

The background features abstract, overlapping geometric shapes in various shades of purple and blue, creating a modern, layered effect. The shapes are primarily triangles and polygons, some with thin white outlines, set against a white background.

# Embracing a Student-Centered Standards-Based Culture

The Multi-Year Plan

June 6, 2014 Reflection

## Stage One January 2011 - June 2012

### Deliverables:

- Electronic standards
- Quarterly (BES/PES), Trimesters (BMS), Semesters (BHS)

### Tools Needed:

- Curriculum software
- Evaluation tool for finalizing curriculum
- Teacher commitment to agree to guaranteed and viable standards at her/his grade level, the grade level below, and the grade level above
- Teacher common assessment commitment agreement

# Standards-based Curriculum Development and Implementation

## Mandates

March 2011: New MA. Curriculum Frameworks ELA and Mathematics

May 2012 Educator Evaluation PD begins (June 2011 new Educator Evaluation Regulations)

## Stage One January 2011 - June 2012

### Deliverables:

- Electronic standards
- Quarterly (BES/PES), Trimesters (BMS), Semesters (BHS)

### Tools Needed:

- Curriculum software
- Evaluation tool for finalizing curriculum
- Teacher commitment to use at least one literacy instructional strategy
- Teacher commitment to agree to guaranteed and viable standards at her/his grade level, the grade level below, and the grade level above
- Teacher common assessment commitment agreement

1. Establish guaranteed and viable standards PreK-12 in all content areas that include literacy skills (recorded and shared electronically)

## Collaborative Support

Curriculum Development Teams (75 teachers on ATLAS)

Professional Development Team

District Literacy Team

February 2011 *The Courage to Teach* book club

## Stage One

### January 2011 - June 2012

#### Deliverables:

- Electronic standards
- Quarterly (BES/PES), Trimesters (BMS), Semesters (BHS)

September 2011 - BMS Quarters

#### Tools Needed:

- Curriculum software
- Evaluation tool for finalizing curriculum
- Teacher commitment to agree to guaranteed and viable standards at her/his grade level, the grade level below, and the grade level above
- Teacher common assessment commitment agreement

2. Build and document an aligned, relevant, real-world standards-based curriculum

Horizontal, then vertical articulation

Core is electronically mapped, shared, and agreed upon

## Professional Development Support

April 2011 District Literacy Plan (DLAP)

July cmi2011 (Hayes-Jacobs)

Fall 2011 MESPA Conference (Schmoker)

Fall 2011 Elementary Math (Tsankova)

Fall 2011 Project Read

Spring 2012 Mathematics (Tsankova)

Stage One  
January 2011 - June  
2012

## January 13, 2012 In-Service Refocusing

### ESTABLISH GUARANTEED AND VIABLE STANDARDS INCLUDING LITERACY SKILLS

- ✗ Electronic standards
- ✗ All schools on quarters
- ✗ Using curriculum software
- ✗ Teachers using at least one literacy strategy - "think aloud"
- ✗ On target for Stage 1 June 2012 completion (Standards identification, EUs, EQs, what students will know and be able to do)

### BUILD AND DOCUMENT AN ALIGNED REAL- WORLD STANDARDS-BASED CURRICULUM

- ✗ Horizontal and vertical alignment - in progress
- ✗ Electronically shared - March review
- ✗ Assessing progress at least monthly
- ✗ Informing students, parents, and community of progress
- ✗ DLAP implementation and responsibility change

**WHERE ARE WE NOW?**

### 3. Assess progress annually and make adjustments as needed

#### Professional Development Support

January 2012 EUs and EQs

March 2012 Mathematics (Tsankova)

June 2012 Understanding by Design  
(Hilde McGeehan, Authentic  
Education)

## Stage One January 2011 - June 2012

#### Deliverables:

- Electronic standards
- Quarterly (BES/PES), Trimesters (BMS), Semesters (BHS)

#### Tools Needed:

- Curriculum software
- Evaluation tool for finalizing curriculum
- Teacher commitment to agree to guaranteed and viable standards at her/his grade level, the grade level below, and the grade level above
- Teacher common assessment commitment agreement

## Stage One January 2011 - June 2012

### Deliverables:

- Electronic standards
- Quarterly (BES/PES), Trimesters (BMS), Semesters (BHS)

### Tools Needed:

- Curriculum software
- Evaluation tool for finalizing curriculum
- Teacher commitment to agree to guaranteed and viable standards at her/his grade level, the grade level below, and the grade level above
- Teacher common assessment commitment agreement

## 4. Inform students, parents, and community of progress

Ongoing in the buildings

School Committee Meeting  
September 2012

## Stage Two

June 2012 - June 2014

### Deliverables:

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

### Tools Needed:

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

# Using Curriculum and Assessment

**Mandates: Educator Evaluation  
District Determined Measures**



## Stage Two June 2012 - June 2014

### Deliverables:

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

### Tools Needed:

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

1. Develop rationale/expectations for and utilization of common summative assessments as a tool for student growth

### Professional Development Support

July 2012 Building Learning Communities (November)

Fall 2012 Educator Evaluation (Ribas, in-house)

Fall 2012 Mathematics (Tsankova)

January 2013 Understanding by Design (Hilde McGeehan)

Spring 2013 Mathematics (Tsankova)

June 2013 Understanding by Design (Hilde McGeehan)

### Collaborative Support

All teachers have access to ATLAS and own diary maps

Building Based Teacher Leadership Teams

Educator Evaluation Negotiating Team

Educator Evaluation Implementation Team

Learning Coaches

Humanities and STEAM Directors

DDM Team

District Data Team

**JULY 2013 PUBLIC ACCESS STAGE 1 ATLAS**

## Stage Two

### June 2012 - June 2014

#### Deliverables:

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

#### Tools Needed:

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

2. Develop rationale/expectations for and utilization of common formative assessments as a tool for student growth

**This is where we are currently.**  
**Assessments/DDMs**

## Stage Two

### June 2012 - June 2014

#### Deliverables:

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

#### Tools Needed:

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

3. Map units of instruction /diary maps that include:
  - Exemplified student work
  - Resources
  - Content vocabulary

**This work is currently  
in progress.**

## Stage Two June 2012 - June 2014

### Deliverables:

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

### Tools Needed:

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

4. Reflect on data and implement re-teaching component in all classes

**This work is in progress at the building level.**

## Stage Two

### June 2012 - June 2014

#### Deliverables:

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

#### Tools Needed:

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

## 5. Implement effective RTI K-12

**This work is in  
progress at building  
level.**

## Stage Two

### June 2012 - June 2014

#### Deliverables:

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

#### Tools Needed:

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

6. Assess progress annually and make adjustments as needed

Based on feedback today,  
we will reassess the plan in July.

## Stage Two

### June 2012 - June 2014

## 7. Inform students, parents, and community of progress

FALL of 2014

#### Deliverables:

- Common teacher-created summative assessments for all levels
- Common formative assessments for all levels
- Diary maps/units of instruction
- Exemplars of student work
- Identified content vocabulary
- Literacy skills/instructional strategies in all content areas

#### Tools Needed:

- RTI program and policy that incorporates student assistance teams
- Assessment software
- Instructional strategies for infusing literacy across the curriculum

## Stage Three July 2014-January 2015

### Deliverables

- RTI policy and practice
- Grading policy (GPA, connection to extra-curricular participation)
- Grade-span student record-keeping documents
- PreK-12 standards-based reporting tool

### Tools Needed

- SIS-generated reporting software  
**PowerSchool in place**

Creating a  
sustainable,  
student-  
centered,  
data-  
informed  
culture



## Stage Three

### July 2014-January 2015

#### Deliverables

- RTI policy and practice
- Grading policy (GPA, connection to extra-curricular participation)
- Grade-span student record-keeping documents
- PreK-12 standards-based reporting tool

#### Tools Needed

- SIS-generated reporting software

1. Establish a non-negotiable standards-based grading policy and practice

Homework, class work, non-use of 0, grades, participation, citizenship, Habits of Mind

## Stage Three

### July 2014-January 2015

#### Deliverables

- RTI policy and practice
- Grading policy (GPA, connection to extra-curricular participation)
- Grade-span student record-keeping documents
- PreK-12 standards-based reporting tool

#### Tools Needed

- SIS-generated reporting software

2. Involve students in goal-setting, record-keeping, conferencing

## Stage Three

### July 2014-January 2015

#### Deliverables

- RTI policy and practice
- Grading policy (GPA, connection to extra-curricular participation)
- Grade-span student record-keeping documents
- PreK-12 standards-based reporting tool

#### Tools Needed

- SIS-generated reporting software

3. Implement standards-based reporting process and tool PreK-12

## Stage Three

### July 2014-January 2015

#### Deliverables

- RTI policy and practice
- Grading policy (GPA, connection to extra-curricular participation)
- Grade-span student record-keeping documents
- PreK-12 standards-based reporting tool

#### Tools Needed

- SIS-generated reporting software

4. Assess progress annually and make adjustments as needed

## Stage Three July 2014-January 2015

### Deliverables

- RTI policy and practice
- Grading policy (GPA, connection to extra-curricular participation)
- Grade-span student record-keeping documents
- PreK-12 standards-based reporting tool

### Tools Needed

- SIS-generated reporting software

5. Inform students, parents, community of progress

# Curriculum Review

## Recursive Stage

### Deliverables

- Living, breathing, aligned, relevant, real-world standards-based curriculum
- Student-centered learning and teaching
- Data-informed culture of high expectations

## Quality Performance Assessments

Center for Collaborative Education (CCE), a nonprofit providing school and district design and development services and a pioneer in performance assessment, supports the creation of equitable, collaborative and democratic learning environments that emphasize deep understanding of content and effective demonstration of complex, 21st century skills as required by the Common Core State Standards, the Next Generation Science Standards and other important standards.

- Quality Performance Assessment
- Summer Institute 2014
- Quality Performance Assessment (QPA), a program of CCE, offers state departments of education and district and school based educators specific actions and strategies for designing and implementing curriculum-embedded performance assessments system-wide to support the goal of college and career ready preparation.
- CCE's experienced QPA team empowers educators to rethink the intersections of teaching, learning, and assessment through meaningful and transferable student learning.
- School teachers, administrators and district professionals will work together as a team to learn the QPA framework, design common practices customized to their context, and establish shared accountability for results.
- Participants will:
  - Be guided in the principles of performance assessment using student and practitioner work.
  - Learn how to collaboratively design high-quality assessments and create performance task models that focus on learning aligned to Common Core State Standards. Teachers will leave the Institute with performance tasks that can be implemented in their classrooms.
  - Experience the power of linking assessment, curriculum and instruction to deepen student learning to best prepare them for college, career and civic life.
- July 14 - July 17, 2014