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Curriculum Audit Report

September 29, 2016

- 
- **Nonprofit, nonpartisan**
 - **Based in Denver, CO**
 - **Approximately 75 staff members**
 - **More than 50 years of education research, development, and service**

Research & Evaluation • Consulting & Training • Systemic Improvement

A young girl with curly hair, wearing a grey school uniform, is raising her right hand in a classroom. She is smiling and looking towards the camera. The background shows a brick wall and a window. The text is overlaid on the right side of the image.

McREL's Mission

**To help educators flourish
by turning research into
solutions that transform
teaching, learning, and
leading**

Audit Process

Phase 1

- Focus on written curriculum guides and assessments

Phase 2

- Focus on implementation of the curriculum and stakeholder input

Audit Process

Phase I

- Focus on written curriculum guides and assessments

Determine the:

- extent of alignment between the written curriculum and VA SOLs (Task 1)
- extent of alignment between the written curriculum and the tested curriculum (Task 2)

Audit Process

Phase 2

- **Focus on implementation of the curriculum and stakeholder input**

Determine the:

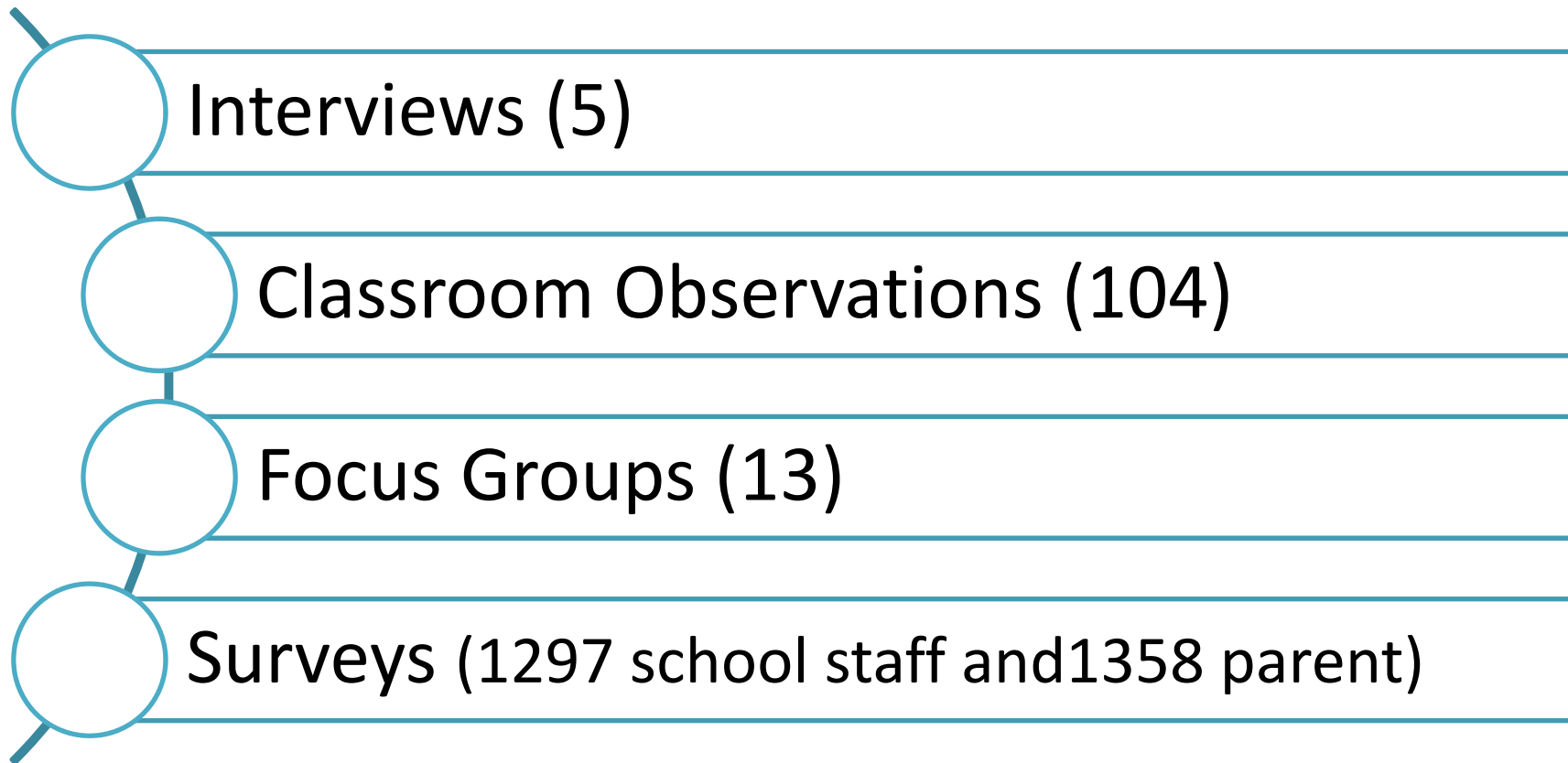
- **extent of alignment between written curriculum and taught curriculum (Task 3)**
- **extent to which the needs of special populations are met in the classroom (Task 4)**
- **extent to which ACPS classrooms are rigorous and engaging (Task 5)**
- **extent to which the supported curriculum (professional development, time, and materials) meets the needs of district and school staff to improve student learning (Task 6)**

Data Sources

Written Curriculum Guides

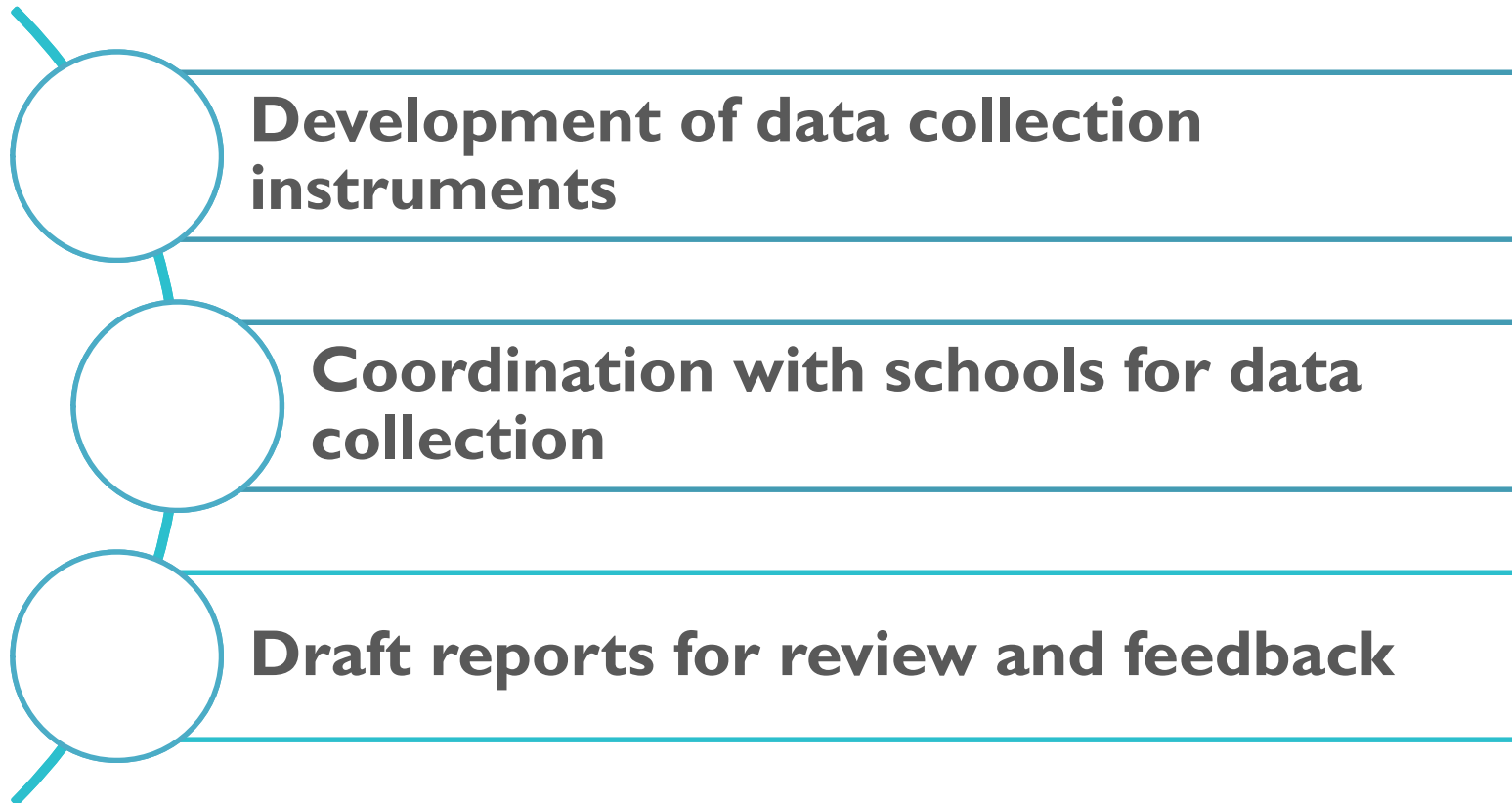
- Grade 3: *four core content areas*
- Grade 4: *Virginia Studies*
- Grade 5: *three core content areas*
- Grade 8: *English language arts, Algebra, Science, Civics and Economics*
- High School: *Biology 1, Geometry, Grade 11 English language arts, World History 1*

Data Sources

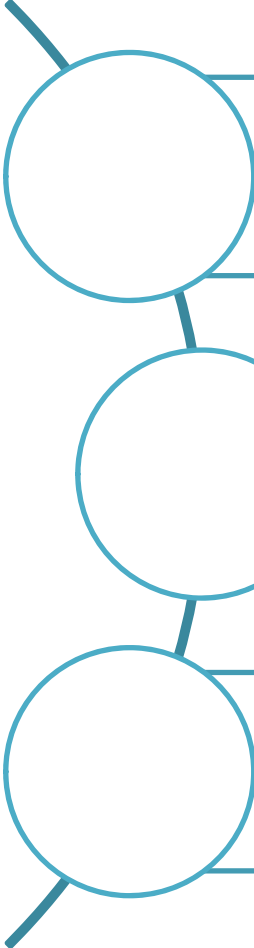


Audit Process

Collaboration with ACPS



Commendations

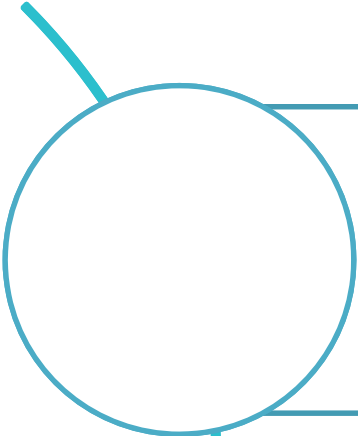


Curriculum guides use a common framework for all education levels (elementary, middle school, high school) and all content areas.

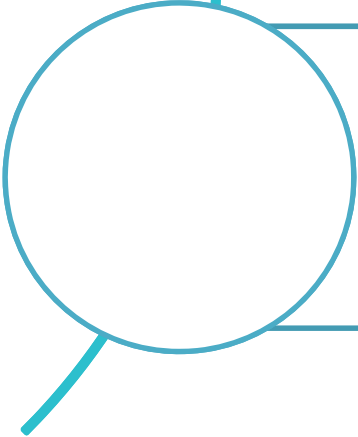
Curriculum guides facilitate a variety of diverse learning experiences, including group work, individual work, and project-based learning.

Useful literary recommendations provide opportunities to link lessons across different content areas in the curriculum guide.

Commendations

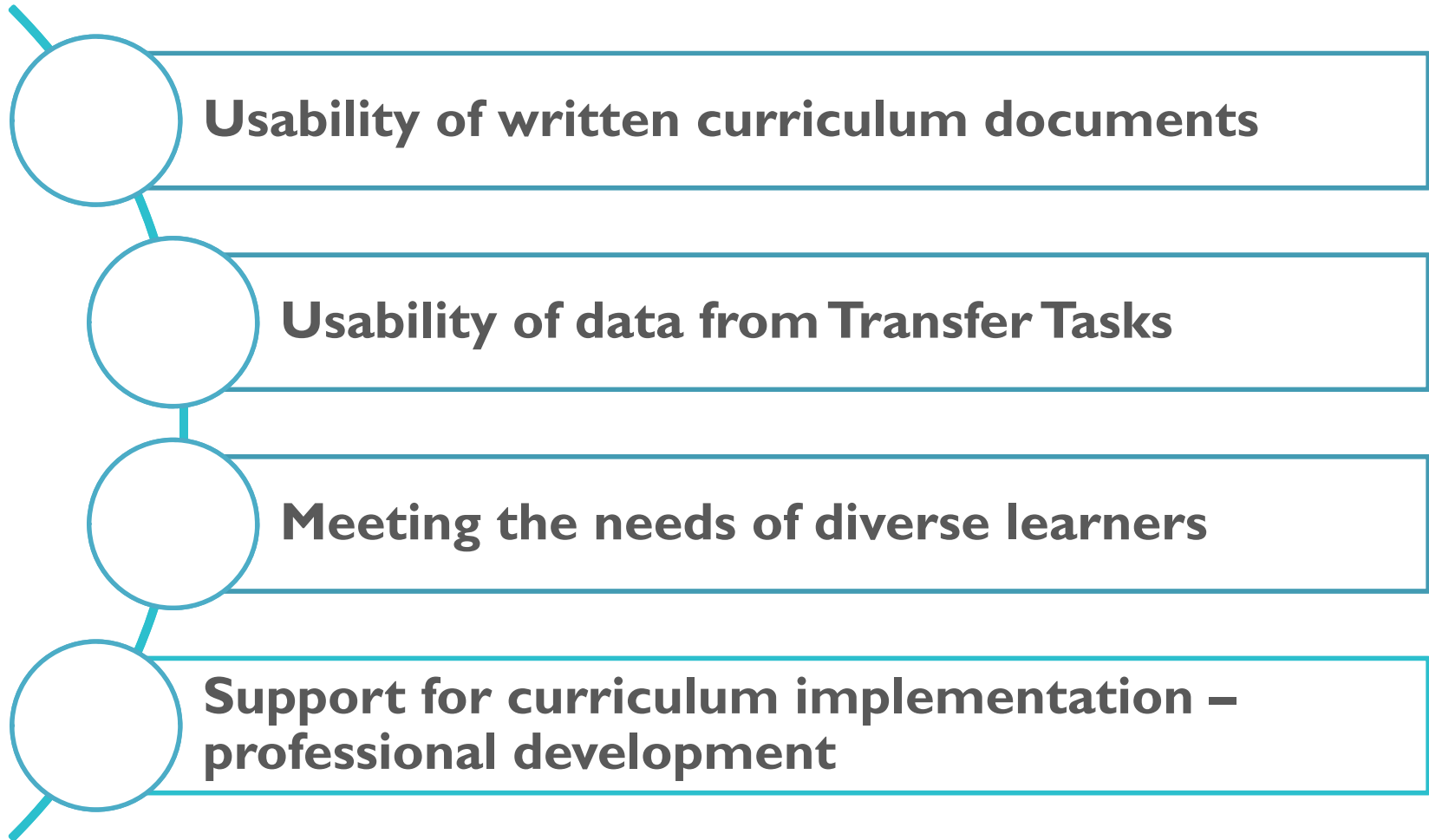


Division resources for differentiating instruction and executive function provide helpful instructional ideas for how to meet the needs of a variety of learners and for encouraging self-regulation and self-direction in the classroom.



Teachers report that the greatest strengths of the curriculum guide include integration of technology, essential questions to guide instruction, and key vocabulary for lesson development.

Highlighted Themes



Usability of written curriculum documents

1

- Replace the current online PDF format with a web-based searchable platform for housing the written curriculum.

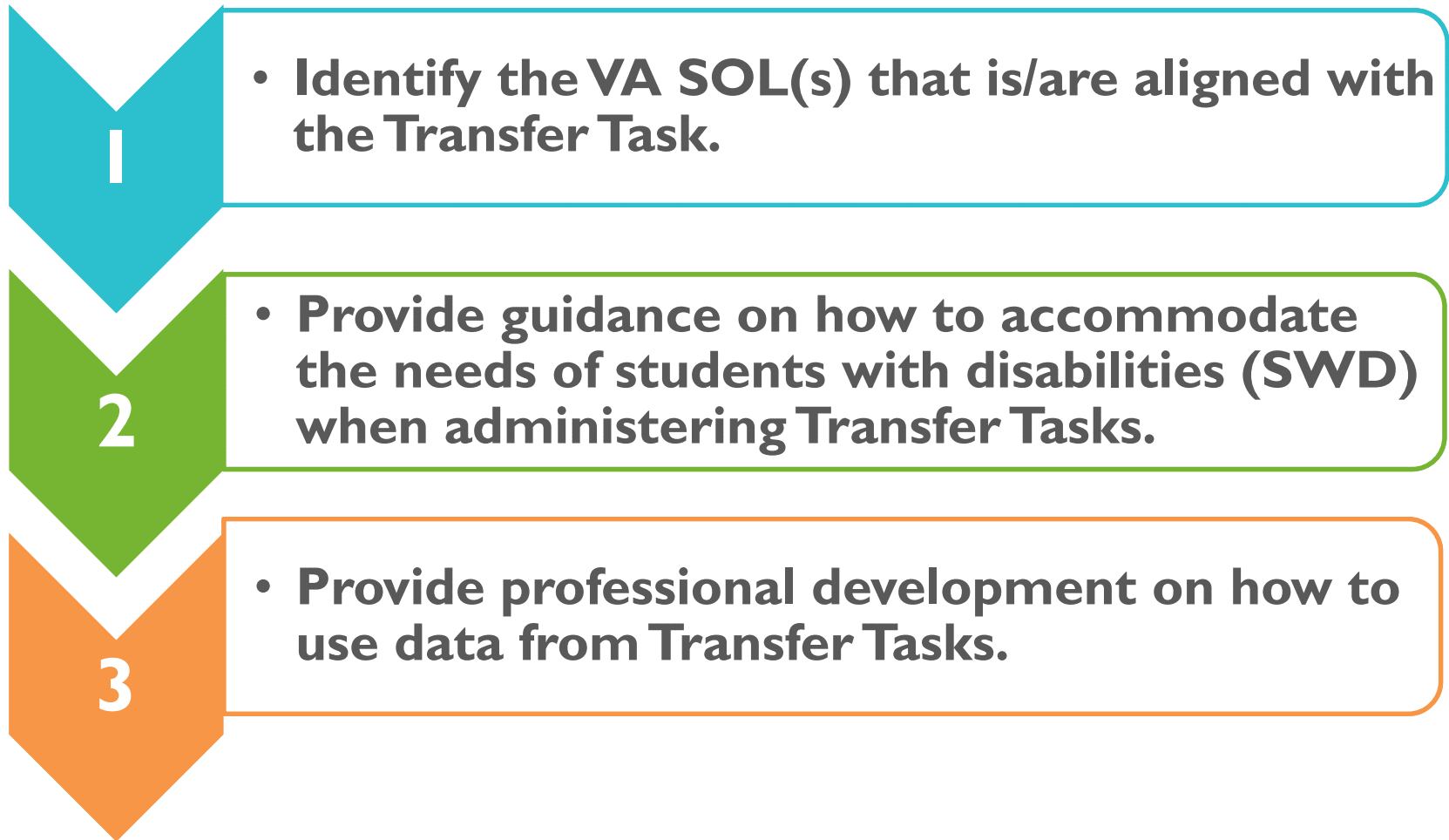
2

- Provide instructional guidance for lesson planning that is specific to the individual unit's subject matter content.

3

- Include ACPS teachers more directly in the development of curriculum lessons.

Usability of data from Transfer Tasks



Meeting the needs of diverse learners

1

- **Convene meetings with teachers to discuss which curriculum supports for special student populations are most needed in the curriculum guide.**

2

- **Ensure that all staff are aware of and can easily access additional guidance documents.**

Support for curriculum implementation – professional development

1

- Increase availability of school-based support provided by instructional specialists and coaches.

2

- Reassess current scheduling and communication practices for professional development.

3

- Reassess when and how staff development is conducted during the school year.

Closing Thoughts

1

- **Establish a strategic approach for reinforcing the commendations in this report while addressing the recommendations.**

2

- **Understand that ACPS stakeholders hold diverging perspectives about the curriculum.**

3

- **Build communication channels to increase collaboration among stakeholders.**

