

Stage 1 -- Desired Results

Goals: What is our Vision for this reform? What do we want to accomplish as a result of this initiative?

The goal is to create an integrated system of curriculum, instruction and assessment that teaches students the knowledge, skills and abilities they need to be successful in the future.

Understandings:

What understandings and attitudes do teachers, administrators, parents, policy-makers, students and others need for these goals to be met?

- Curriculum should be measured in terms of outcomes (student learning), rather than inputs (coverage of material).
- The best curriculum is one that is developed through a dynamic process of reflection and discussion.
- Curriculum should be mapped “backwards” from desired performances.
- Curriculum should be based on developing the capacity for independent performance in new situations.
- High standards are reflected in the qualities of the outcomes.

Essential Questions:

What essential questions about teaching, learning, results, and change should guide our improvement culture?

- What knowledge, skills and abilities do students need to be successful in the future?
- What type of educational programs do we need to have to teach students these skills?
- What do we do for students who do not demonstrate mastery? How do we challenge those who demonstrate mastery early?
- What is assessment? How do we measure student mastery of the standards through assessing the curriculum?

Knowledge:

What knowledge will teachers, administrators, policymakers, parents, and students need for this vision to become a reality?

- Understanding of UBD Process
- Understanding of transfer goals, overarching understandings, overarching essential questions, and cornerstone tasks.

Skills:

What skills will teachers, administrators, policymakers, parents, and students need for this vision to become a reality?

- Ability to develop formative and summative assessments that measure progress towards mastering transfer goals.
- Ability to analyze student learning results and adjust

<ul style="list-style-type: none"> • Understanding of the standards. • Understanding of current educational research and practices. 	<ul style="list-style-type: none"> • instruction as necessary. • Ability to collaborate with school and community members.
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Stage 2 – Assessment Evidence

<p>Direct Evidence: What will count as evidence of success?</p> <ul style="list-style-type: none"> • Student performance results on cornerstone tasks. <p>What are the key observable indicators of short- and long-term progress?</p> <p>Demonstrated Development of:</p> <ul style="list-style-type: none"> • Transfer goals • Overarching Understandings and Overarching Essential Questions • Cornerstone Tasks and Rubrics • Regular process to review student work and adjust curriculum and instruction as necessary is in place. 	<p>Indirect Evidence: What other data (e.g. achievement gaps, staff understandings, attitudes and practices; organizational capacity) should be collected?</p> <ul style="list-style-type: none"> • Student results on other measures of learning (standardized tests). • Student college acceptance rates. • Achievement Gap Data • Teacher walkthrough data. • Teacher evaluation data. • Budgets will reflect commitment to development of system and supporting findings of review of student learning results. • Surveys (TELL MASS, Student Feedback Surveys)
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Stage 3 – Action Plan

<p>What short- and long-term actions will we take to achieve our goals (in curriculum, assessment, instruction, professional development, policy, resource allocation, and job appraisal)?</p> <ol style="list-style-type: none"> 1. Develop Content Area Transfer Goals for each academic discipline. (2015-2016) 2. Develop Overarching Understandings and Overarching Essential Questions for Each Discipline. (2015-2016) 3. Develop Cross-Curricular Transfer Goals for the District. (2015-2016) 4. Develop Cornerstone Tasks to assess transfer goals (2016-2017) 5. Develop Rubrics for Cornerstone Tasks (2016-2017) <p>Train all staff in UBD Principles</p>

What strategies will help us achieve desired results?
Organizing around content based teams.

Who will be responsible? What resources will be needed?
Leadership Team will be responsible for leading this initiative.

Time and \$\$

Relevant Concepts and Vocabulary