

13th Annual

Thinking & Learning Conference

JAN HOEGH

Sunday 22 May

**Developing a Guaranteed and
Viable Curriculum**

Session 1

MELBOURNE

JAN HOEGH

Jan Hoegh is associate vice president of Marzano Research in Colorado. As a member of the Marzano Research team, she has contributed to several books published by Hawker Brownlow Education.



During her 28 years in education, Jan has been a classroom teacher, building-level leader, professional development specialist, high school principal and curriculum coordinator. She previously served as assistant director of statewide assessment for the Nebraska Department of Education, where her primary focus was Nebraska State Accountability test development. An active member of several educational organisations, she was president of the Nebraska Association for Supervision and Curriculum Development.

As well as a bachelor of arts in elementary education and a master of arts in educational administration, Jan has also earned a specialisation in assessment from the University of Nebraska-Lincoln.

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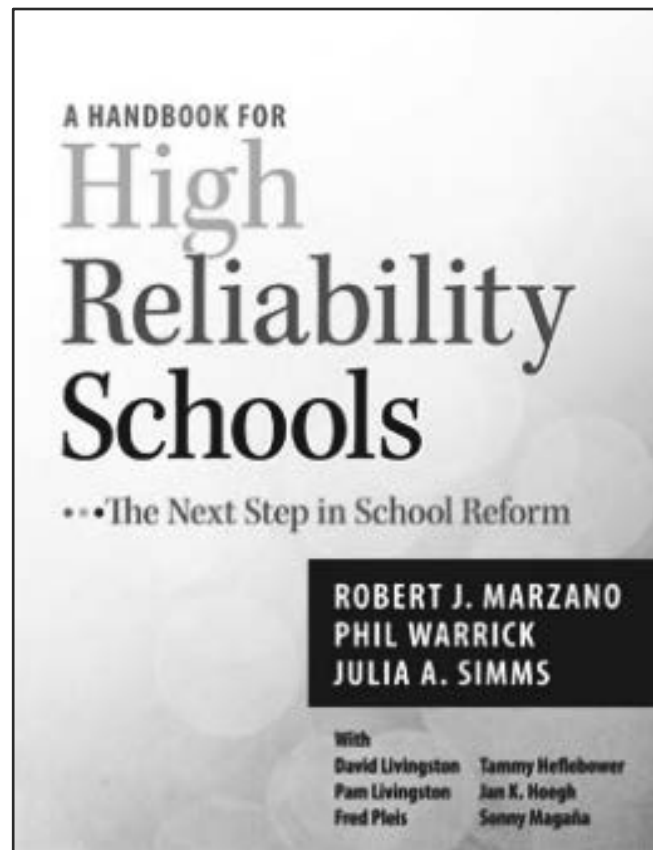
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Developing a Guaranteed and Viable Curriculum



May 2016

**Ms. Jan K. Hoegh
Associate Vice President**



Creating conditions for others to be successful is one of the highest duties of leadership.

Leading and Lagging Indicators

In order to know what to work on and to measure their success at each level, school leaders need ways to assess their school's current status, gauge their progress through each level, and confirm successful achievement of each level. Leading and lagging indicators are useful to these ends.

Leading indicators are important conditions that are known to be associated with school improvement. They provide direction for school leaders to work on for a continuous process of improvement.

Lagging indicators are the data and artifacts of practice that leaders should use to continually monitor leading indicators.

Level 3 Leading Indicators

- 3.1 The school curriculum and accompanying assessments adhere to state and district standards.
- 3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.
- 3.3 All students have the opportunity to learn the critical content of the curriculum.
- 3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.
- 3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- 3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

Sample Lagging Indicators for Leading Indicator 3.1

Curriculum documents have been created that correlate the written curriculum to state and district standards.

Data show a very strong positive correlation (90 percent or higher) between assessments and the written and taught curricula.

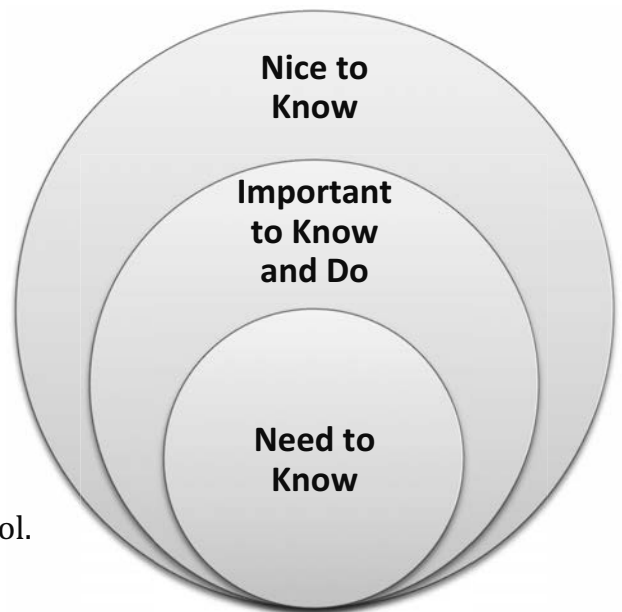
So, Now What?

Follow these next steps for getting clear about what students should know and be able to do:

- First, identify priority learning goals within the curriculum.
- Then, develop a proficiency scale for each priority learning goal.
- Be sure to work collaboratively!

What Is a Guaranteed and Viable Curriculum?

- A viable curriculum is a well-articulated set of knowledge and skills that every child should learn in grades K–12. Viable also means it can be taught for understanding in the time available.
- A guaranteed curriculum means it is taught in every classroom in every school.



What Are Criteria for Priority?

- **Endurance:** Will this provide knowledge and skills that are valuable beyond a single test date?
- **Leverage:** Will this provide knowledge and skills that are valuable within multiple disciplines?
- **Readiness for next level of learning:** Will this provide students with tools for success at the next level or grade?
- **Teacher judgment:** Is this skill or knowledge critical for all students to know or be able to do?
- **Assessment connection:** Will this skill or knowledge be assessed on an instrument used for instructional decision-making?

A guaranteed and viable curriculum is comprised of three main elements. (Adapted from McTighe and Wiggins, *Understanding by Design*, 2005)

The student will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Criteria	Yes	No
Endurance		
Leverage		
Readiness		
Teacher judgment		
Assessment connected		

The student will cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Criteria	Yes	No
Endurance		
Leverage		
Readiness		
Teacher judgment		
Assessment connected		

The student will demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Criteria	Yes	No
Endurance		
Leverage		
Readiness		
Teacher judgment		
Assessment connected		

The student will delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Criteria	Yes	No
Endurance		
Leverage		
Readiness		
Teacher judgment		
Assessment connected		

Proficiency Scales

Score 4.0	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class
Score 3.0	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
Score 2.0	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes
Score 1.0	With HELP, a partial knowledge of some of the simpler and complex details and processes
Score 0.0	Even with help, no understanding or skill demonstrated



Proficiency Scale “Look Fors”

Scales SHOULD be:

- ✧ Related to the learning goal
- ✧ Posted and able to be read by students
- ✧ Written in student-friendly language (when appropriate)
- ✧ Referenced during the lesson

Students SHOULD be able to explain:

- ✧ The meaning of the levels of performance articulated in the scale

The Five-Step Process for Developing Proficiency Scales

- 1) Determine the topic of the proficiency scale.
- 2) Determine the language of score 3.0 (the target learning goal).
- 3) Determine vocabulary related to the target learning goal and record it in score 2.0.
- 4) Determine prerequisite knowledge and skills and record it in score 2.0.
- 5) Discuss how a student might demonstrate a score 4.0 performance.

Topic:

Score 4.0 – More complex

Demonstrations of learning that go above and beyond what was explicitly taught

The learner will:

Score 3.0 – The target learning goal/expectation for all

The learner will:

Score 2.0 – The simpler stuff

Foundational knowledge, simpler procedures, isolated details, vocabulary

The learner will:

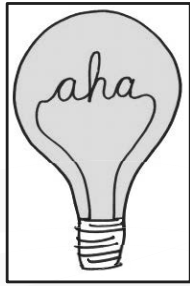
Score 1.0 - With help, the student can perform Score 2.0 and 3.0 expectations

Score 0.0 - Even with help, the student cannot perform expectations

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Important Idea #1...

Proficiency scales provide clear focus for instruction to essential learning goals.

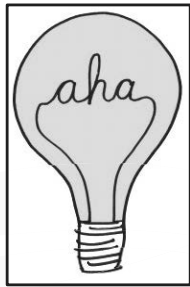


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Important Idea #2...

Proficiency scales serve as the framework for a high-quality classroom assessment.

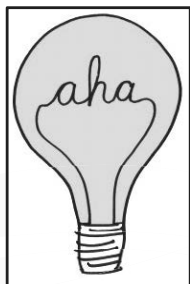


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Important Idea #3...

Proficiency scales ensure alignment of curriculum, instruction, assessment, and feedback.



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Notes:

A large, empty rectangular box with a double-line border, intended for taking notes during the session.

1) PRIORITY STANDARD

4.NF.2

Compare two fractions with different numerators and different denominators using $<$, $>$, and $=$, and justify the comparison

2) PROFICIENCY SCALE

NUMBER AND QUANTITY Compare Fractions Grade 4	
Score 4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> • <i>For example</i>, given 3 or more fractions with different denominators, the student orders them least to greatest or greatest to least • <i>For example</i>, the student compares improper and/or mixed fractions with unlike denominators
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> • compares two fractions with different numerators and different denominators using $<$, $>$, and $=$ • justifies the comparison
Score 2.0	<p>The student recognizes or recalls specific vocabulary, such as:</p> <ul style="list-style-type: none"> • compare, comparison, denominator, equivalent, fraction, generate, justify, numerator <p>The student performs basic processes, such as:</p> <ul style="list-style-type: none"> • recognizes symbols, such as $<$, $>$, and $=$ • recognizes and generates equivalent fractions • compares two fractions with like denominators
Score 1.0	<p>With help, the student demonstrates partial success at score 2.0 and score 3.0</p>

3) ASSESSMENT

Name _____

Teacher _____

Compare two fractions with different numerators and different denominators using $<$, $>$, and $=$, and justify the comparison

Score 2.0 – Solve numbers 1-4. Write $<$, $>$, or $=$ for each pair of fractions.

1. $\frac{3}{4}$ _____ $\frac{2}{4}$

3. $\frac{1}{8}$ _____ $\frac{4}{8}$

2. $\frac{6}{8}$ _____ $\frac{7}{8}$

4. $\frac{3}{6}$ _____ $\frac{2}{6}$

____/4

Score 3.0 – Solve numbers 5-8. Write $<$, $>$, or $=$ for each pair of fractions. Justify your answer with work, pictures, or words.

5. $\frac{3}{4}$ _____ $\frac{4}{5}$

7. $\frac{5}{6}$ _____ $\frac{7}{8}$

6. $\frac{1}{3}$ _____ $\frac{2}{7}$

8. $\frac{2}{3}$ _____ $\frac{4}{6}$

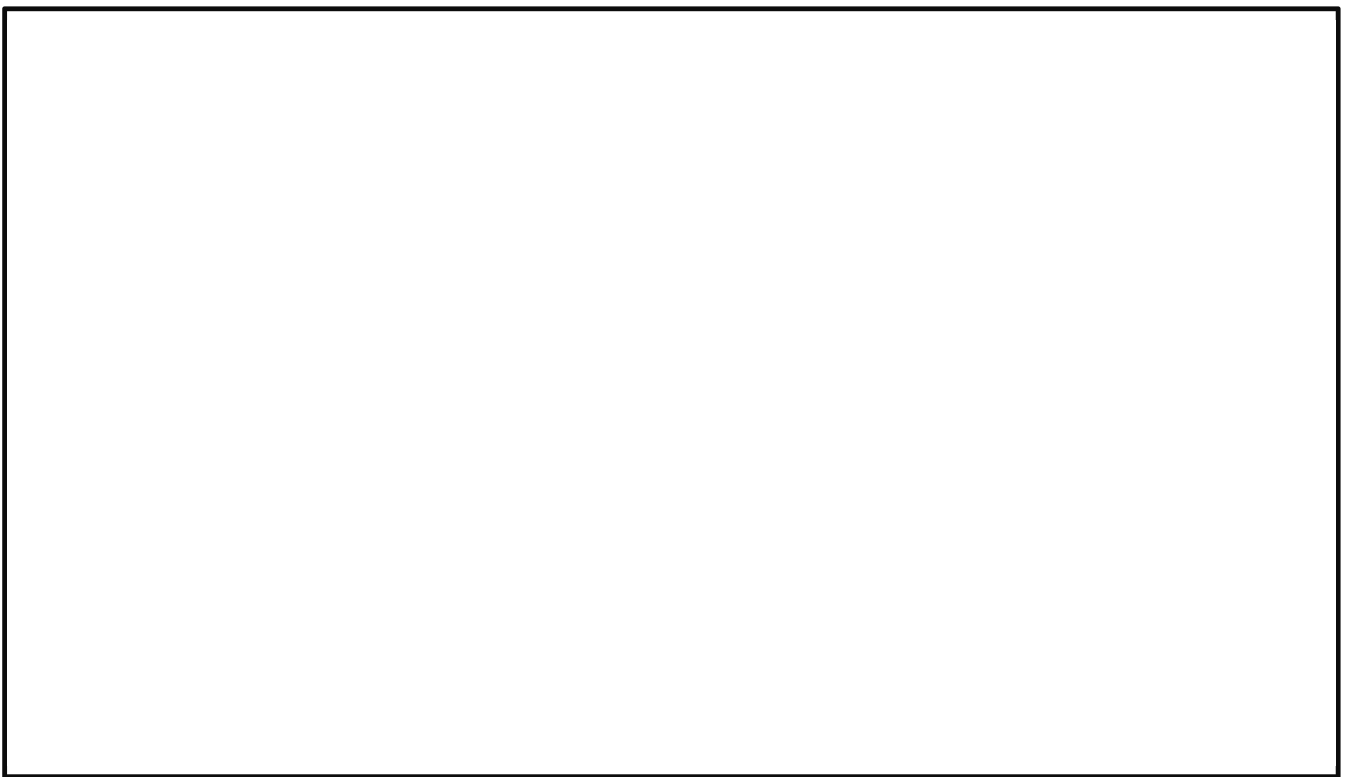
____/8

4.NF.2

1

Score 4.0 – Solve the story problem below. Justify your answer with work, pictures, or words.

9. Cindy feeds her cats Fluffy, Mittens, and Spots each day. Fluffy eats $2\frac{1}{2}$ cups of food each day. Mittens eats $2\frac{5}{6}$ cups of food each day. Spots eats $2\frac{1}{4}$ cups of food each day. Put the cats' names in order from least to greatest according to how much they eat each day.



_/2

4.NF.2

1

4) EXAMINING AND DISCUSSING STUDENT PERFORMANCE

	Classroom A	Classroom B	Classroom C
Score 2.0	17/20 = 85%	16/22 = 72%	20/23 = 87%
Score 3.0	14/20 = 70%	15/22 = 68%	16/23 = 70%
Score 4.0	0/20 = 0%	2/22 = 9%	2/23 = 8%

Classroom A Results





Student Name	#1	#2	#3	#4	#5	#6	#7	#8	#9
Ayers, Justin	Y	Y	Y	Y	Y	Y	Y	Y	N
Busboom, Callie	Y	Y	Y	Y	Y	Y	Y	Y	N
Bushton, Simeon	Y	Y	N	Y	Y	N	N	Y	N
Dalton, Cara	Y	Y	Y	Y	Y	Y	Y	Y	N
Ephrens, Lacey	Y	Y	Y	Y	Y	Y	Y	Y	N
Gooden, Jackson	Y	Y	Y	Y	Y	Y	Y	Y	N
Hilton, Patra	Y	Y	N	Y	Y	Y	N	Y	N
Ingram, Liza	Y	Y	Y	Y	Y	Y	Y	Y	N
Jackson, Dagen	Y	Y	Y	Y	Y	Y	N	Y	N
Kilgore, Alvin	Y	Y	Y	Y	Y	Y	Y	Y	N
Longmont, Chase	Y	Y	Y	Y	Y	Y	Y	Y	N
Monter, Eric	Y	Y	Y	Y	Y	N	Y	Y	N
Munson, Sadie	Y	Y	Y	Y	Y	Y	Y	Y	N
Nelson, Tyler	Y	Y	Y	Y	Y	Y	Y	Y	N
Peterson, Franny	Y	Y	Y	Y	Y	Y	Y	Y	N
Ralston, Jody	Y	Y	Y	Y	Y	Y	Y	Y	N
Simpson, Jamie	Y	Y	N	N	N	N	N	N	N
Tolson, Alex	Y	Y	Y	Y	Y	Y	N	N	N
Tularie, Amy	Y	Y	Y	Y	Y	Y	Y	Y	N
Watson, Jameson	Y	Y	Y	Y	Y	Y	Y	Y	N

Classroom B Results

Student Name	#1	#2	#3	#4	#5	#6	#7	#8	#9
Calleson, Amos	Y	Y	Y	Y	Y	Y	Y	Y	Y
Dugger, Felicia	Y	Y	N	Y	N	Y	Y	N	N
Franklin, Selia	Y	Y	Y	Y	Y	Y	Y	Y	N
Gregory, Alisa	Y	Y	Y	Y	Y	Y	Y	Y	N
Gunthrey, Alexa	Y	Y	Y	Y	Y	Y	Y	Y	N
Huxton, April	Y	Y	Y	Y	Y	Y	Y	Y	N
Ilston, Matthew	Y	Y	Y	Y	Y	Y	N	Y	N
Joblanski, Jacob	Y	Y	Y	Y	Y	Y	Y	Y	N
Keystone, Addie	Y	Y	Y	Y	Y	Y	Y	Y	N
Leyton, Lacey	Y	Y	N	Y	N	Y	Y	Y	N
Lollenberg, Hensley	Y	Y	N	Y	Y	N	Y	Y	N
Montgomery, Susie	Y	Y	Y	Y	Y	Y	Y	Y	N
Nightengale, Sylvia	Y	Y	Y	Y	Y	Y	Y	Y	N
Ogluara, Juan	Y	Y	N	N	Y	N	Y	Y	N
Patton, Anya	Y	Y	Y	Y	Y	Y	Y	Y	Y
Peters, Dana	Y	Y	Y	Y	Y	Y	Y	Y	N
Piper, Allyson	Y	Y	Y	Y	Y	Y	Y	Y	N
Quincy, Xavier	Y	Y	N	Y	Y	Y	N	N	N
Rutland, Roberto	Y	Y	Y	Y	Y	Y	Y	Y	N
Sampson, Michael	Y	Y	Y	Y	Y	Y	Y	Y	Y
Tokolste, Elis	Y	Y	N	Y	Y	N	Y	N	N
Umbro, Angelicka	Y	Y	Y	Y	Y	Y	Y	Y	N

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Session Reflection Sheet

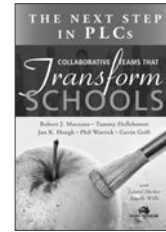
	
	

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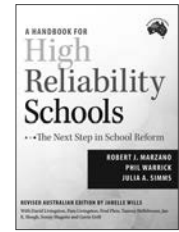
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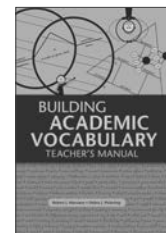
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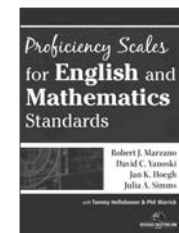
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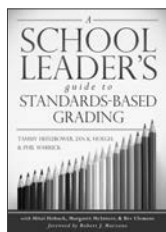
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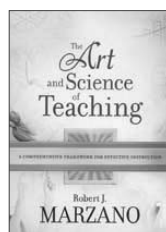
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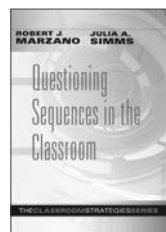
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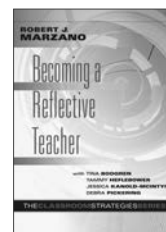
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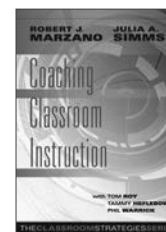
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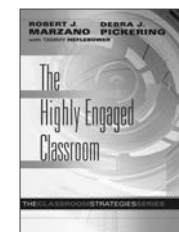
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