Part

Wednesday

10:15-12:10





Catholic Schools in the Diocese of Erie

Curriculum

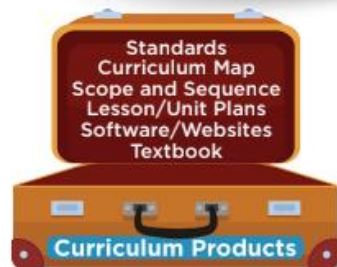
A COMMON LANGUAGE AND UNDERSTANDING

BEGINNING
OF THE
YEAR



Refueling with
Professional
Development

CURRICULUM PROCESS ROAD

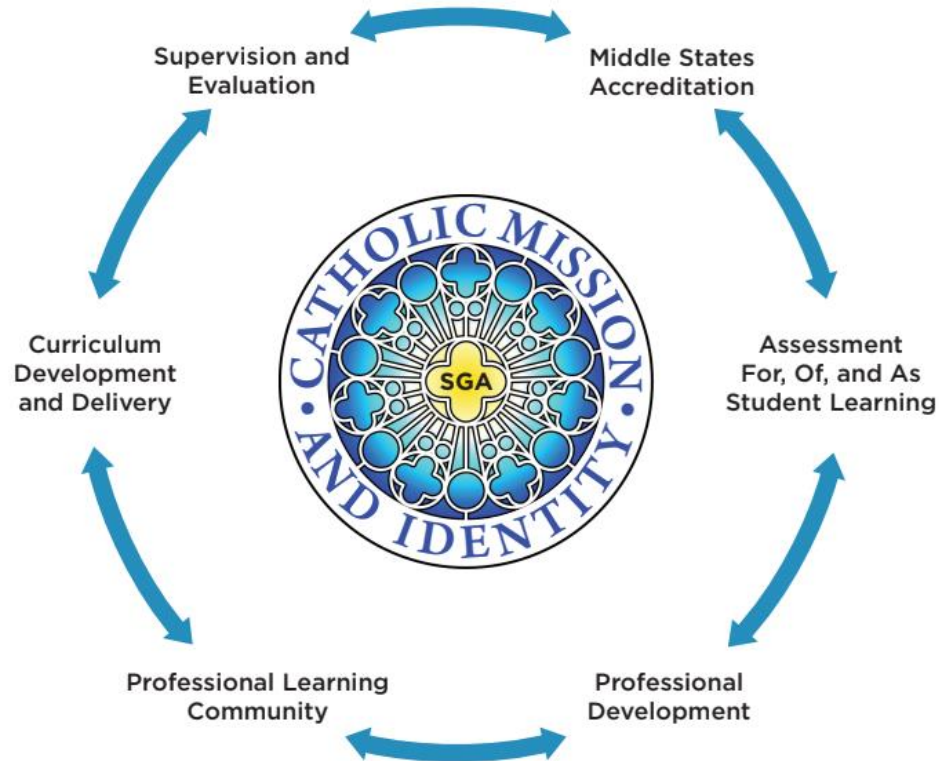


Assessments and PLT to determine
extensions, interventions and accommodations

END OF THE YEAR
Met Grade Level Standards

Formula For

STUDENT GROWTH AND ACHIEVEMENT (SGA)

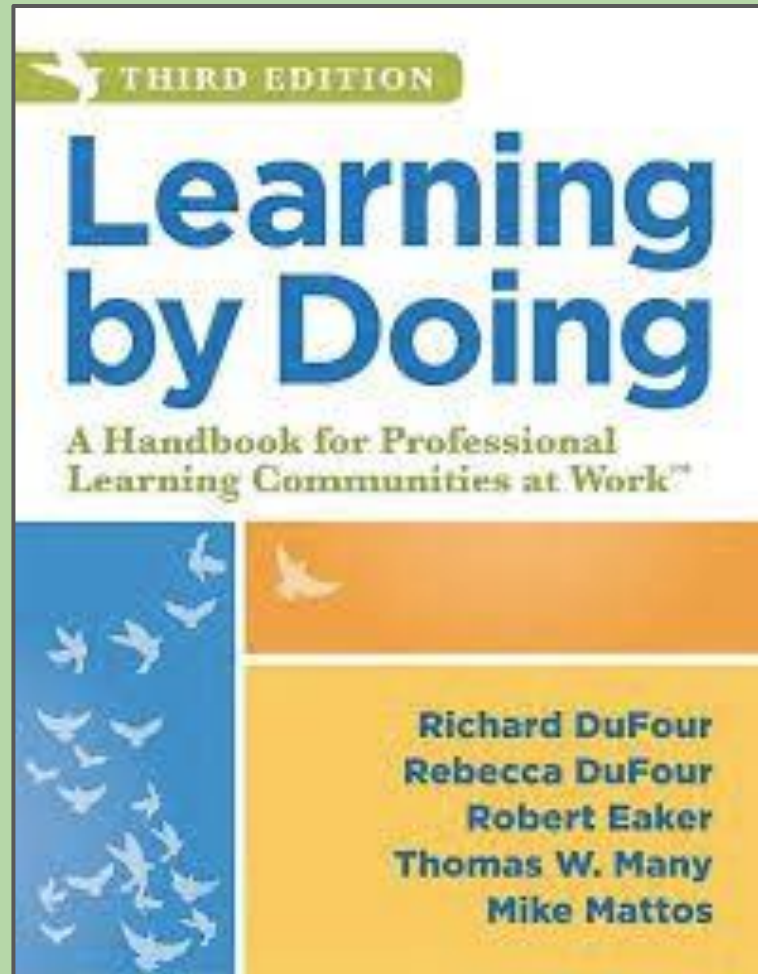


Objectives:

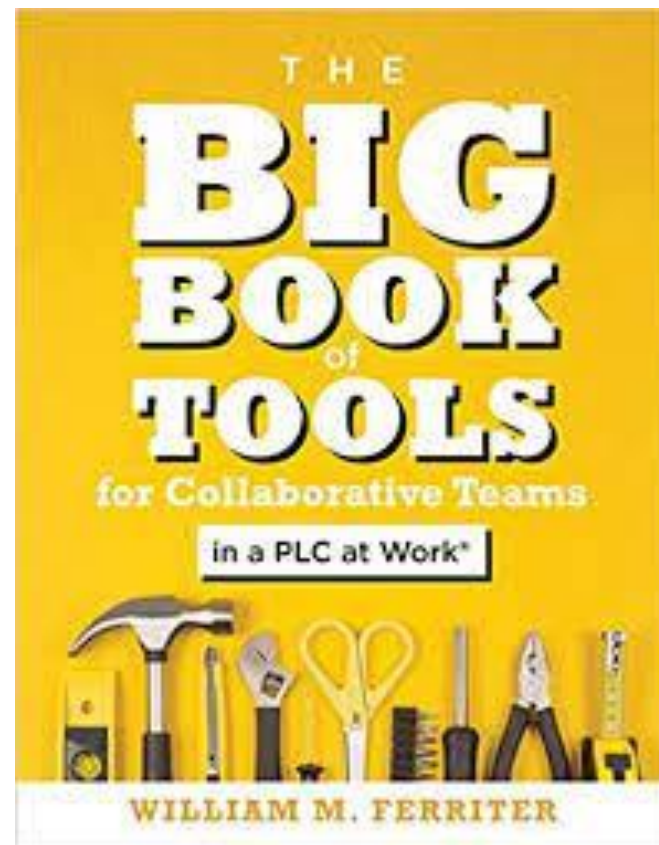
- ❖ Evaluate where I/we are regarding a guaranteed and viable curriculum and consider ways to create a guaranteed and viable curriculum.
- ❖ Plan for how you act on your learning from this conference back in your Mathematics PLT.
- ❖ Plan for how you'll engage and support educators not yet involved in the PLT.

Chapter 5

Establishing a Focus on Learning



Guaranteed and Viable Curriculum



Pg. 123, DuFour et. al., 2016

“The only way the curriculum in a school can truly be guaranteed is if the **teachers** themselves, those who are called upon to deliver the curriculum, have **worked collaboratively** to do the following:

- ★ **Study** the intended curriculum.
- ★ **Agree** on the priorities within the curriculum.
- ★ **Clarify** how the curriculum translates into student knowledge and skills.
- ★ **Establish** general pacing guidelines for delivering the curriculum.
- ★ **Commit** to one another that they will, in fact, teach the agreed-upon curriculum (DuFour & Marzano, 2011, p. 91).”



Catholic Schools in the Diocese of Erie

Curriculum

A COMMON LANGUAGE AND UNDERSTANDING

BEGINNING
OF THE
YEAR



Refueling with
Professional
Development

CURRICULUM PROCESS ROAD

Standards
Curriculum Map
Scope and Sequence
Lesson/Unit Plans
Software/Websites
Textbook

Curriculum Products



Assessments and PLT to determine
extensions, interventions and accommodations

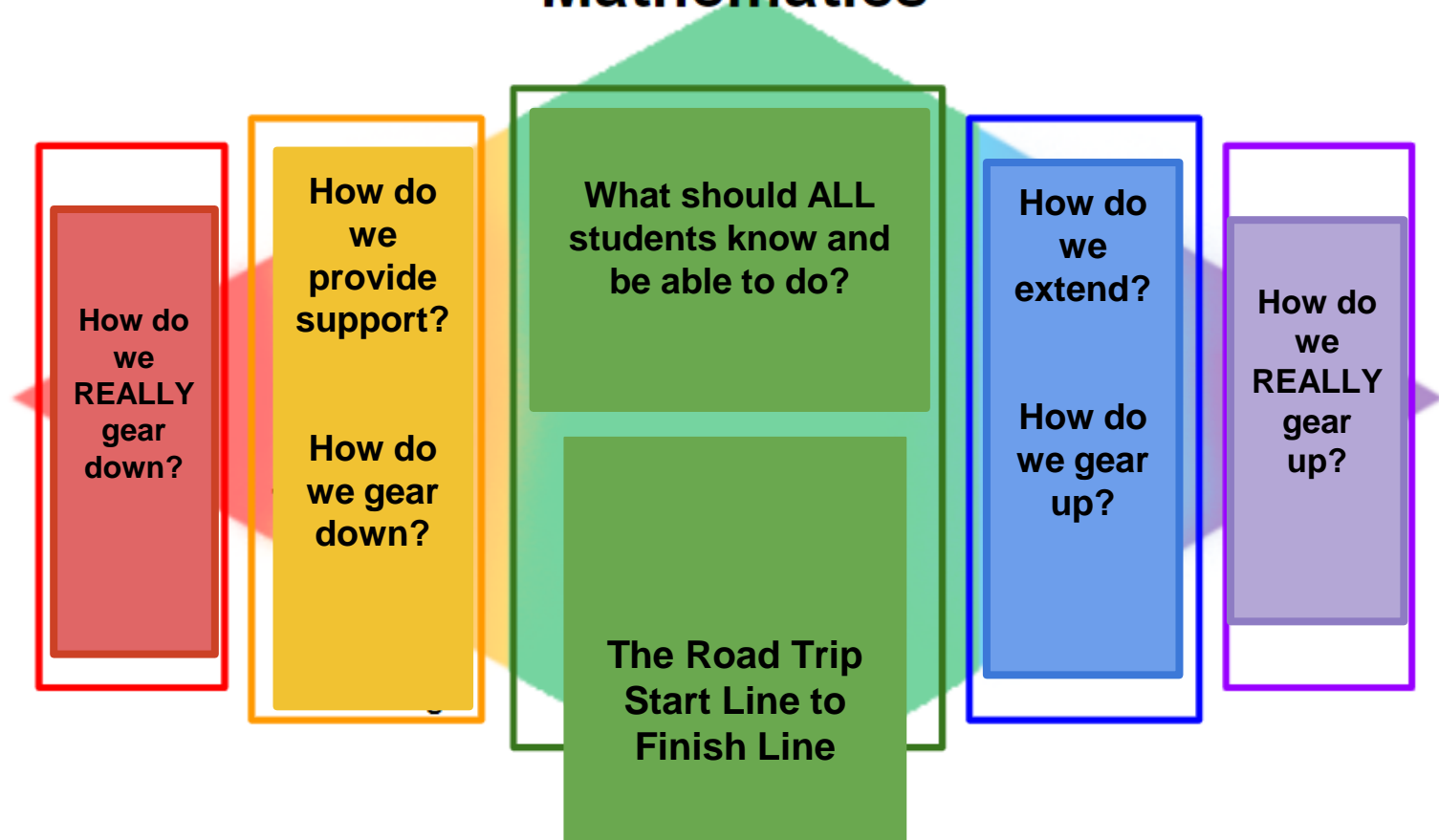
END OF THE YEAR
Met Grade Level Standards

Pg. 50-53 Ferriter, 2020

*Students benefit when their teachers answer the first critical question of learning in a PLC(PLT) and Work together because doing so **eliminates opportunity gaps.***

Curriculum Needs to Meet ALL Learners...

Mathematics

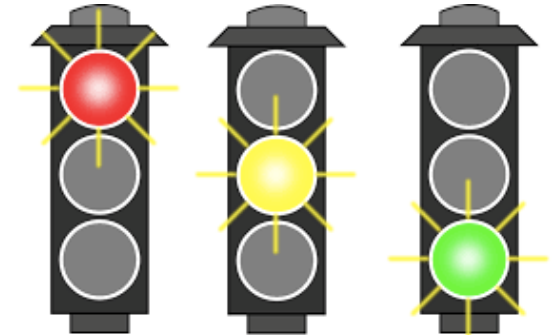


Pg. 53, Ferriter, 2020

“A ***guaranteed curriculum*** is one that ***every*** teacher agrees to teach.”

A ***viable curriculum*** is a curriculum that is deliverable in the time that teachers spend with students.”

August	September	October	November
December	January	February	March
April	May	June	July



Catholic Schools in the Diocese of Erie

Curriculum

A COMMON LANGUAGE AND UNDERSTANDING

Curriculum is both a series of strategic curricular processes and a variety of curriculum products. They define the goals for student learning, provide the roadmap to those goals, including a plan for assessment, and utilize evidence-based instructional resources.

CURRICULUM DEFINITION	CURRICULUM PROCESSES	CURRICULUM PRODUCTS <i>(Tools and Resources)</i>
<p>Common language for Catholic Schools in the Diocese of Erie:</p> <p>A curriculum is a planned set of learning goals, evidence-based instructional experiences, and assessment practices that promote student achievement at every level.</p>	Planned set of learning goals	Curriculum Standards for Catholic schools (<i>Goal posts for learning, located on the diocesan website.</i>)
	Planned set of learning experiences	Curriculum maps and scope and sequences, vertical and horizontal curriculum maps, unit plans, and daily lesson plans
	Planned set of assessment practices	Assessment Plan for Catholic Schools in the Diocese of Erie, building level diagnostic, formative, and summative assessment plans
	Vetting instructional resources	Textbooks and printed materials, software/websites, manipulatives, etc.
CURRICULUM IS...		CURRICULUM IS NOT...
<ul style="list-style-type: none"> • A series of strategic processes and a variety of curriculum products • An ever-evolving process driven by strategic goals and an analysis of all types of school data • A collaborative group effort among all school stakeholders 		<ul style="list-style-type: none"> • A textbook • A one-time written plan • Only the standards • Stagnant

February 2021

**Where does the Art and Science of Teaching Meet as a
Diocese? In PLTs? In classrooms?**

What needs to be “tight”?

What can be “loose”?

Survey: Does Your Team Have a Guaranteed and Viable Curriculum?

Survey: Does Your Team Have a Guaranteed and Viable Curriculum?

Instructions: Following are a series of statements that can help you determine whether your team has a guaranteed and viable curriculum. Work individually to circle the number on the spectrum that best represents the current work of your team for each statement. Then, share your individual results with the other members of your learning team. Use the reflection questions at the end of this template to determine next steps worth taking.

Teachers on teams without a guaranteed and viable curriculum would say:						Teachers on teams with a guaranteed and viable curriculum would say:
I'm not always sure what other teachers on our team are teaching, or how they sequence instruction in our units.	1	2	3	4	5	I'm confident that every teacher on our team addresses the same outcomes at roughly the same time in each of our units.
There's no way I can get through everything that I'm supposed to teach in each of our units.	1	2	3	4	5	I'm confident that I can get through everything I'm expected to teach in each of our units.
Our team tries to teach everything in the required standards for our content area and grade level.	1	2	3	4	5	Our team has narrowed our focus by working together to create lists of essential and nonessential outcomes (need to knows and nice to knows) for all our units.
Our team hasn't ever looked to see how well our assessments align with what we want our students to know and be able to do.	1	2	3	4	5	Our team has looked carefully at all our assessments to make sure they are aligned with what we want students to know and be able to do.
I'm not sure that our team's assessments are as rigorous as we'd like them to be.	1	2	3	4	5	We have used the revised Bloom's (1956) taxonomy or Webb's (1997) Depth of Knowledge matrix to make sure that questions on our team's assessments match the level of rigor in the learning targets we are measuring.
Our team has never worked together to clearly define what mastery looks like on subjective tasks or performance-based assignments.	1	2	3	4	5	Our team creates sets of exemplars together that we use to clarify our expectations for subjective tasks or performance-based assignments.

Questions for Reflection

What can you celebrate about the findings in your guaranteed and viable curriculum survey?

What positive steps has your learning team already taken to develop a guaranteed and viable curriculum and deliver it to your students?

Which finding in your guaranteed and viable curriculum survey bothers you the most? Which finding is causing the greatest difficulties in your work as a teacher? As a member of a collaborative team? Which is the greatest roadblock to successful learning for the students who your learning team serves?

What's a tangible next step that your team could take to tighten up your guaranteed and viable curriculum? Could you look through your curriculum and identify standards that are nonessential to success in your classes? Could you sit down and rank your essential learning outcomes from most important to least important? Could you develop pretests to determine the standards that most of your students have already mastered?

References

- Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives, handbook I: Cognitive domain*. New York: Longman.
- Webb, N. L. (1997). *Research monograph number 6: Criteria for alignment of expectations and assessments in mathematics and science education*. Washington, DC: Council of Chief State School Officers.

**What did you see? What do you wonder?
What might you add to your lists and plan?**



What are your critical areas?

What are MUST KNOWS?

What are the prerequisites for the must knows?

What will make GUEST APPEARANCES?



When You Have a Plan...



Reflection Matters

Objectives:

- ❖ Evaluate where I/we are regarding a guaranteed and viable curriculum and consider ways to create a guaranteed and viable curriculum.
- ❖ Plan for how you act on your learning from this conference back in your Mathematics PLT.
- ❖ Plan for how you'll engage and support educators not yet involved in the PLT.

What Question or Ideas Do You Have?



Picking a Commitment

Wednesday

1:00 - 2:50



Objectives

- ❖ Reflect on guaranteed and viable curriculum
- ❖ Create a draft annual SMART goal.
(aka pick a commitment)
- ❖ Plan for next steps . . .

How Do We “Get on the Road”?



	+	-
+	What is going well that you hope continues with Math?	What is not going well that you hope changes with Math?
-	What is not happening that you wish was happening with Math?	What is not happening with Math that you hope doesn't happen with Math?

Where are your win-win-wins?

What might be easiest to begin?

What would make people feel accomplished?

What is too big to tackle initially?

What could be put in the “parking lot?”

Where might you need help?

What connects best with guaranteed and viable curriculum work?

How Might You Use THIS Information to Create Your Annual SMART Goals?

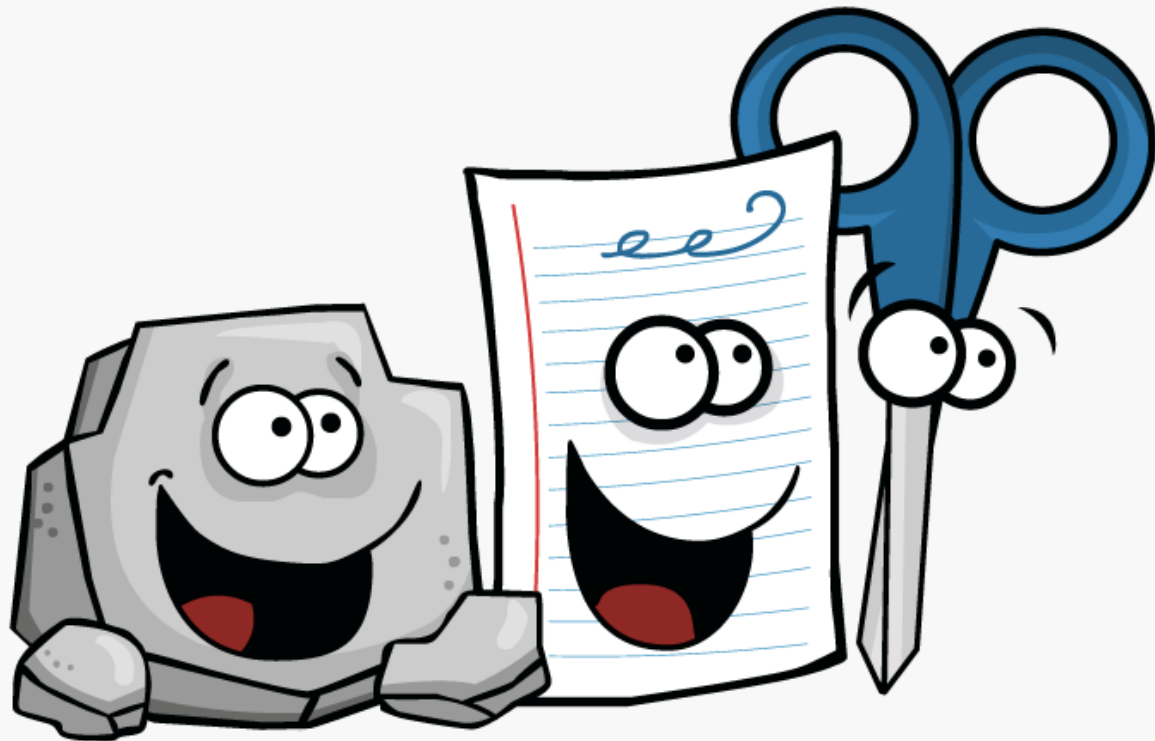
Pg. 69

SMART Goal	Strategies and Action Steps	Who is Responsible (PART)	Target Date or Timeline	Evidence of Effectiveness
S trategic & S pecific M easurable A ttainable R esults-Orientated T ime-Bound				

Who? What? When? How?

August	September	October	November
December	January	February	March
April	May	June	July

Rock, Paper, Scissors, Math Tournament



Reflection Time . . .

What did you notice about playing the game?

How does it connect with guaranteed and viable curriculum work?

How does it connect with the mathematical practices?

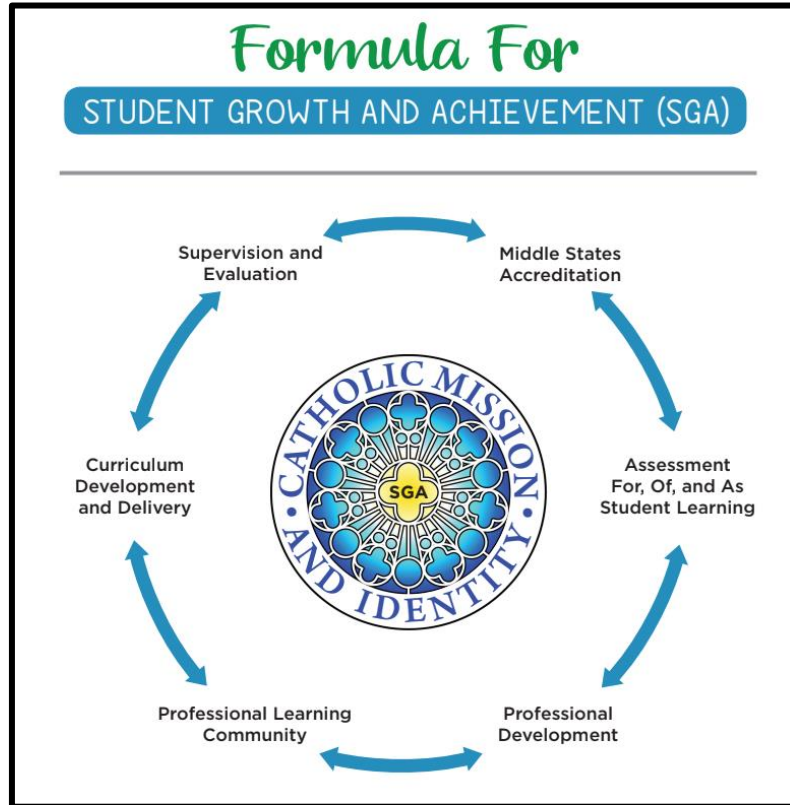
How does it connect with ongoing cumulative review?

How does it connect with family engagement?

Where might you “pack” it for future use?

How does supporting the “winner” connect with the work you’ll be doing in the PLTs?

Let's Circle Back to Where we Started . . .





Catholic Schools in the Diocese of Erie

Curriculum

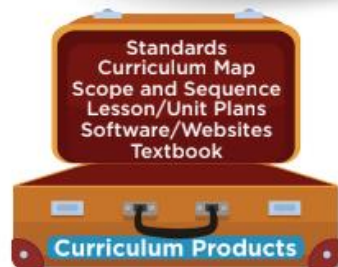
A COMMON LANGUAGE AND UNDERSTANDING

BEGINNING
OF THE
YEAR



Refueling with
Professional
Development

CURRICULUM PROCESS ROAD



Assessments and PLT to determine
extensions, interventions and accommodations

END OF THE YEAR
Met Grade Level Standards

Catholic Schools in the Diocese of Erie

Curriculum

A COMMON LANGUAGE AND UNDERSTANDING

Curriculum is both a series of strategic curricular processes and a variety of curriculum products. They define the goals for student learning, provide the roadmap to those goals, including a plan for assessment, and utilize evidence-based instructional resources.

CURRICULUM DEFINITION	CURRICULUM PROCESSES	CURRICULUM PRODUCTS <i>(Tools and Resources)</i>
<p><i>Common language for Catholic Schools in the Diocese of Erie:</i></p> <p>A curriculum is a planned set of learning goals, evidence-based instructional experiences, and assessment practices that promote student achievement at every level.</p>	Planned set of learning goals	Curriculum Standards for Catholic schools (<i>Goal posts for learning, located on the diocesan website.</i>)
	Planned set of learning experiences	Curriculum maps and scope and sequences, vertical and horizontal curriculum maps, unit plans, and daily lesson plans
	Planned set of assessment practices	Assessment Plan for Catholic Schools in the Diocese of Erie, building level diagnostic, formative, and summative assessment plans
	Vetting instructional resources	Textbooks and printed materials, software/websites, manipulatives, etc.
CURRICULUM IS...	CURRICULUM IS NOT...	
<ul style="list-style-type: none"> • A series of strategic processes and a variety of curriculum products • An ever-evolving process driven by strategic goals and an analysis of all types of school data • A collaborative group effort among all school stakeholders 	<ul style="list-style-type: none"> • A textbook • A one-time written plan • Only the standards • Stagnant 	

February 2021

Mile a Minute

Find a Partner.

Determine Partner A and Partner B.

Partner A Face the Slides, Partner B Face Away.

Play – define, explain, without rhyming words.

Pass as needed.

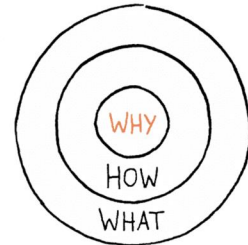
Try and get as many as possible in the time period.

Continue to revise your elevator speech for your students, yourself, your peers, your community (families) and your organization.

Why do you do what you do?

How do you do what you do?

What do you do?

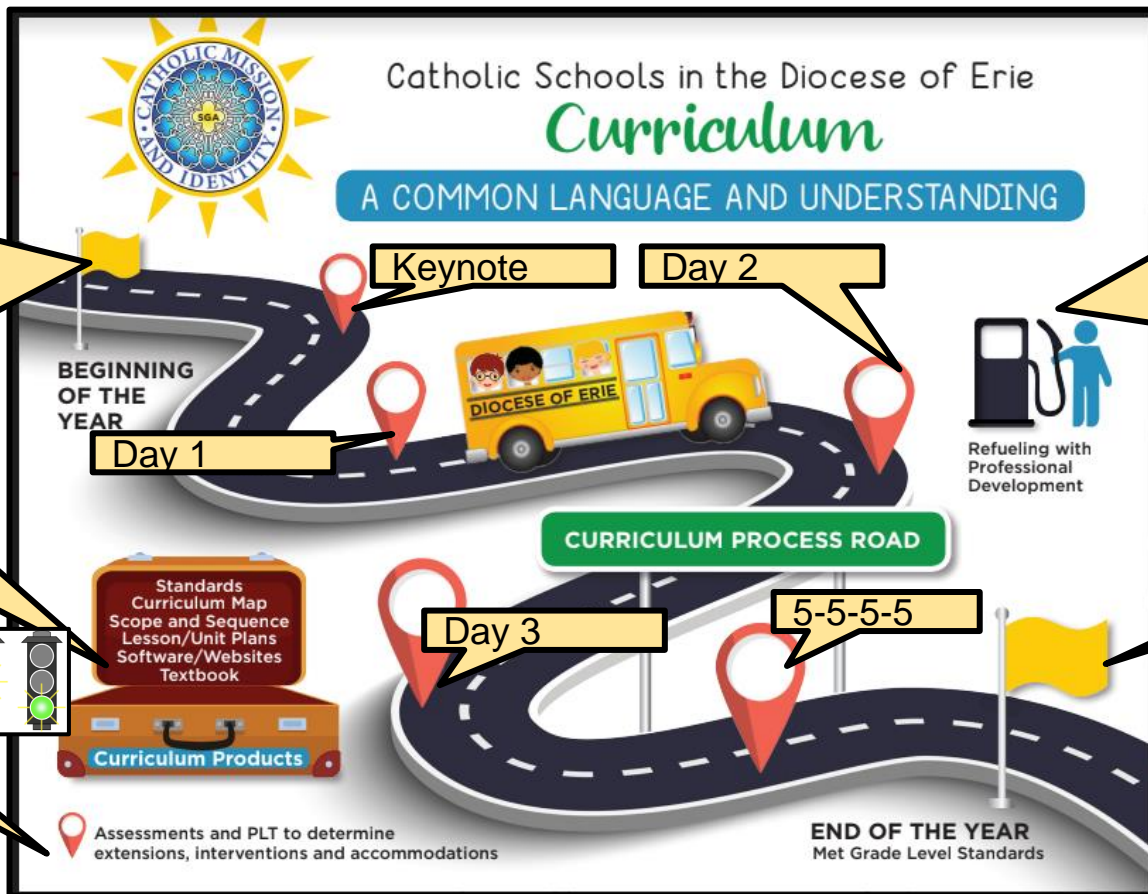


As we come to the end of my trip with you . . .

Essential learning (objectives), Pre-Test, Pace for our time, GVC, vocabulary, with the “end in mind.”

Video, books, games, folding guide, exemplars, infographics, etc.

The Rhombus



Leadership Conference, PLTs, hallway conversations, videos, professional reading, etc.

Not yet,
Starting,
Yes!,

Target	Not Yet	Starting	Yes!
I can articulate my/our compelling why for going on the “roadtrip.”			
I can define components of the curricular “roadtrip.”			
I can explain the process, product, and journey of students on the “Road Trip.”			
I can describe the learning process - the formula for growth and achievement.			
I can explain the role that curriculum planning plays in the learning process, and a guaranteed and viable curriculum in particular.	Modified from Pg. 119, DuFuor, et. al., 2016		
I can create a draft curriculum planning process to consider when deciding the route for the “Road Trip.”			
I can evaluate where I/we are regarding a guaranteed and viable curriculum and consider ways to create a guaranteed and viable curriculum.			
I can plan for action on my/our learning from this conference back in my/our Mathematics PLT.			
I can plan for how I'll/we'll engage and support educators not yet involved in the PLT.			

Objectives

- ❖ Reflect on guaranteed and viable curriculum
- ❖ Create a draft annual SMART goal.
(aka pick a commitment)
- ❖ Plan for next steps . . .

Anything else for the good of the order?

Closure: Unpacking from the Road Trip

5 minutes from now – email yourself

5 days from now – take one small action

5 weeks from now – easing out of summer, thinking and revising SMART goal(s)

5 months from now – reflecting on Fall (celebrate successes, refine struggles) and planning for 2023 after break to conclusion of school year

Special Thanks . . .

Roberta Bucci

Lisa Panighetti

Caryl Unseld

Jim Gallagher

Dr. Sam Signorino

Elizabeth Butterfield

IU5



Thank you for the journey!

elizathomaseducator@gmail.com

