

Using Curriculum Design and Planning Tools to Maximize Student Learning

Matt Moeller - mmoeller@ilhs.org

OUTCOME - By the time you leave this session you will be able to articulate the purpose, key process components and ideas, and logistics to utilize curriculum planning tools in your school and determine next steps for your faculty so that you can move the needle forward on student learning.



GOAL: Guide school-wide teacher collaboration around essential student learning through:

- faculty curriculum mapping
- curriculum guides
- UbD unit plans
- standards checklists.

“Now you are” part of an educational architectural firm, construction company and renovation team.

ESSENTIAL QUESTIONS

How can we shift from giving our students a pile of bricks to building an educational home filled with rare and beautiful treasures?



How can we ensure that we have an aligned, relevant, rigorous and engaging curriculum for all students?

PRETEST - Where is your faculty?

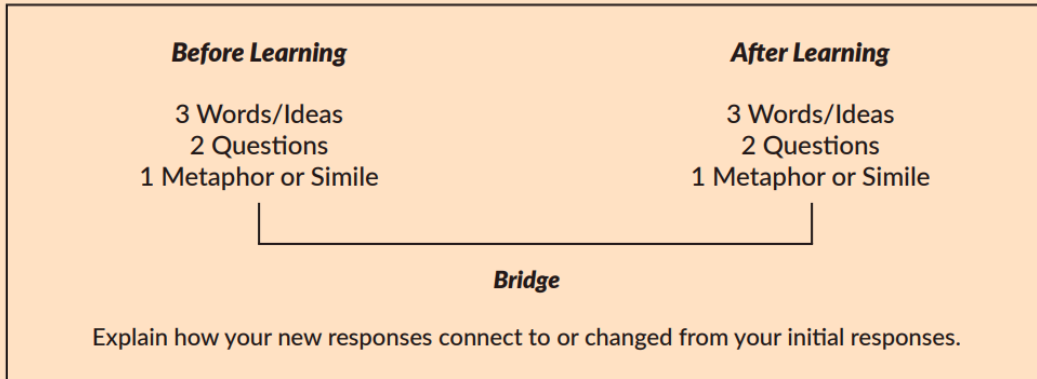
Continuum from Teacher Isolation to Full Collaboration

Stage 1: Complete Isolation	Stage 2: Occasional Interaction	Stage 3: Cooperative Engagement	Stage 4: Structured Teamwork	Stage 5: Full Collaboration and Integration
<p>Communication for Logistics: Teachers have occasional casual or logistical discussions to address procedures, schedules and/or policies.</p> <p>Individual Planning: Teacher plans and prepares lessons independently with no input from colleagues.</p> <p>Solo Problem-Solving: Teacher addresses challenges and student needs alone, without seeking advice or sharing insights with peers.</p> <p>Teaching Practices: Lessons are</p>	<p>Periodic Discussions: Occasional discussions may touch on academic progress, but accountability for student learning outcomes and teaching practices remains individual, rather than shared.</p> <p>Sharing Resources: Sporadic sharing of resources, such as lesson plans or teaching materials, but without deeper collaboration.</p> <p>Informal Feedback: Teacher may seek or provide peer feedback informally, without structured reflection</p>	<p>Basic Collaboration: Participate in some team meetings and discussions focused on general teaching strategies or student progress.</p> <p>Core Resource Sharing: Regular sharing of lesson plans and materials with colleagues, including contributions to shared repositories. These resources are aligned to the shared core curriculum.</p> <p>Structured Feedback Exchange: A structured approach is established for peer observations. Teachers begin to</p>	<p>Regular Planning Sessions: Actively participates in regularly, scheduled planning meetings and contributes to creating aligned lesson plans.</p> <p>Collaborative Goals: Works with the team to set shared learning objectives and strategies for achieving them.</p> <p>Shared Assessment Development: Engages in developing common formative assessments and analyzing results collectively.</p> <p>Peer Observation and Reflection:</p>	<p>Embedded Team Culture & Collective Responsibility: A culture of collective responsibility is established, where the team shares ownership of the success of all students. Teachers work together to monitor, adjust, and ensure mastery of essential learning outcomes.</p> <p>Innovative Practice Sharing: Proactively shares innovative teaching strategies and learns from the expertise of peers, which includes observation of teachers beyond the school's own building and resources.</p>

Fist to Five: 5=We're doing this well. 4=We've started. 3=I've heard about it. 2=I know what this is. 1=Never heard of it.

- Curriculum Maps
- Curriculum Guides
- Standards-Aligned Checklists
- Tech Tools such as Planbook

3-2-1 Bridge



Tips

- Assess your readiness and determine where to start.
- Share the why and provide the time.
- Share the leadership.
- Run a pilot study/trial run of early adopters.
- Practice flexibility, empathy and patience.
- Provide regular work time.

For the classes/grade levels that you teach:

What is MEANINGFUL? For example, what is a gem/takeaway that you want to remember or what is an idea that squares with your beliefs?	What is MANAGEABLE? For example, what is a practice that you currently use or you could see yourself using in the future with your students?	What is MESSY? For example, what is something that is circling in your head or what is something that you need to learn more about?	What is MISSING? For example, what is something that is absent or what is something that may contribute to your standards/approach?

For your school:

--	--	--	--