



Instructional System - Curriculum Design and Content

The district's curriculum is aligned (horizontally and vertically) and ensures coherence, equity, and rigor.

PRACTICE 4

PREPARATION

GETTING AWARE

The district inventories curriculum to determine whether specific strands of content have been mapped throughout multiple grade levels (vertical alignment) and across classrooms within a specific grade level (horizontal alignment) to identify how subjects are developed over time and across the district for learners. The district determines if curriculum is both rigorous and equitable.

GETTING READY

The district maps selected student learning outcomes across grade levels and classrooms to develop a protocol for analysis of vertical and horizontal alignment of curriculum in their district as well as being suitably rigorous.

PROGRESS INDICATORS

GETTING STARTED

The district has a curriculum that identifies grade-level and subject-area topics. There is some alignment to state standards.

GETTING BETTER

The district has a curriculum that identifies grade-level and subject-area content standards and learning outcomes for students. These are mapped across grade levels and subject areas to show learning progressions for students and coherence among grade-level classrooms across the district. The curriculum is aligned to state standards to address vertical and horizontal alignment.

KEEP IMPROVING

The district has a curriculum that identifies grade-level and subject-area content standards and learning outcomes for students. There is a protocol used to ensure that the curriculum addresses vertical and horizontal alignment that includes research-based learning progressions for learners. Monitoring processes and teacher collaboration at the grade level ensures coherence, equity, and rigor among grade-level classrooms across the district.

RESEARCH REFERENCES FOR THIS PRACTICE:

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Steiner, D. (2017). Curriculum research: What we know and where we need to go.

Stabback, P. (2016). What makes a quality curriculum? In-progress reflection No. 2 on "Current and critical issues in curriculum and learning". *UNESCO International Bureau of Education*.

