

Curriculum, Instruction, and Assessment in the Ozark R-VI School District

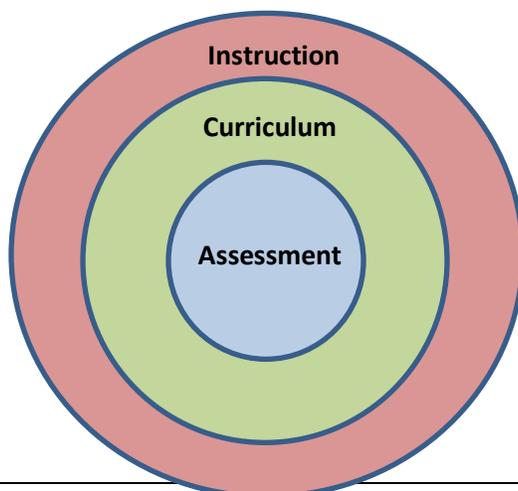
In the Ozark School District, designing a **curriculum** requires the intentional alignment between standards, instruction, and assessment. According to Larry Ainsworth (2017), building a strong curricular foundation requires five sequential and foundational steps:

- Unwrap the Standards
- Sequence and organize the Standards into manageable Units of Study
- Prepare a pacing Calendar
- Construct the Units of Study
- Write the Unit assessments and daily lesson plans

Instruction refers to the action or practice of teaching and includes the activities that impart knowledge or skill. More concisely, instruction is “how” a particular subject or skill is taught. The Ozark School District recognizes that, to be most effective, instruction must be responsive to students’ varying background knowledge, readiness, language, and preferences in learning and interests. Ozark teachers make every effort to use highly effective and differentiated instructional strategies in all classrooms.

Assessment is the formal and informal evaluation of student progress. Teachers use summative, formative, and diagnostic assessments as a regular part of the instructional process. Summative assessments, or assessment *of* learning, are administered at the end of a learning cycle and are intended to summarize the development of learners at a particular time. Formative assessments, or assessment *for* learning, are used by teachers during the learning process in order to modify teaching and learning activities to improve student achievement. Diagnostic assessments help teachers and other school personnel identify specific learning issues for some students.

The Ozark School District strives to align its programs in an interconnected, cohesive manner. This alignment effort can be best illustrated by the figure depicted below:



In this depiction, the instruction circle is the largest and encompasses both curriculum and assessment. It stands to reason that teachers are going to teach more than what is contained in the written curriculum guide. The curriculum circle is contained within the instruction circle, illustrating that, while instruction may go beyond the curriculum, no part of the curriculum is excluded from instruction. Finally, the assessment circle is contained within the curriculum circle. It is the smallest of the circles because assessments typically do not assess everything in the curriculum. On the contrary, most assessments are designed as “spot checks” to determine whether students have learned what is in the curriculum (Carter, 2007).

Guidelines and Procedures for Curriculum Revision

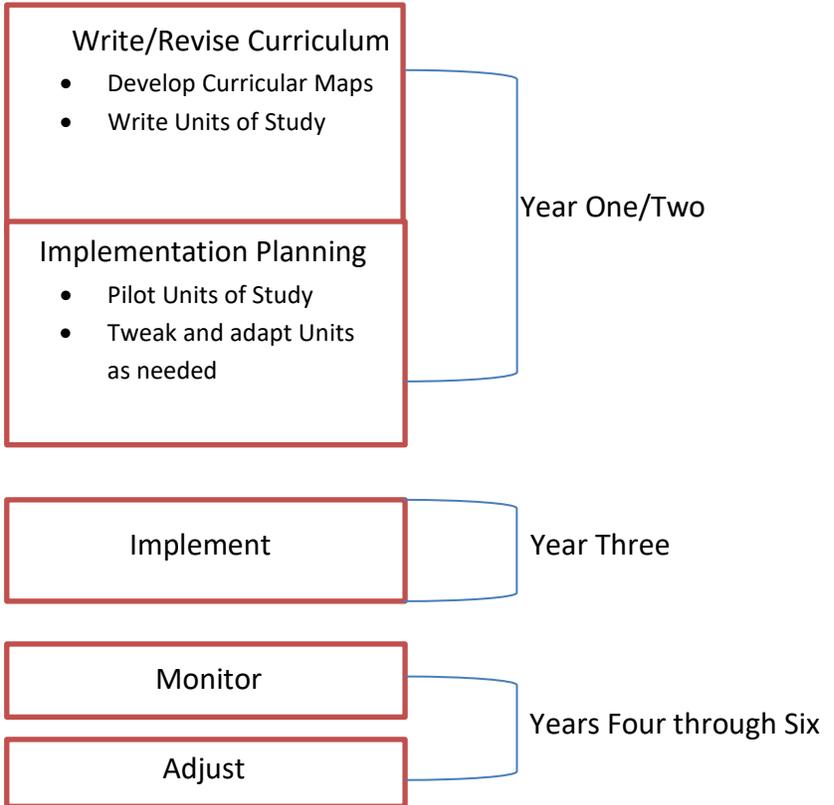
Curriculum Revision

Curriculum review and revision are continuous ongoing processes. Curriculum **review** should occur on an annual basis with curriculum **revision** occurring on a six-year cycle. The content and format of the written curriculum will meet the guidelines specified by the Ozark R-6 School District.

Curriculum Revision

- The purpose of revising curriculum is to maximize the quality and effectiveness of the written curriculum across and between grade-levels. These Guidelines define the curriculum revision process.
- District Office leads the curriculum-writing committees during the years designated on a six-year cycle. This includes a review of the current curriculum following local and state and/or national guidelines.
- All changes and revisions to the curriculum are housed in the District network site and distributed to all principals, associated teachers and curriculum leaders in each building where the curriculum is taught.
- The principal monitors the implementation of the curriculum with support from the District Office as appropriate and needed.
- Curricular material selection is conducted concurrently or after the curriculum is written. The final approval of materials is determined by the District Curriculum Committee.

Six Year Program Evaluation/Curriculum Review Process



Curriculum Development

Content Team	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ELA	evaluate	monitored implementation	less frequent monitored implementation	implementation	Implementation	evaluate	monitored implementation
Speech/ Journalism / Theater							
Math	evaluate	monitored implementation	less frequent monitored implementation	implementation	Implementation	evaluate	monitored implementation
Social Studies	Course development of US and World History	evaluate	monitored implementation	less frequent monitored Implementation	Implementation	implementation	evaluate
Science		evaluate	monitored implementation	less frequent monitored Implementation	Implementation	implementation	evaluate
PE		evaluate	monitored implementation	less frequent monitored Implementation	Implementation	implementation	evaluate
World languages			evaluate	monitored implementation	less frequent monitored implementation	implementation	implementation
Art			evaluate	monitored implementation	less frequent monitored implementation	implementation	implementation
Band							
Vocal Music							
Theater							

Form teams

Grades 6-7

Grades 8-9

Grades 10-12

Initial team members:

- Teacher for each grade-level or course
- ELL teacher
- Administrator
- Media specialist/coach/technology specialist
- Special Education teacher

Process

Year One

1. Teams meet as a content large group (see color differentiation) Examine scope and sequence (cluster) of standards grades 5-IB/AP
 - a. Define what college/career readiness looks like in our content area
 - b. What does the progression look like in the Standards?
 - c. Tie in the Ozark Circles and Belief statements
 - d. Unpack the standards (teams meet as smaller content groups)
 - e. Determine what students need to know
2. Plan units (7-10 for the school year)--the large sweeping units for the year
 - a. cluster/spiral/integrate the standards
 - b. Identify prior-current-future learning
 - c. Write essential questions for each unit
 - d. Write big ideas and enduring understandings
3. Bring in additional team members to examine the work done
 - a. Community members
 - b. Industry leaders/experts
 - c. Parents
 - d. Board of Education members
 - e. University representative
4. Write summative assessments for each unit include performance tasks--may not actually be a test
 - a. Identify success criteria
 - b. Plan summative assessments
 - c. Write rubrics for the assessments
 - d. Determine other evidence (CFA-benchmark-other formatives)
5. Identify the activities/tasks/resources for the unit
 - a. Identify only those that expected for all teachers to teach
6. Teams reconvene as large groups to examine overlaps and expectations
7. Identify the Professional Learning teachers need for success

Year Two

1. Meet monthly to revise/review units
2. Examine student work
3. Examine scoring guides

4. Implement Professional Development

Year Three

1. Meet every other month to review/revise units
2. Continue PD

Years Four and Five

1. Implement
2. Continue PD

Year Six

1. Examine standards (see year one)