



**Ensure Your Curriculum is Aligned: A Road MAP for
Curriculum Development Success
Oct. 21, 2021**

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Introduction: Shauna Stephanchick

- 1st/2nd grade teacher
- Instructional Coach
- K-12 District Coach
- K-5 Administrator
- K-12 State PLC Consultant
- K-12 State ELA Trainer
- K-12 Educational Consultant





Goals of Today:

- Review State Assessment Shifts
- Brief History of Priority Standards-Review Accelerated Learning Theory
- Critical Curriculum Steps for Alignment and Assessment Success
- How to Expedite The Process

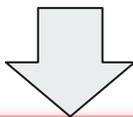


Why Curriculum Development Now?

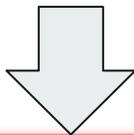
- 2021-2022 **80% of MAP and EOC** assessments will cover the Priority Standards
- Over the next 2-3 years, **100% of MAP/EOC** assessments will cover Priority Standards

Timeline of Missouri Priority Standards

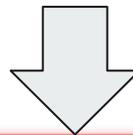
July 2020 Accelerated Learning Response



Dec-Mar-2nd Draft standards created and feedback



Spring 2021-Testing will occur (past test and blue print)

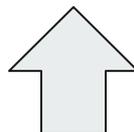


MO LEAP-Blocks and Assessments Available for Teacher Use

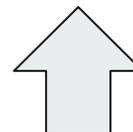
September/Oct 2020-Draft standards created and feedback given



April 2021-Priority standards Finalized



Spring 2022-State assessments will cover **80% adopted priority standards**





DESE Response to Learning Loss.....

Accelerated Learning

FIGURE 2 | DIFFERENCE IN ACHIEVEMENT GROWTH BETWEEN BEST (TOP QUARTILE) AND WORST (BOTTOM QUARTILE) CLASSROOMS

The four key resources benefit all students...



FIGURE 3 | DIFFERENCE IN ACHIEVEMENT GROWTH BETWEEN BEST (TOP HALF) AND WORST (BOTTOM HALF) CLASSROOMS AMONG CLASSROOMS WHERE AVERAGE STUDENT IS SUBSTANTIALLY BEHIND GRADE LEVEL.

...but particularly students who started the year substantially behind their peers.



Four Key Resources at the Heart of High Quality Academic Experiences for Students

- Consistent opportunities to work on **grade-appropriate assignments**
- **Strong instruction** that lets students do most of the thinking in the lesson
- A sense of **deep engagement** in what they're learning
- Teachers who hold **high expectations** for students and truly believe they can meet grade-level standards.

Accelerated Learning Defined

What It Is: 	What It Is Not: 
<ul style="list-style-type: none">● Teaching on grade level standards with rigor● Assessment for learning-assessing student knowledge while teaching the on grade level standard● Scaffolding skills and information	<ul style="list-style-type: none">● Covering all missed skills from the previous grades standards● Taking big diagnostic assessments● Remediation

DESE Response: Recommended State Priority Standards

Priority Standards are Recommended and Can be
Adjusted by Districts



K-12 Priority
Standards
Identified



K-12 Content
Priority Standards
Identified



Same
Standards-No
Changes



Tools of Inquiry as
Priority Standards

Then Assessment Shift.....



- **State assessment will shift to 80% Priority Standards on the 2021-2022 school year**
- **Over the next few years-100% Priority Standards**

Collaborate: Post Pandemic Barriers and Possible Responses

Pre Pandemic:

- Curriculum was based on a resource and not state MLS
- Assessment did not align to state standards
- Instruction and lessons did not align to state standards
- Content knowledge needed to scaffold various learning needs was minimal

Post Pandemic:

- Is our current scope and sequence/ pacing adjusted to the state recommended PS?
- How do we determine learning gaps in our students?
- Once gaps are determined, how do we scaffold those gaps systematically?
- Most resources are not Missouri aligned to support teachers with clarity and rigor

Four Key Resources at the Heart of High Quality Academic Experiences for Students

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Step 1: Improve Curriculum Organization and Ensure State Alignment

Unit 1: We are Readers	Unit 2: Rhyming/Poetry	Unit 3: Readers Comprehend What They Read and Can Retell	Unit 4: Asking and Answering Questions	Unit 5: Compare and Contrast	Unit 6: Read Informational Text
Launching	Literature	Literature			
6 weeks Aug-mid Sept	6 weeks Mid Sept-Oct	7 weeks Nov-Dec	6 weeks Jan-mid Feb	7 weeks Mid Feb-mid April	7 weeks Mid April-May
1st - 4th Quarter	1st Qtr-2nd Qtr	2nd Quarter	3rd Quarter	3rd Qtr-4th Qtr	4th Quarter
Assessments					
I Can Statements					
I can apply effective listening skills and strategies. K.SL.2.A.a					
I can read high frequency words. K.RF.3.A.b					
I can blend letter sounds to decode simple words. K.RF.2.A.b					
I can listen and read for understanding. K.RF.4.A					
I can participate in conversations about what I'm learning with a partner. (K.SL.1.A.b)	I can produce rhymes in response to spoken words. (K.RF.2.A.b)	I can tell you what happened in the beginning, middle and end of the story. (K.R.1.A.e)	I can ask questions about the books I have heard. (K.R.1.A.b)	I can identify similarities and differences between two texts on the same topic (K.R.3.C.b)	I can identify topic and key details in a text (K.R.3.C.c)
I can identify upper and lower case letters. (K.RF.1.A.a)		I can identify characters, setting and events in a story. (K.R.2.A.a)	I can retell a story heard aloud. (K.SL.3.A.c)	I can compare and contrast adventures of characters in familiar stories. (K.R.2.A.f)	I can identify topic and key details in a text from a text read aloud (K.R.3.A.a)
		I can retell important facts from a familiar story. (K.R.1.A.c)	I can read independently. (K.R.1.D)	I can read independently. (K.R.1.D)	I can read independently. (K.R.1.D)
Priority Standards	Priority Standards		Priority Standards	Priority Standards	
K.SL.2.A.a Develop and apply effective listening skills and strategies in formal and informal settings by demonstrating active listening according to classroom expectations					
K.RF.2.A.b Develop phonics in the reading process by reading high-frequency words. (see ESGI)					
K.RF.4.A. I can listen to reading for purpose and understanding.		K.RF.4.A. I can listen to reading for purpose and understanding.		K.RF.4.A. I can read with purpose and understanding.	
				K.RF.3.A.c Develop phonics in the reading process by blending letter sounds to decode simple words.	
K.RF.1.A.a Develop print awareness in the reading process by: a. identifying all upper- and lowercase letters	K.RF.2.A.b Understand how English is written and read.: Producing rhymes in response to spoken words (e.g., What rhymes with cat?) (see EGI)	K.R.1.A.e Develop and apply skills to the reading process: recognizing beginning, middle, and end.	K.R.1.D Read independently for sustained periods of time by engaging with text as developmentally appropriate.	K.R.1.D Read independently for sustained periods of time by engagin with text as developmentally appropriate.	K.R.1.D Read independently for sustained periods of time by developmentally appropriate.

Step 2. Utilize a Template that Clearly Identifies Priority Standards

I Can Statements			
I can speak and collaborate by retelling information and asking questions after hearing stories. (K.SL.3.A.c)			
I can identify characters, setting and events in a story. (K.R.2.A.a)	I can tell you what happened in the beginning, middle and end of the story. (K.R.1.A.e)	I can retell a story heard aloud. (K.SL.3.A.c)	I can identify similarities and differences between two texts on the same topic (K.R.3.C.b)
Priority Standards	Priority Standards	Priority Standards	Priority Standards
conventions of language when presenting individually or with a group by: confirming comprehension by retelling information and asking ap			
K.R.1.A.b Develop and apply skills to the reading process: Asking and responding to questions about texts read aloud.	K.R.1.A.c With assistance develop and demonstrate reading skills in response to read-alouds by: retelling main ideas of important facts from a read aloud or familiar story.	K.R.1.A.c With assistance develop and demonstrate reading skills in response to read-alouds by: retelling main ideas of important facts from a read aloud or familiar story.	K.R.1.D Read independently for sustained periods of time by engagin with text as developmentally appropriate.
Supporting Standards	Supporting Standards	Supporting Standards	Supporting Standards
K.R.1.A.a With assistance develop and demonstrate reading skills in response to read-alouds by predicting what might happen next in a text based on the cover, title, and illustrations.	K.R.1.A.d With assistance develop and demonstrate reading skills in response to read-alouds by connecting the information and events of a text to experiences.	K.R.1.C.b With assistance determine the connection to text to text	K.R.2.A.f Develop and apply skills and stragies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.: Compare and contrast adventures of characters in familiar stories.
K.R.1.C.a With assistance determine the connection between: text to self	K.R.2.A.b Develop and apply skills and stragies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times:Retell a main event from a story read aloud familiar stories	K.R.2.A.g With assistance, read, infer, and draw conclusions to: ask and answer questions about unknown words in text.	K.R.2.C.a With assistance, read, infer and draw conclusions to identify characters in a puppet play or performance by actors



After Curriculum Development: State Aligned Assessments

Clarity of Standards Builds Teacher Confidence in Teaching

- Teachers need an easy to use tool to efficiently build state aligned assessments
- State aligned assessments school assessments give students multiple times to be exposed to the rigor and question types given on the MAP/EOCs
- Teachers can backward design instruction from quality state aligned assessment to ensure vertical instruction alignment

MO LEAP Blocks



- Can be used for instruction and formative assessment (whole or in part)
- Created to support social studies and science integration
- Focus on foundational skills, learning progressions and the spiraling of content within curricula.

- [DESE's MO LEAP Page](#)
- [DESE's MO LEAP Block Google Site](#)

MO LEAP Benchmarks



- Summative assessments
- Paper version available through DRC
- If taken online during state (Dec-Jan) scored during a specific window
- Reports provide DOK, Item Type, Standard reports, and Lexile

- Found within DRC ([Step by Step Directions](#))
- [HPA's MO LEAP Social Studies Assessments](#)
- HPA's MO LEAP ELA Assessments (Coming Soon!)
- HPA's MO LEAP Math Assessments (Coming Soon!)

Final Step: Tools to Scaffold Learning When Students Don't Understand



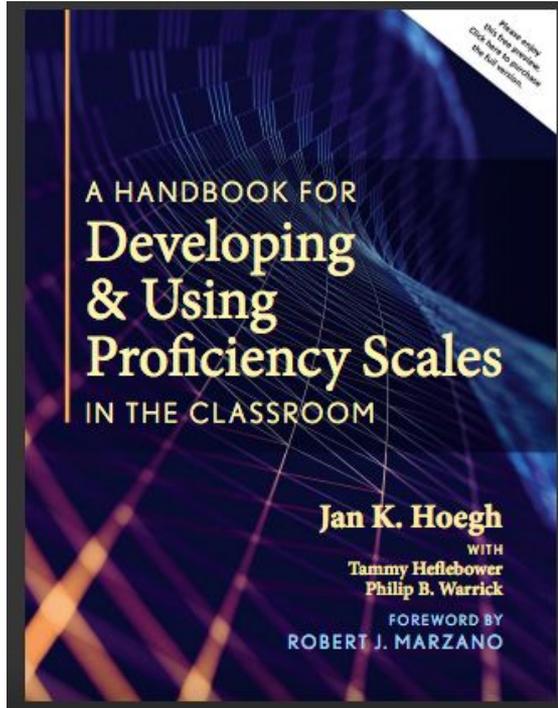
Final Step: Provide MO Aligned Tools to Scaffold Learning When Students Don't Understand

A 5th grade teacher comes to you complaining that over half his/her class is not on grade level, especially in the reading comprehension skill of drawing conclusions.



- What is your response?
- What questions do you ask?
- What resources do you direct him/her to?

Provide Missouri Aligned Tools to Clarify Rigor and to Create Tightly Aligned Assessments



Proficiency Scales articulate **learning progressions** for each prioritized standard and describe how students' understanding of a topic or concept develops over time

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Explanation of Teacher Proficiency Scale Template
Grade Level: _____
Title of Content Being Covered: _____

Proficiency Standard	Assessment Strategy
Standard 1: _____ This standard is assessed by _____ The student will be able to _____	Assessment Strategy: _____ This assessment will be used to _____ _____
Standard 2: _____ This standard is assessed by _____ The student will be able to _____	Assessment Strategy: _____ This assessment will be used to _____ _____
Standard 3: _____ This standard is assessed by _____ The student will be able to _____	Assessment Strategy: _____ This assessment will be used to _____ _____
Standard 4: _____ This standard is assessed by _____ The student will be able to _____	Assessment Strategy: _____ This assessment will be used to _____ _____

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Teacher Proficiency Scale
Grade 5
Drawing Conclusions and Providing Textual Evidence

<p>Prioritized Standard: <i>R.1.A.a/b Develop and demonstrate reading skills in response to text by: Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text and drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.</i></p>	<p style="text-align: center;">Assessment Examples: Assessment examples taken from state released assessments, MO Blocks and MO LEAP Assessments.</p>									
<p>Score 4.0: The student will:</p> <ul style="list-style-type: none"> ● Draw multiple conclusions from complex text with implicit evidence ● Reference explicit and implicit textual evidence ● Support each conclusion with specific textual evidence 	<p><i>Questions will mirror that of 3.0 but will be paired with an above grade level text containing primarily implicit key details to draw evidence from.</i></p>									
<p>Score 3.0: The student will:</p> <ul style="list-style-type: none"> ● Draw two or more conclusions from an on grade level text containing explicit and implicit evidence ● Reference explicit and implicit textual evidence ● Support each conclusion with specific textual evidence 	<p>Item Types: <i>Selected Response/Technology Enhanced</i></p> <p>Which statement from the passage best explains why _____? What conclusion can be drawn from the text about _____? What is the author trying to tell the reader _____?</p> <p>12. King John and the man who lives halfway up the hill are very different. For each character choose the word that best describes the character. Then, choose the passage detail that supports the word. Write your answers for each character in the chart.</p> <table border="1" data-bbox="544 860 927 1035"> <thead> <tr> <th>Character</th> <th>Word that Describes the Character</th> <th>Supporting Passage Detail</th> </tr> </thead> <tbody> <tr> <td>King John</td> <td></td> <td></td> </tr> <tr> <td>Man who lives halfway up the hill</td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;"><small>Answer Bank</small></p> <p>MAP Practice Form: Questions, 2, 4, 6, 7, 9, 12, 13, 16</p>	Character	Word that Describes the Character	Supporting Passage Detail	King John			Man who lives halfway up the hill		
Character	Word that Describes the Character	Supporting Passage Detail								
King John										
Man who lives halfway up the hill										

<p>Score 2.0: The student will: Recognize or recall specific vocabulary such as: -Inferences, draw conclusions, explicit (right there) evidence/key details, Implicit (read between the lines) reference, evidence/key details, Schema (see DESE glossary for definitions) Perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Demonstrating how to use personal schema when evaluating a picture, passage or situation to make a judgement ● Identify explicit evidence/key details in a picture or an on or below grade level text in order to make an inference ● Identify implicit evidence/key details in a picture or in an on or below grade level text in order to make an inferences ● Make connections and begin to draw conclusions based on multiple inferences ● Reference textual evidence to support a conclusion 	<p>Annotate your reading passage indicating when you have made connections to key details based on your schema.</p> <p>In this story Kevin could be considered arrogant. Which two key details support this claim?</p> <p>Which piece of information explicitly states that Karen was angry at her mother?</p> <p>Read the following: <i>Luna heard the rumbling of a motor going past her house, she glanced up from her breakfast plate and looked at the clock. "Not again!" She jumped from the table, grabbed her backpack and darted out the front door.</i></p> <p>Using your schema, highlight key words or details that help you infer what is happening.</p> <p>What conclusion can you draw from the details you highlighted?</p>
<p>Score 1.0 With help, a student can perform 2.0 and 3.0</p>	

Recommendation: Shift Your PLC Focus...



**Data Driven
Conversations**

to



**Curriculum Driven
Conversations**

Curriculum Conversations Protocol: *Example*

- **Start with Proficiency Scale**
 - Define key words or vocabulary
 - Use a protocol to allow each person to share their interpretation of the scale and give examples
- **Alignment Conversation of Proficiency Scale to Assessment**
 - Level 3 what does proficient look like?
 - Do we agree that the assessment questions align to our thinking?
 - Protocol for each person to share and be heard
- **Take the Assessment as a Teaching Team**
- **Discuss Answers and Scoring on the Assessment**
- **Collaborate on Instructional Strategies**
- **Teach to the Standard**
- **Give the Assessment**
- **Collaboratively Grade the Assessment**
- **Feedback to District on Curriculum and Assessment**



**Join the
conversation**

Thank you!

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**Missouri Instructional Leaders
Network**

Connecting Leaders of Instruction to Improve Instruction

<https://kc-educator-network.mn.co>