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| Florida Coalition of Christian Private Schools Accreditation  K-12 Accreditation Self-Study Workbook 5.1 Group Two: Teaching Learning  Standard Six: Curriculum Alignment    P. O. Box 5100 Deltona, Florida 32728-5100 Phone: 386-218-5310  www.fccpsa.org E-Mail: joe.gibilisco@fccpsa.org |

External (Self-Study) Review: Score and Response Workbook

# **Group Two: Teaching / Learning**

**Standard Six: Curriculum Alignment**

Refer to the K-12 Accreditation Instruction Manual for directions and examples for completing this section of the workbook

**Group Two: Teaching/Learning:**

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  Description automatically generated with medium confidenceThe impact of teaching and learning on student achievement and success is the primary expectation of every institution.
* An effective learning culture is characterized by:
* Positive and productive teacher/learner relationships,
* High expectations and standards,
* A challenging and engaging curriculum,
* Quality instruction and comprehensive support that enable all learners to be successful, and
* Assessment practices (formative and summative) that monitor and measure learner progress and achievement.
* Moreover, a quality institution evaluates the impact of its learning culture (including all programs and support services) and adjusts accordingly.

**Standard Six: Curriculum Alignment:**   
**The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.**

**Indicator 6.1 Quality of Curriculum**   
Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

**Indicator 6.2 Curriculum Alignment**   
The institution implements a process to ensure the curriculum is aligned to standards and best practices.

*"Give instruction to a wise man, and he will be yet wiser: teach a just man, and he will increase in learning."* Proverbs 9:9

Evaluation of the school's curriculum, including

expectations, implementation, quality, standards, and, best practices.

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| **Group Two: Teaching Learning / Standard Six: Curriculum Alignment**  **Indicator 6.1 Quality of Curriculum:** Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. | |
| **Indicator 6.1.A** | Quality of Curriculum (K-12 Accreditation Manual, Page 120) |
| **a)** **The Institution** has adopted, and all educators consistently implement a relevant, rigorous, and aligned curriculum. | |
| 1) Which ranking best describes the Institution for Indicator 6.1.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 6.1.A(a)  \*Include references to evidence that support the narrative: i.e., Vision Mission Statements in published locations  The three questions we want to know, based on the type of program and the students that your school serves, are how the specific curriculum being used meets the specific needs of your institution and the students you serve.  Is the curriculum **relevant** to the mission of the school and the needs of the students? An example of where we get confused is when a school uses a “college prep” curriculum in the upper grades when most of their students are special needs and/or are most likely to go to a trade school post high school, not college.  Is the curriculum **rigorous**, or is it the math book that replaced the one the students and parents complained about because it had too much homework?  If your school is using a well-recognized curriculum, this is easy to document, as most curriculum publishers will have a well-produced scope and sequence that’s relatively easy to **align** with the school’s stated vision and mission. | |
| **b)** **The Institution** consistently oversees curriculum alignment and effectiveness across all grade levels, skill levels and content areas. | |
| 1) Which ranking best describes the Institution for Indicator 6.1.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 6.1.A(b) \*Include references to evidence that support the narrative.  Now we’re talking about your checks and balances system. Are we looking at those National Norm standardized testing results, progress grades, etc. to determine if the curriculum we are using is meeting the stated goals school wide?  This is not a review of Johnny; it’s a review of the entire class that Johnny is in and includes all core subject areas. | |
| **c)** **The Institution** provides appropriate staffing and instructional formats that are made available when appropriate to all students. | |
| 1) Which ranking best describes the Institution for Indicator 6.1.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 6.1.A(c). \*Include references to evidence that support the narrative.  Teacher student ratios is a part of this, which varies greatly depending on the type of program and student base.  The second part is the instructional format. Is the curriculum only textbook – reading based? Are there additional instructional aids for the teachers as well as resources for the students and parents to aid in mastering the content? | |

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| **Group Two: Teaching Learning / Standard Six: Curriculum Alignment**  **Indicator 6.1 Quality of Curriculum:** Educators implement a curriculum that is based on high expectations and prepares learners for their next levels. | |
| **Indicator 6.1.B** | Expectations of Educators (K-12 Accreditation Manual, Page 121) |
| **a)** **Educators, Instructors, Teaching Staff** expect all learners to participate in a curriculum that is based on high expectations for learning. | |
| 1) Which ranking best describes the Institution for Indicator 6.1.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 6.1.B(a) \*Include references to evidence that support the narrative.  The fact that a curriculum meets the stated goals of the institution and even state and national standards doesn’t mean very much if the teachers don’t fully utilize the curriculum.  We have seen multiple cases where the listed curriculum was not fully utilized.   1. Teachers modifying the lesson plans because the curriculum did not align with where the students in the classroom were academically, so they “added” review lessons, which means they did not complete the assigned curriculum. 2. Teachers who essentially wrote their own curriculum “based on the Florida Sunshine Standards”, which would require a tremendous amount of research and documentation to meet the standard. This begs the question of how the administration of the school ensures that it is based on the institution’s high expectations for learning. (We are not saying it can’t be done, but it’s a big task.) | |
| **b)** **Educators, Instructors, Teaching Staff** implement the assigned program faithfully to prepare students to be successful at their next levels. | |
| 1) Which ranking best describes the Institution for Indicator 6.1.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 6.1.B(b) \*Include references to evidence that support the narrative.  So how does the administration of the school ensure that instructors and teaching staff faithfully implement the same program? This goes to the system of reviewing lesson plans, having enough regular classroom observations to ensure that those lesson plans are being followed, and that they are based on the assigned curriculum.  Evidence here would be lesson plans prepared by the teacher and reviewed by the administrative staff. To aid in the review of these sections would be if areas were highlighted in those lesson plans, with specifics of the progression through the assigned curriculum. That would be beneficial to the inspection team members.  The last part of this point is the evidence that individual students are successful at the next level. How well do the students that were promoted from 5th grade to 6th perform the next year? Do students who complete Algebra 1 continue to do well in Algebra 2, or does the success rate drop because the previous year’s curriculum was not faithfully completed or rigorous enough so students are not ready for the next level course? | |
| **c)** **Educators, Instructors, and Teaching Staff** design instruction with the goal of seeing each learner reach his or her potential. | |
| 1) Which ranking best describes the Institution for Indicator 6.1.B(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 6.1.B(c) \*Include references to evidence that support the narrative.  Part of our professional development for a teaching staff is understanding the different types of learning styles, and how to plan and structure instruction in such a way that will be effective for the different types of learners we have in the classroom.  Classroom instructors should have a pretty good idea of the types of learners they have in the classroom. Which students need verbal instruction? Which ones need visual? Which ones need hands-on exercises to help them master new material? Instructors need to incorporate those different learning styles into the individual needs of students and into the classroom preparation.  There’s also an understanding based on previous assignments, testing, and evaluation of students that have educational gaps, and that need to be designed into the lessons as well, so that each student can meet his or her potential.  Again, lesson plans and individual education plans are appropriate evidence for this indicator, but the highlighted portions and/or notes for the site visit team will be notes on those specific learning style segments that have been included in the lesson presentation. | |

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| **Group Two: Teaching Learning / Standard Six: Curriculum Alignment**  **Indicator 6.2 Curriculum Alignment:** The Institution implements a process to ensure the curriculum is aligned to standards and best practices. | |
| **Indicator 6.2.A** | Curriculum Alignment (Standards) (K-12 Accreditation Manual, Page 124) |
| **a)** **The Institution** implements a systematic process to ensure the curriculum and instruction is clearly aligned to a recognized, rigorous set of standards. | |
| 1) Which ranking best describes the Institution for Indicator 6.2.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 6.2.A(a) \*Include references to evidence that support the narrative:  What is the difference between the quality curriculum in indicator 6.1 and curriculum alignment?  In 6.1 we were talking about the quality of the curriculum based on the vision and mission of the school. How does it meet the needs of the students the school serves? Now we’re talking about recognized rigorous status standards. We’re talking about national curriculum standards and/or Florida alignment standards.  We may not be a big fan of the Florida Department of Education website (cPalms.org) that details the state’s standards for core courses, but it is a valuable tool that gives us an alignment with the goals for students in Florida.  Most of this work we would think would have been done when the school was examining curriculum and before it was adopted for the school, and that that process included examining the scope and sequence of a particular publisher and comparing that with the standard listed in cPalms.  The base evidence required here is a listing of each curriculum used by grade and subject.  *English 1: Bob Jones Press – Writing and Grammar 9, Bob Jones Press Fundamentals of Literature*,  as an example. | |

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| **Group Two: Teaching Learning / Standard Six: Curriculum Alignment**  **Indicator 6.2 Curriculum Alignment:** The Institution implements a process to ensure the curriculum is aligned to standards and best practices. | |
| **Indicator 6.2.B** | Curriculum Alignment (Research and Best Practices) (K-12 Accreditation Manual, Page 125) |
| **a)** **The institution** employs a clearly defined process to align curriculum to verifiable research and adjust instructional practices to ensure alignment and effectiveness for all learners. | |
| 1) Which ranking best describes the Institution for Indicator 6.2.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 6.2.B(a) \*Include references to evidence that support the narrative.  What is the administrative process to research and align curriculum before implementing it in the school’s program?  How does the administration review and adjust instructional practices to ensure the chosen curriculum continues to align with standards and best practices and continues to be effective for all the learners the school serves? | |
| **b)** **The Curriculum** employs defined best practices related to the institution’s purpose. | |
| 1) Which ranking best describes the Institution for Indicator 6.2.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 6.2.B(b) \*Include references to evidence that support the narrative.  Does the school have clearly defined “best practices” for how curriculum is to be used by instructors in the school, or is every teacher on their own as to how they want to structure the delivery of contact to the students?  Once again, we are referring to the school’s stated purpose. Why does the school exist? What students does it serve? How the curriculum is used that the institution has chosen must also be defined as it relates to the school’s stated purpose. | |

NARRATIVE QUESTIONS: GROUP ONE: STANDARD ONE: THE INSTITUTION

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| See page 127  K-12 Manual | Group Two: Teaching Learning  Standard Six Curriculum Alignment  Focus Questions |
| ***6.1a:*** *Give a brief overview of your plan for training faculty for the consistent implementation of curriculum in the classroom across all content areas.* |  |
| ***6.1b:*** *Describe how your school communicates high academic expectations to students and how your program prepares them for the next level. You may include details on intervention/services and credit recovery options for students who fall below this level of expectation.* |  |
| ***6.2****: Give a brief overview how your school ensures your curriculum is aligned to recognized, rigorous standards AND to your vision and purpose as an institution. You may include your system, policies and procedures for curriculum review and adoption.* |  |

IMPROVEMENT QUESTIONS: GROUP ONE: STANDARD ONE: THE INSTITUTION

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| See page 127  K-12 Manual | Group Two: Teaching Learning  Standard Six Curriculum Alignment  Strength, Quality, Weakness and Improvement Questions |
| 6S: Areas of Strength:  *What are your areas of greatest strength and why?* |  |
| 6Q: Maintaining Quality:  *What actions are you implementing to sustain your areas of strength?* |  |
| 6W: Areas of Weakness:  *What are your areas of weakness and why?* |  |
| 6I: Plans for Improvement:  *(Administration): What are your plans for improvement?* |  |

Evidence Submitted for Standard Six:

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| Evidence |
| **Refer to the K-12 Accreditation Manual for Required Evidence and Examples** |
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