Instructional System - *Evaluation of Curriculum and Teaching*

> *The district's evaluation and assessment of curriculum and its resources ensure equity for every child.*

PRACTICE 14

*This practice is directly connected to Student Supports System Practice 14. See that practice for added details.

PREPARATION

GETTING AWARE	The district engages in a curriculum inventory to determine how resources are reviewed and updated. The district explores research-based practices and protocols to see how curriculum information can be reviewed relative to: • content standards (both from a content perspective and from student outcomes disaggregated by student groups, building, grade level, and other criteria); • non-academic competencies and outcomes (both relative to the competencies and disaggregated student outcome data for non-academic measures; • use of assessments to gauge learning; • representation considerations for content based on diversity, equity, and identity issues; and • incorporation of new information and research on instructional practices.
GETTING READY	The district uses information from a curriculum inventory and surveys of instructional staff to evaluate needs and impact of curriculum and instruction using identified needs assessment protocols and analysis techniques. The district uses both district-wide data as well as disaggregated student group data to identify potential equity issues, and uses root-cause analysis techniques to identify potential problems for equity, performance, or other outcome gaps for students.

PROGRESS INDICATORS	*GETTING STARTED*	The district develops a curriculum review and revision process using both teacher input and student outcome data.
	GETTING BETTER	The district's curriculum review and revision process utilizes known protocols for content decisions and includes the mapping of content into the existing district curriculum. The protocol includes a review of student outcomes for both the aggregate population and various subgroups, and uses teacher input when determining new curriculum for the district.
	KEEP IMPROVING	The district engages in regular review and revision of the curriculum using protocols for considering student outcome data, disaggregated outcome data based on a variety of student populations, new research on student learning, approaches to learning that align with the district vision, and the incorporation of new state standards or other resources that would influence the district curriculum. These protocols are refined on an annual basis based upon student learning outcomes, both in total and for a variety of student groups, and teacher input in the process.

RESEARCH REFERENCES FOR THIS PRACTICE:

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