Please introduce yourself at your table

The Binder

- Workshop Guidelines
- CCSE Samples
- Input Sheets
- Resources Sheets
- Rubric/Checklists
- Templates
- Drafts
- Glossary

Two Year Process

By then end of two years (2010-2012):
1. Each school and the Office of Education will use an agreed upon format for communicating diocesan and school level curriculum that will reflect significant alignment of essential learning, key assessments, and instructional strategies from the standards to individual teacher lessons.
2. Every teacher and administrator will show evidence of using the agreed upon curriculum to increase student achievement.
3. Functioning Teacher Learning Teams (TLT) established at each school and supported with time and resources will collaborate on the development, implementation, and improvement of the curriculum on an on-going basis.
We could increase learning results dramatically if every school committed to “the most reasonable requirements”:

- A coherent, high quality curriculum
- Reasonably well taught

Well Taught

- Students learn what is intended
- in the time you have
- for EACH student
- connecting with prior learning
- preparing for what’s next

AND we close the achievement gap

Translation:

Teach and assess the most important learning for every student in every classroom every day

Share decisions about:

What?
When?
How?
How well?

content knowledge
skills
understanding
attitudes
dispositions
values
beliefs
Backwards Design

- Learning
- Evidence
- Activities/Strategies

Written Curriculum
- Standards
- Essential Learning
- Performance Expectations
- Teaching and Learning Strategies
- Pacing
- Resources
Phase II: Outcomes

1. Use draft templates and materials to develop First Draft YLP.
2. Collaborate as a school to review First Draft YLPs across grades or subjects.
3. Ask questions and articulate teacher, team, and school responsibilities and tasks from June through the beginning of the school year.

Agenda

- Overview
- Develop First Draft YLPs (AM)

Lunch

- Review YLPs by school (PM)
- Clarify ongoing tasks and responsibilities

Curriculum is the agreed-upon, communicated set of decisions about what students will learn and how they will learn it...[actually used by teachers to increase student learning].

Curriculum includes standards but it is not only standards.

The 3 levels of curriculum include
1) year long plans
2) topic/unit plans
3) lessons
Curriculum Framework: standards, topics, major objectives. The ADH Curriculum Standards is a curriculum framework. It is not a complete curriculum because it does not include the pieces that are needed to actually enter a classroom and teach: year long plans, topic/unit plans, and lessons.

Standards: Broad, general statements of the knowledge and skills students should have when they leave school.

Select and employ appropriate mathematical tools for working with data.

Use technology to explore and express scientific learning.

What is a Year Long Plan?
A YLP is a document on which you indicate the big topics (units) that are planned to teach (and learn) in...

• This Course
• This Year and in
• This Order

The YLP can be determined by month or by grading period

Year Long Plan

• Big picture-grounding
• What must students learn?
• What must I teach?

Stated as Big Topics/Units

So... What is a Big Topic/Unit?
The Name of Major Pieces of Content. (nouns)

Contains multiple sub-topics and skills

Identifies pieces of learning that will take time and instruction (multiple lessons) for students to master
Big Topic/Unit Examples

• Animal Life Cycles
• Properties of Matter
• Electricity and Magnetism
• Reproduction and Heredity

Big Topic/Unit Examples with sub-topics

• Animal Life Cycles
  - metamorphosis
  - growth
  - structures for motion
• Electricity and Magnetism
  - how a battery works
  - magnetic poles

Big Topic/Unit Non-Examples

• Biology
• Match an animal with a habitat
• Compare sun, terrestrial planets and gas planets

Year Long Plan

<table>
<thead>
<tr>
<th>Aug/Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big topic</td>
<td>Big topic</td>
<td>Big topic</td>
<td>Big topic</td>
<td>Big topic</td>
</tr>
<tr>
<td>Febr</td>
<td>March</td>
<td>April</td>
<td>May</td>
<td>June</td>
</tr>
<tr>
<td>Big topic</td>
<td>Big topic</td>
<td>Big topic</td>
<td>Big topic</td>
<td>Big topic</td>
</tr>
</tbody>
</table>
Steps: Developing the YLP

What must we teach?

Giant Step I: Develop the YLP (1-6)
Giant Step II: Collaborate to avoid repetition and omission (7-8)
Giant Step III: Refine the YLP (9-12)

1. Make a list of all the big science topics you teach in a year.
   - Stated as nouns
   - Take multiple lessons to teach
   - Fit in calendar
   - May include sub-topics
   Already completed!

2. Work with your grade level or subject colleagues to compile a list of topics found in the ADH Curriculum Framework.
   - Look for topics in these sections:
     a) Strands/Topics,  b) Objectives,  c) Enabling Outcomes
   - Stated as nouns; take multiple lessons to teach
   - Could be organized as big topics with sub-topics

Objective: Statement of a specific type of knowledge and the behaviors that demonstrate proficiency relative to that knowledge.

Students will be able to describe how animals depend on plants.

SWBAT provide examples of how total mass is preserved in chemical reactions.
Objectives: In the ADH Curriculum Framework, objectives outline the primary tasks students should be able to perform as a result of the numbered activities in the sub-skills listed under enabling outcomes.

Q: What content knowledge is needed to perform the task?

Enabling Outcomes: In the ADH Curriculum Framework, these are more specific statements describing the skills taught that will result in mastery of the student objective.

Q: What content knowledge is needed to demonstrate the skill or perform the task?

2. Compile a list of topics found in ADH curriculum.

CCSE Sample: Grade 2

CCSE Sample: Grade 6

CCSE Sample: 9-12 Earth Science

3. Work with your grade level or subject colleagues to create a First Draft YLP by writing the ADH topics you identified onto the YLP by month.

CCSE Illustrated ADH Science YLP by grade level or subject
4. Compare your First Draft YLP (developed from ADH topics) to your preliminary science topic list that you brought with you indicating all the topics you taught last year.

Start with ALL ADH topics on YLP

- Topics on both lists
- Added topics in a different color
- Questionable topics on Input Sheet #3 -- Questions for Collaboration

Example Questions for Collaboration

- I have a topic I think is important to teach that's not on the ADH list.
- There's a topic on the ADH list I don't think we should teach at this grade level.
- There are too many topics to teach in the time available.
- These two topics overlap a lot.

5. Create a legible First Draft YLP for your grade level or subject.

Make a second copy on the yellow YLP template for Dr. Lia and Dr. Ozar

6. Repeat steps 1-5 for Wellness.

Giant Step I: Develop the YLP (1-6)

Giant Step II: Collaborate to avoid repetition and omission (7-8)

Giant Step III: Refine the YLP (9-12)

Take a break!!!!!
7. Meet as a school to review the first drafts of YLPs for each grade or subject.

- Eliminate overlaps, and discover repetitions, or omissions of topics that limit learning.
- Aim at teaching fewer topics in greater depth
- Show how repeated topics are different at different grades
- Sequence topics so that students are ready for next level
- Emphasize topics that students use in multiple subject areas and life

8. Revise the Year Long plans for each grade level or subject based on the school collaborative discussion. Enter on YLP Template and SAVE.

- SAVE AS: Grade # Science YLP 2010 School Teacher(s)

Examples
- Grade 4 Science YLP 2010 Allsaints Wohlwend
- Grade 4 Science YLP 2010 Allsaints Wohlwend Mendez
- Grade 8 Science YLP St paul Smith
- Physics Science YLP Christ the king Keoplaying Hayes Burns

Giant Step I: Develop the YLP (1-6)

Giant Step II: Collaborate to avoid repetition and omission (7-8)

Giant Step III: Refine the YLP (9-12)

Refining the YLP

Is the YLP clear to another teacher?

Does the YLP include the “right stuff”?
9. Validate YLPs based on criteria presented in June.

- **Endurance**
  (Topic represents learning students should retain after unit/year)
- **Leverage**
  (Topic represents learning used in other subjects and 21st century life)
- **Readiness for next grade level**

9. Validate YLPs on Demonstrated Need.

When I look at the collection of topics and sub-topics for the year, I analyze them for importance, emphasis, and timing:

- Areas of weakness on the ITBS/ACT scores are addressed with appropriate level of emphasis.
- Areas of weakness in the ITBS/ACT scores are addressed at a good time of year.
- Topics and sub-topics reflect high expectations, upgraded content, and are consistent with school's mission and student/parent goals.

9. Validate YLPs for Upgraded Content

- Fewer topics that go deeper
- Topics can serve as basis for inquiry
- Topics can connect with students’ lives
- Topics can connect with 21st century problems and realities
- Topics can use digital tools

9. Validate YLPs for clarity and fit with school calendar.

- Topics and sub-topics are clearly stated such that other teachers understand what students will learn about and what teachers will need to teach.
- I can see how the topics and sub-topics are parts of the standards.
- I can see how these topics & sub-topics fit with topics & sub-topics for other grades.
- Topics and sub-topics fit into the allotted time

10. Use Checklist to review YLP.

With your TLT:
11. Post final revisions of YLP and review as a school.

12. Teach based on 2010 YLP.

Plan with the end in mind

Clarify Roles and Responsibilities

Lorraine A. Ozar, Ph.D.
lozar@luc.edu

Michelle P. Lia, Ed.D.
mlia@luc.edu

Center for Catholic School Effectiveness
www.luc.edu/ccse