

# PLC Curriculum Audit/Development Process ©

PLC ASSOCIATES, INC.

Building People and Organizations

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# Curriculum...The Why

The goal of any curriculum is to articulate **what students should know, understand, and be able to do in each discipline**. It should also support teachers in knowing how to achieve these goals.

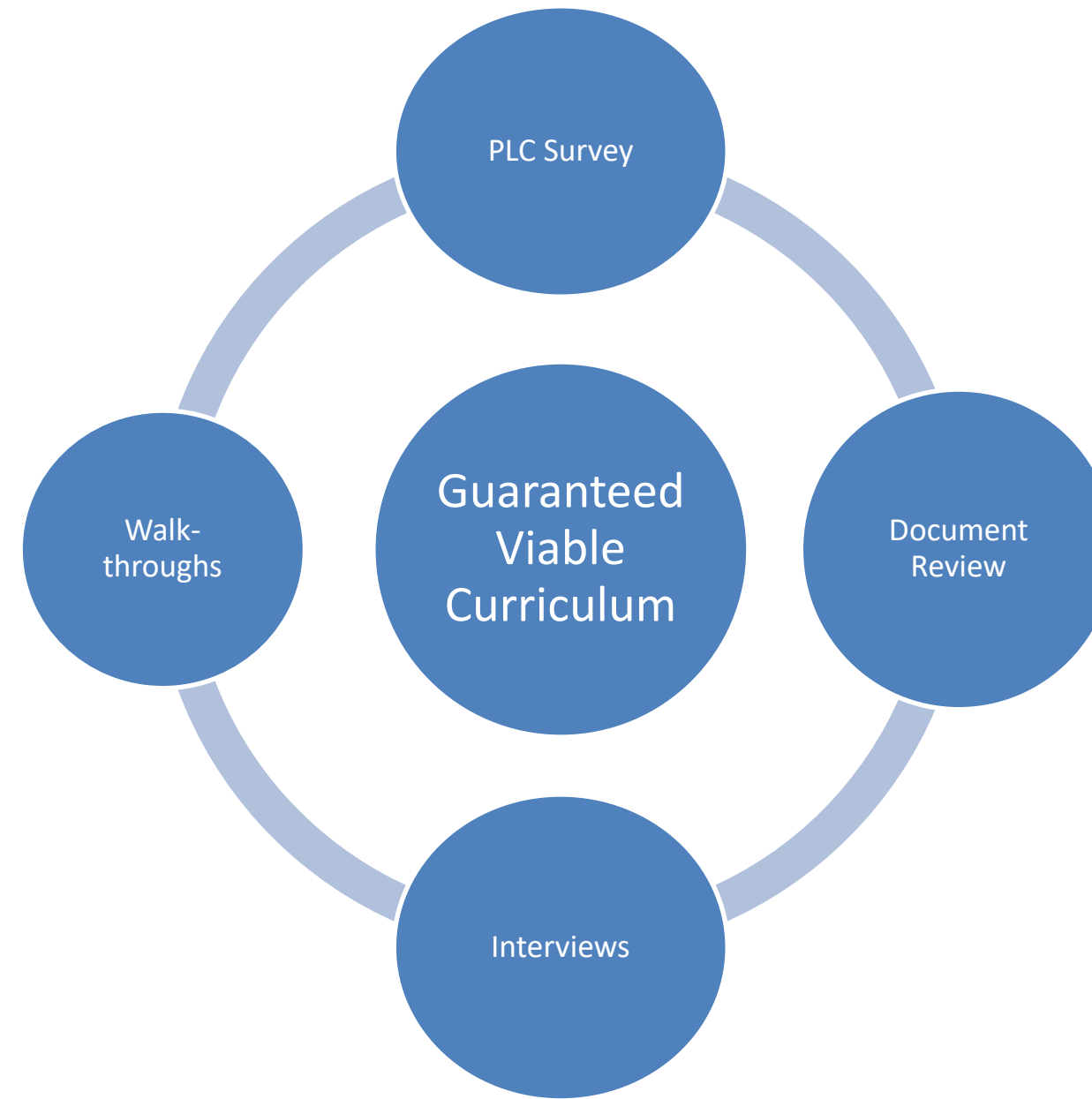
Having a guaranteed, viable curriculum is identified by Marzano (2003) as a **primary factor influencing improved student achievement**. Lezotte and Snyder (2011), in conjunction with Marzano (2003), maintain curriculum alignment provides the critical opportunity-to-learn (OTL).

**Alignment of standards to curriculum** ensures that students are taught the standards. Equitable access to an aligned curriculum supports student learning.



We will deliver a comprehensive report designed for action planning. What and how we teach matters.

# The Model: Efficient and Effective



In working on curriculum, we want the shortest, most effective path to getting in place, a rigorous, comprehensive curriculum, across all grade levels and disciplines. And why the urgency?...Our students are in classrooms as we seek these improvements.

**Imagine – a “Dialed In Curricula” for all learners.**

# Our Process: Curriculum Audit and Development

## We will:

- ✓ Comprehensively review and assess all aspects of curriculum, district-wide, inclusive of the written, taught and assessed components.
- ✓ Utilize key protocols which will allow us to effectively and efficiently collect data and information. This data will offer a clear path for comprehensive curriculum development as well as serve as a set of metrics for measuring progress and impact. Protocols include:
  - PLC Curriculum Survey
  - Document Review
  - Staff/Administrative Interviews
  - Walkthrough Data/School Visitation
- ✓ Crosswalk data sets and engage staff/administration in discussion of current practices.
- ✓ Provide a comprehensive report that clearly outlines gaps, areas of focus, recommendations for curriculum development.
- ✓ Develop a timeline for multi-year curriculum development work.

# Our Protocol

## Curriculum: Written, Taught, Assessed (In NYS -DTSDE Tenet 3)

**PLC District Wide Curriculum Survey:** Gathers data base around key elements of curriculum.

**Curriculum Document Review:** Comprehensive review of curricula applications and instructional processes. We will visit selected classrooms and collect information.

**Classroom Visitations:** Visit classrooms and collect information connected to operationalizing of curriculum.

**Staff and Administrative Interviews:** Discussion of items related to structures, practices and systems of the written, taught and assessed curriculum.

*Prior to initiating **development of curriculum (Part 2)**, it is critical to have a data set which will clearly identify **gaps through an audit (Part 1)**. This allows us to protect what is working, target need areas and fill in gaps. It is both efficient and effective.*

# Excerpt: PLC Curriculum Survey

## Rating Scale: SA A S D SD NA

1. Our current curricula sufficiently supports me in my daily instructional planning.
2. As teachers, we use time-bound pacing guides.
3. Our curricula highlights academic and specific content area vocabulary to be used.
5. We use interim formative (benchmark) assessments to determine student growth and current achievement levels.
11. Our curricula has both extensions (higher level) and scaffolding (access for learners) elements.
12. We review data/adapt curricula on a regular basis to make improvements and alleviate "gaps".

## Please identify the sources you use for designing instruction:

- New Gen Standards
- Discipline-specific State Standards/NYS Frameworks/NYS Core Curriculum
- Textbook/commercial resources
- School Curriculum Maps
- NYS ELA/Math Modules
- Other
- None

## What amount of time do you refer to curriculum documents when planning lessons:

Almost always    Most of the time    Sometimes    Occasionally    Do not use

# Excerpt: Document Review

Area	Standards Aligned	Map/Pacing (Timed)	Learning Targets/ Essential Questions	Academic and Content Vocabulary	Grade Appropriate Texts and Resources	Common Formative Assessments	Summative Assessments	Foundation Skills	Content Specific Skills	Evaluated for Alignment and Accuracy	Comments
ELA 6	E	NE	NE	SE	E	SE	E	E	SE	NE	
ELA 7	E	NE	SE	SE	E	SE	E	E	SE	NE	
ELA 8	E	NE	NE	SE	NE	SE	E	E	SE	NE	
SS 6	SE	NE	SE	E	NE	SE	SE	NE	SE	NE	
SS 7	SE	NE	SE	E	NE	SE	SE	NE	SE	NE	
SS 8	SE	NE	SE	E	NE	SE	SE	NE	SE	NE	
...											

**Key**

**E:** Evidence and documentation available.

**SE:** Some evidence and documentation available.

**NE:** No documentation/evidence could be found that addressed this area/aspect of the curriculum.

NA: Not Applicable Note: This key may be altered as required.

# Excerpt: Interview Questions

## For Administrators:

1. What process do you use for checking lesson plans for adherence to curricula and offering feedback?
2. What processes have you put in place so that grade level, content area and/or PLC Teams use formative and benchmarks assessments to inform instruction?
3. How do you align professional learning with curriculum needs/gaps so that measureable impact occurs at the classroom level?
4. How are you monitoring inclusionary practices so that all learners have access to rigorous and relevant learning?
5. How does your walkthrough data impact both curricula and daily instruction?

## Staff:

1. Describe how you use New Gen Standards, along with current curriculum documents to build lesson plans.
2. How does your grade level, content area and/or PLC Teams use formative and benchmark assessments to inform instruction?
3. Describe how the professional learning offered is connected to curricula needs and improved instruction that impacts your learners.
4. Describe the strategies you use to scaffold at risk/high needs learners so they have access to curricula.
5. How do you plan and develop areas such as learning targets, complex questions and student engagement in your lessons?



# Excerpt: Walkthrough Data

Area	Visit 1	Visit 2	Visit 3	Visit 4	Visit 5	Visit 6	Comments
Standards Aligned							
Essential Questions							
Learning Targets							
Scaffolds/ Extensions							
Formatives							
Academic/Content Vocabulary							
On Pace							

# Comprehensive Curriculum Audit and Development

## Part 1: The Curriculum Audit

PLC Associates will work with a team, identified by the District, to:

- Review current curriculum documents and practices.
- Collect and analyze a comprehensive data set regarding current practices which includes curriculum alignment to the standards, assessments, lesson planning, extensions and scaffolding, etc.
- Analyze the “taught” elements of curriculum and establish baselines, targets and methods for integrating the written, assessed and taught curriculum in the practices of the District/schools.
- Submit a Comprehensive Report

## Part 2: Targeted Curriculum Development (Multi-year as per District need)

- Based upon the level of support that a District selects, the PLC facilitator will guide the work of the District, creating curricula. This may include both onsite facilitation and assistance offsite reviewing documents and supporting, through technical writing.

# Back To The Why

The purpose of this two part process is to look closely at the curricular system **as a whole, to ensure that curricula is research-based, comprehensive and aligned to standards.**

This will make certain that all **curricula is consistent, thoroughly implemented and focused with the correct pace and content.** The intention of this audit is formative with the goal of curriculum improvement.

Once we have a clear picture of our current state, we are well-positioned to join with the District in a precise model for developing curriculum, both in terms of **closing the gaps and strengthening the current curricular roadmap.**



# Thank You!

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