
Curriculum, Instruction and Assessment Audit

Facilitated by:
Arlana Bedard

Who is CEC?

The Consortium for Educational Change
transforms schools and districts by
building collaborative relationships between
unions, school administrators, and school boards,
and through full-service consulting that
builds capacity for long-term change
at every level of the school system.

Who is CEC?

Founded in 1987,

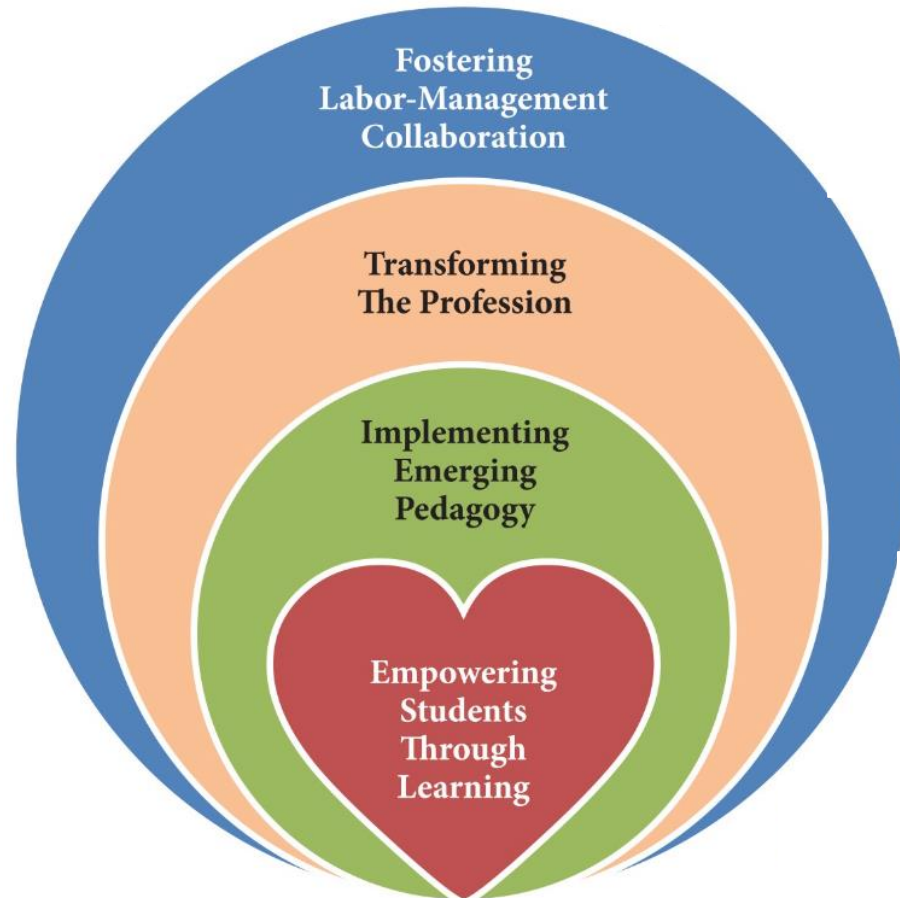
The Consortium for Educational Change (CEC)'s mission is to build collaborative structures, processes and cultures with and among key educational stakeholders, including labor and management, to transform educational systems to continuously improve learning and achievement for ALL students

Who is CEC?

CEC's work follows a unique pathway,
and is guided by our six core values:

***capacity building,
labor-management collaboration,
partnerships,
accountability,
continuous improvement, and
research-based effectiveness.***

Who is CEC?



What is an Audit?

A systematic evaluation of the curriculum, instruction, and assessment structures, processes, and products in place at the time of the audit.

Why would a district want an Audit?

Any major project should begin with a careful assessment of where you are at the present time, and should include an assessment of progress and possible next steps as the work evolves. In the curriculum realm, this process is called a

Curriculum, Instruction and Assessment Audit.

Why would a district want an Audit?

It examines the extent to which:

- there is alignment between the delivery of instruction, standards, and student performance measures
- district and school staff have developed and implemented a sound, valid, and operational system of curriculum, instruction, and assessment management

What questions would get answered?

- To what extent are all levels of leadership supporting and monitoring achievement of the district's curriculum?
- To what extent are all levels of leadership supporting and monitoring implementation of the district's curriculum?
- To what extent are there clear expectations for students and teachers?

What questions would get answered?

- To what extent do instructional practices align with district goals and expectations?
- To what extent is there alignment between content standards and the student assessment system?
- To what extent and how effectively is assessment used to guide curricular and instructional decision making?

The Goal of an Audit

1. Discover the degree of alignment that exists, and
2. Make recommendations that may be implemented to improve instruction and, in turn, student academic performance.

The Audit Process

Auditors will:

- **review documents** - current policies, processes, implementation of curriculum, instruction, and assessment, support for curriculum, instruction, and assessment, and results of teaching and learning.
- **collect data** - through the self-assessment completed by staff, focus group interviews, classroom observations, and document analysis on implementation of the curriculum, instruction, and assessment practices.

A Research-Based Process

CIA Audit utilizes the research base of the
Professional Learning Community (PLC) framework,
specifically on the Focus on Learning:

***We acknowledge that the fundamental purpose of our district is
to help all students achieve high levels of learning and
therefore we are willing to examine all of our practices in light
of their impact on learning.***

Focus on Learning

A Guaranteed and Viable Curriculum

A.	<i>Establishing the Curriculum:</i> We set student learning outcomes across all schools and classrooms to build shared knowledge regarding common core state standards, district curriculum guides, trends in student achievement and outcomes for the next course or grade.
B.	<i>Executing the Curriculum:</i> We expect that each teacher give priority to the identified learning outcomes in every unit of instruction to guarantee that each student has equal access to those learning outcomes in all classrooms for the grade level or course.
C.	<i>Clarifying and Communicating the Curriculum:</i> We expect that every teacher is able to assist each student and their parents (families) know the essential learning outcomes so they can assist in monitoring performance in relationship to those outcomes.

Focus on Learning

System of Assessments	
D.	Defining the Assessment System: We ensure there is alignment and balance between common, formative assessment data to guide instruction and learning; and common, summative assessment data to reflect on teaching, programs, interventions, and periodic student progress reporting.
E.	Assessing what each student knows and needs to learn next: We expect each teacher to monitor the learning of all students, aligned to the learning outcomes per unit, to identify what each student knows, is able to do, and needs to learn next.
F.	Providing Frequent and Timely Descriptive Assessment Feedback: We ensure there is frequent and timely feedback regarding the performance of our students on classroom, team, school, district, and state assessments.
G.	Using Assessment Data and Information to Drive Instruction: We expect teachers to use assessment data aligned to student learning outcomes per unit to differentiate instruction and respond to students when they either demonstrate they have not learned or are ready for more challenge.
H.	Using Assessment Data and Information to Recognize growth and achievement. We regularly recognize and celebrate individual and collective student growth, mastery, and success aligned to appropriate unit learning outcomes.

Focus on Learning

<i>Instruction: Differentiation, Interventions and Enrichments</i>	
I.	<i>Differentiating Instruction:</i> We expect Instructional activities are engaging and differentiated to meet individual and small group needs within the classroom.
J.	<i>Aligning Interventions:</i> We ensure a system of interventions that guarantees each student will receive additional time and support for learning if he/she has not demonstrated mastery of grade level or course unit learning outcomes.
K.	<i>Aligning Enrichments:</i> We ensure teachers extend and enrich the learning of students who have mastered common learning targets so every student is challenged.

Focus on Learning

Support: Ensuring a Focus on Learning

L.	<i>Providing Conditions for an Optimal Learning Environment:</i> We expect all learning environments to be safe, respectful, and engaging while supporting a climate of high expectations for social emotional learning.
M.	<i>Examining Learning Practices:</i> We provide opportunities for teachers to examine homework, grading, report cards, etc. to ensure there is clarity and consistency across all classrooms, teams and schools.
N.	<i>Judging Quality Work:</i> We expect all teachers to clarify the criteria by which they will judge the quality of student work and practice applying those criteria until they can do so consistently.
O.	<i>Providing Training and Support:</i> We provide sufficient training and follow-up support to assist teachers with expectations in the alignment of assessments, and instruction within a standards-driven curriculum.
P.	<i>Organizing and Allocating Resources:</i> We organize and allocate resources of people, time and money with a focus on learning as opposed to a focus on teaching.

Audit Steps for a District

1. Gather documents for the audit team to review,
2. House the audit team while they conduct focus groups and observations in district,
3. Audit Lead will present the audit findings to a designated group one week after the audit, and
4. District decides how to move forward with the audit results.

Suggested Next Steps

After an audit, it is suggested that a district identify:

- What is in the report that ***affirms*** perceptions?
- What is in the report that is ***surprising***?
- What ***questions*** do we have about the findings?
- What are the ***prioritized next steps*** for the district?

It should be used to refine and improve the district's plan and continuous improvement journey.

Thoughts or Questions

