

**NEW ENGLAND ASSOCIATION OF
SCHOOLS AND COLLEGES, INC.**



SELF-STUDY GUIDE

2

CURRICULUM

**FOR 2017 SCHOOLS
COMMITTEE ON TECHNICAL & CAREER INSTITUTIONS**

2

Curriculum

The written and taught curriculum is designed to ensure that all students achieve the school/center's expectations for student learning. The written curriculum is the framework within which a school/center aligns and personalizes its learning expectations. The curriculum links expectations for student learning to instructional and assessment practices. It includes a purposefully designed set of learning opportunities that reflect the school/center's core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school/center's learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school/center's learning expectations
 - developmentally appropriate instructional strategies
 - developmentally appropriate assessment practices.
3. The curriculum emphasizes depth of understanding and application of knowledge at the appropriate developmental levels through:
 - inquiry and problem-solving
 - exploration and creativity
 - higher-order thinking
 - collaboration and communication
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school/center
 - informed use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all areas within the school/center.
6. The curriculum is supported by sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum, co-curricular programs, and other developmentally appropriate learning opportunities.
7. Curriculum is developed, evaluated, and revised using assessment results and current research.
8. Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula. (Their agendas/minutes are maintained on file.)
9. Technical programs are competency-based and identify specific duties and tasks.
10. Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

Directions for the Committee on Curriculum

This Standard Committee is charged with the responsibility of developing a document that demonstrates the extent to which the school/center is adhering to the Standard for Accreditation on Curriculum. Committee members should remember that the process of determining adherence to the Standard is a reflective one. As evidence is gathered and discussed, the Committee's conclusions may change and evolve, or be altered and refined. Once the evidence has been fully discussed and conclusions have been finalized, the Committee will begin the writing of the Narrative. The final step in the process is for the Committee to write an Executive Summary and to assess the extent to which the center/school is adhering to the Standard using the Rating Guide. This rating, and the Committee's list of strengths and needs for the Standard, will become part of the Executive Summary.

I. Gaining an Understanding of the Standard and Preparing to Begin

- A. Make a copy of this Self-Study Guide for each member of the Standard Committee from the website: <http://ctci.neasc.org>.
- B. Read and discuss the Standard for Accreditation on Curriculum so that all members of the Standard Committee develop a common understanding of the effective practices in the Standard. The Standard is comprised of both the narrative portion and the numbered indicators. The concepts in the narrative portion are manifested through the indicators. As part of your discussion, use the guiding questions from the document, *Explanation of the Standards for Accreditation*, which can be found on our website under the "getting started" tab. Also, establish common definitions for terms in the standards so that discussions among school staff are based on a shared understanding of the terminology.

II. Collecting Data Related to the Standard on Curriculum

- A. **Data Already Gathered:**
The results of opinion surveys given to parents, students, and teachers with regard to this Standard.
- B. **Data to be Gathered by Committee:**
Gather the following information as evidence you will need for each indicator in the Standard. You will organize this evidence and make it available in the workroom at the school for your use and for use by the visiting committee.

Indicator 1

The curriculum is purposefully designed to ensure that all students practice and achieve each of the center/school's learning expectations.

- ✓ The center/school's program of studies (2.1)
- ✓ A document or chart which identifies the learning expectations for which each curriculum area has assumed responsibility for teaching and assessing (2.1)

Indicator 2

The curriculum is written in a common format that includes:

- *units of study with essential questions, concepts, content, and skills*
 - *the school's/center's learning expectations*
 - *developmentally appropriate instructional strategies*
 - *a variety of developmentally appropriate assessment.*
- ✓ A copy of a blank common template which the school/district uses when writing new curriculum (2.2)
 - ✓ A copy of the written curriculum for all subject areas, including vocational/technical courses and e-learning courses if applicable (2.2)

Indicator 3

The curriculum emphasizes depth of understanding and application of knowledge at the appropriate developmental levels through:

- *inquiry and problem-solving*
 - *exploration and creativity*
 - *higher order thinking*
 - *collaboration and communication*
 - *cross-disciplinary learning*
 - *authentic learning opportunities both in and out of school/center*
 - *informed use of technology*
-
- ✓ Provide examples that demonstrate how the curriculum emphasizes depth of understanding and application of knowledge through inquiry, problem-solving, and higher order thinking skills in all courses and levels (2.3)
 - ✓ Provide examples that demonstrate how the curriculum emphasizes application of knowledge through cross-disciplinary learning connections (2.3)
 - ✓ Provide examples that demonstrate the presence of authentic learning opportunities for students both in and out of school (2.3)
 - ✓ Provide examples that demonstrate how the curriculum emphasizes informed use of technology (2.3)

Indicator 4

There is clear alignment between the written and taught curriculum.

- ✓ Provide a description of the conditions in place and examples (e.g., lesson plans are collected and reviewed by curriculum coordinators) which ensures that the *written* curriculum is the *taught* curriculum (2.4)

Indicator 5

Effective curricular coordination and vertical articulation exist between and among all areas within the school/center.

- ✓ Provide the school's curriculum review plan and review cycles (2.5)
- ✓ Provide a description of the formal opportunities provided to faculty within content areas for the purpose of coordinating curriculum and ensuring vertical articulation of the curriculum (2.5)
- ✓ Provide a description of the formal opportunities for faculty to spend in activities across content areas for the purpose of coordinating curriculum (2.5)
- ✓ Provide a description of the formal opportunities for faculty to spend in activities with sending schools in the district for the purpose of coordinating curriculum and ensuring vertical articulation of the curriculum (2.5)

Indicator 6

The curriculum is supported by sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum, co-curricular programs and other developmentally appropriate learning opportunities.

- ✓ A report which includes the range of class sizes by vocational and academic area (2.6)
- ✓ A description of the adequacy of funding for instructional materials, technology, equipment, supplies, and educational media resources and the impact (positive or negative) of each component to fully support the implementation of both the curriculum and co-curricular programs (2.6)
- ✓ A description, by individual curriculum areas, which indicates the impact (positive or negative) of the facility on the delivery of both the curriculum and co-curricular programs (2.6)
- ✓ A description of the impact (positive or negative) of funding to support co-curricular programs and other learning opportunities (e.g., virtual programs, music, drama, athletics, etc.) (2.6)
- ✓ A list of the co-curricular activities and other learning opportunities offered by the school (clubs, athletic teams, competitions, etc.) Include any applicable fee schedules. (2.6)

Indicator 7

Curriculum is developed, evaluated, and revised using assessment results and current research.

- ✓ Provide examples of allocated time, staffing levels, leadership structure, and financial resources dedicated to development, evaluation, and revision of the curriculum (2.7)
- ✓ Provide examples that demonstrate what research (books, professional development, articles, etc.) was used during the development, evaluation, and revision of curriculum (2.7)
- ✓ Provide examples that demonstrate what assessment results were used to develop, evaluate, and revise curriculum (2.7)
- ✓ Describe how the process for the development, review and evaluation of curriculum was collaborative and ongoing (2.7)

Indicator 8

Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula. (Their agendas/minutes are maintained on file.)

- ✓ Provide evidence that all CTE programs have working Program Advisory Committees that meet regularly, and maintain agendas and minutes on file (2.8)
- ✓ Provide evidence that Program Advisory Committees have recommended program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula (2.8)

Indicator 9

Technical Programs are competency-based education identifying specific duties and tasks.

- ✓ Provide evidence that curriculum for technical programs is competency-based and identifies specific duties and tasks (2.9)

Indicator 10

Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

- ✓ Document how each instructional program in career fields requiring licensure or certification is preparing students to meet those requirements (2.10)

III. Analyzing the Evidence, Writing a Conclusion Sentence(s), and Writing an Indicator Narrative

Once you have gathered the data requested, use the directions that follow to guide your analysis of and discussion on the gathered evidence as it relates to the various indicators in the Standard on Curriculum. **Only after these steps have been completed should the Committee begin the process of writing the Narrative.** The narrative will be entered into the appropriate sections of the school's self-study web portal. Supporting documentation can also be linked to the narrative through the portal.

Indicator 1

The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's learning expectations.

Analysis:

- a. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about how the curriculum is *purposefully designed* to ensure all students practice and achieve each of the school's learning expectations?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the curriculum is *purposefully designed* to ensure all students practice and achieve each of the school's learning expectations.

- b. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about the opportunities *all students have to practice and achieve* the learning expectations?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the curriculum provides opportunities for *all students to practice and achieve* the learning expectations.

Writing a Conclusion Sentence(s):

Write one or two sentences that identify the extent or degree to which the curriculum is purposefully designed to ensure that all students practice and achieve each of the school's learning expectations.

Example:

The curriculum is purposefully designed to ensure that all students practice and achieve specific academic and technical program area learning expectations. However, while many students are provided the opportunity to practice and achieve the school's learning expectations, the curriculum is not yet specifically designed to ensure accountability for implementation of the learning expectations.

Writing the narrative for the Indicator(s):

Take your conclusion sentence that includes the **extent** to which the school is meeting the indicator or each component of the indicator; place it at the beginning of your paragraph and underline it.

Now, following the underlined conclusion sentence and based on your discussion and analysis, write sentences to complete your paragraph that justify or support your underlined conclusion. Your evidence in these sentences comes from your examples in Section II and your discussions regarding those examples which have just occurred in Section III. This information forms the details that justify or support your underlined conclusion.

This writing will form one part of your Narrative. It should be double-spaced and it should be written in the third person. We recommend that fonts be consistent across the Indicators and prefer Times New Roman/12.

Indicator 2

The curriculum is written in a common format that includes:

- *units of study with essential questions, concepts, content, and skills*
- *the school/center's learning expectations*
- *developmentally appropriate instructional strategies*
- *a variety of developmentally appropriate assessment practices.*

Analysis:

- a. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about the presence of a common curriculum format?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school uses a common curriculum format.

- b. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about how the curriculum reflects units of study with essential questions, concepts, content, and skills?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the curriculum reflects the presence of units of study with essential questions, content, and skills.

- c. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about how the curriculum reflects the school's learning expectations?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the curriculum reflects the school's learning expectations.

- d. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about how the curriculum reflects instructional strategies and assessment practices that are developmentally appropriate and varied?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the curriculum reflects instructional strategies and assessment practices that are developmentally appropriate and varied.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree of consistency regarding the use of a common curriculum format. Determine whether the common curriculum format includes units of study with essential questions, concepts, content, and skills; the school's learning expectations; instructional strategies; and assessment practices that are developmentally appropriate and varied.

Example:

While there is a consistent template for documentation of written curriculum, not all curriculum areas have utilized this template. The common curriculum format includes units of study with essential questions, concepts, content, skills, instructional strategies and assessment practices; however, it does not include the school's learning expectations or assessment practices that are developmentally appropriate and varied.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 3

The curriculum emphasizes depth of understanding and application of knowledge at the appropriate developmental levels through:

- *inquiry and problem-solving*
- *exploration and creativity*
- *higher order thinking*
- *collaboration and communication*
- *cross-disciplinary learning*
- *authentic learning opportunities both in and out of school/center*
- *informed use of technology.*

Analysis:

- a. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about how the curriculum emphasizes *inquiry and problem-solving, exploration and creativity, and higher order thinking skills in all courses?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the curriculum emphasizes *inquiry, problem-solving, exploration and creativity, and higher order thinking skills in all courses.*

- b. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about how the curriculum emphasizes *depth of understanding and knowledge in all courses?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the curriculum emphasizes *depth of understanding and knowledge in all courses.*

- c. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about how the curriculum provides *collaboration and communication, and cross-disciplinary learning* experiences for students?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the curriculum provides opportunities for *collaboration and communication on cross-disciplinary learning* experiences for students.

- d. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about how the curriculum emphasizes *authentic learning opportunities both in and out of school/center*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the curriculum emphasizes *authentic learning opportunities both in and out of school/center*.

- e. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about how the curriculum emphasizes *informed use of technology*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the curriculum emphasizes *informed and ethical use of technology*.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree that the curriculum emphasizes students' engagement in *inquiry and problem-solving; exploration and creativity; higher order thinking; collaboration and communication; cross-disciplinary learning; authentic learning opportunities both in and outside the school/center; and the informed use of technology*.

See examples under indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 4

There is clear alignment between the written and taught curriculum.

Analysis:

Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about the *degree of alignment between the written curriculum and taught curriculum*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which there is clear *alignment between the written curriculum and taught curriculum*.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree that the *written curriculum and taught curriculum are aligned*.

See examples under indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 5

Effective curricular coordination and vertical articulation exist between and among all areas within the school/center.

Analysis:

- a. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about the *effectiveness of the curricular coordination and vertical articulation between and among all areas within the school/center?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which there is *effective curricular coordination and articulation between and among all areas within the school/center.*

- b. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about the *effectiveness of the curricular coordination and vertical articulation?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which there is *effective curricular coordination and articulation.*

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree to which there is *effective curricular coordination and articulation between and among all areas within the school/center.*

See examples under indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 6

The curriculum is supported by sufficient levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum, co-curricular programs, and other developmentally appropriate learning opportunities.

Analysis:

- a. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about the *adequacy of staffing levels (professional and support staff) to fully implement the curriculum, including the co-curricular programs and other developmentally appropriate learning opportunities?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *staffing levels (professional and support staff) are sufficient to fully implement the curriculum, including the co-curricular programs and other developmentally appropriate learning opportunities.*

- b. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about the *adequacy of instructional materials* to fully implement the curriculum, including co-curricular programs and other developmentally appropriate learning opportunities?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *instructional materials are adequate* to fully implement the curriculum, including the co-curricular programs, and other developmentally appropriate learning opportunities.

- c. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about the *adequacy of technology* to fully implement the curriculum, including co-curricular programs and other developmentally appropriate learning opportunities?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *technology is adequate* to fully implement the curriculum, including co-curricular programs and other developmentally appropriate learning opportunities.

- d. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about the *adequacy of technology, equipment, and supplies* to fully implement the curriculum, including the co-curricular programs and other learning opportunities?
Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *equipment and supplies are adequate* to fully implement the curriculum, including the co-curricular programs and other developmentally appropriate learning opportunities.
- e. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about the *adequacy of educational media resources* (include print and non-print materials, on-line resources, furniture, and space) to fully implement the curriculum, including the co-curricular programs and other developmentally appropriate learning opportunities?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *educational media resources* (include print and non-print materials, on-line resources, furniture, and space) *are adequate* to fully implement the curriculum, including the co-curricular programs and other developmentally appropriate learning opportunities.

- f. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about the *adequacy of the school facilities* to fully implement the curriculum, including the co-curricular programs and other developmentally appropriate learning opportunities? Indicate specific deficiencies, if any, by curriculum area and their negative impact on the delivery of the curriculum (e.g.: Are science labs properly equipped and adequate in number? Is infrastructure adequate to support technology? Is the building handicapped accessible?)

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the school facilities are adequate* to fully implement the curriculum, including the co-curricular programs and other developmentally appropriate learning opportunities.

Writing a Conclusion Sentence(s):

Write one or two sentences that identify the extent or degree to which there is *effective curricular coordination and articulation between and among academic areas within the school/center*.

See examples under indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 7

The curriculum is developed, evaluated, and revised using assessment results and current research.

Analysis:

- a. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about how the *review of current research has guided the development, evaluation, review, and revision of the curriculum?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the *review of current research has guided the development, evaluation, review, and revision of the curriculum*.

- b. Using the examples in Section II and survey results (if a survey was done) to form your discussion, what does the evidence show about how well the school/center uses *student performance data* (e.g., *standardized test results, results of classroom summative assessments and other local assessments, portfolios, student exhibitions, common department-wide assessments, and assessments of student performance related to the school's learning expectations*) in the *development, evaluation, and revision of the curriculum?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school uses *student performance data (e.g., standardized test results, results of classroom summative assessments and other local assessments, portfolios, student exhibitions, common department-wide assessments, and assessments of student performance related to the school's learning expectations)* in the development, evaluation, and revision of the curriculum.

Writing a Conclusion Sentence(s):

Write one or two sentences that identify the extent or degree to which the *curriculum is developed, evaluated, and revised using assessment results and current research.*

See examples under indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 8

Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist in the development of the technology plan; and review both the technical and academic curricula (Their agendas/minutes are maintained on file.)

Analysis:

- a. Using examples in Section 11 and survey results (if a survey was done) to form your discussion, what does the evidence show about how well the school/center effectively utilizes Program Advisory Committees to recommend program modifications based on changing technology; assist in the development of the technology plan; and review both the technical and academic curricula?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center effectively utilizes Program Advisory Committees to recommend program modifications based on changing technology; assist in the development of technology plan; and review both the technical and academic curricula.

- b. Using examples in Section 11 and survey results (if a survey was done) to form your discussion, what does the evidence show about how well the school/center maintains Program Advisory Committee agendas and minutes on file?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school maintains Program Advisory Committee agendas and minutes on file.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree that the *Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist in the development of the technology plan; and review both the technical and academic curricula.*

See examples under indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 9

Technical programs are competency-based education identifying specific duties and tasks.

Analysis:

- a. Using examples in Section 11 and survey results (if a survey was done) to form your discussion, what does the evidence show about how well the school/center's technology programs are competency-based education identifying specific duties and tasks?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center's technology programs are competency-based education identifying specific duties and tasks.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree that the *technical programs are competency-based education identifying specific duties and tasks.*

See examples under indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 10

Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

Analysis:

- a. Using examples in Section 11 and survey results (if a survey was done) to form your discussion, what does the evidence show about how well the school/center's instructional programs in career fields requiring licensure are designed to prepare students to meet those requirements?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center's instructional programs in career fields requiring licensure are designed to prepare students to meet those requirements?

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree that the *instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.*

See examples under indicator 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

IV. Writing the Standard Narrative

When you have finished the writing for all of your individual indicators in a Standard, they should be combined into one longer narrative for the entire Standard. This process will occur through the portal when the school enters the "print self-study report" command.

V. Writing the Executive Summary/Standard Rating/Strengths/Needs

- a. Write a one-page summary of the evidence in the Standard's narrative essay which will be used to support the Committee's judgment of the school's level of adherence to the Standard on Curriculum. The basis for this summary can be derived from the conclusion sentences at the beginning of each indicator; some additional information may be added to clarify these conclusions.
- b. Use the rating guide provided to determine the school's level of adherence to the Standard on Curriculum, based on the conclusions and supportive evidence in the Narrative Essay and write a sentence that follows the summary.

Example:

Based on the CPS Rating Guide for the Standard on Curriculum, Sample High School judges its adherence to the Standard as Acceptable.

- c. Identify and list the school's strengths in adhering to the *specific indicators* in the Standard on Curriculum.
- d. Identify and list the school's needs in adhering to the *specific indicators* in the Standard on Curriculum.
- e. Attach a list of the names, positions, and signatures of the Committee members responsible for the preparation of this Narrative Essay and Executive Summary. Signatures of Committee members attest to the thoroughness of the Committee's work and to the veracity of the Narrative Essay and Executive Summary.

Please consult the Self-Study Seminar Handbook, page 43, for a sample Executive Summary.

Sample Continuum of Terms for Writing Conclusion Statements

ALWAYS

all

across the school

pervasive

often

the vast majority

most

by design

collectively

extensively

frequently

in some areas

consciously

deliberately

formally

informally

not by design

occasionally

sometimes

scattered

sporadically

infrequently

rarely

NEVER

RATING GUIDE

CURRICULUM

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The absence of purposefully designed curriculum (course offerings, co-curricular programs, and other learning opportunities)
- Insufficient opportunities for all students to practice and achieve each of the learning expectations
- Lack of a level of adherence by the school to Indicator 5 in Standard 7, Community Resources for Learning, to sufficiently support the delivery of the curriculum
- Technology programs are not competency-based education identifying specific duties and tasks
- Instructional programs offered in career fields requiring licensure or certification are not designed to prepare students to meet those requirements.

A rating of **LIMITED** is appropriate if the school has written curriculum that is purposefully designed and provides sufficient opportunities for all students to practice and achieve each of the learning expectations, but does not minimally adhere to any of the following:

- The curriculum is written in a common format which includes units of study with essential questions, concepts, content, and skills; the school's learning expectations; instructional strategies; and a variety of developmentally appropriate assessment practices
- The curriculum emphasizes depth of understanding and application of knowledge through inquiry and problem-solving, exploration and creativity, higher order thinking, collaboration and communication, cross-disciplinary learning, authentic learning opportunities both in and out of school/center, and informed use of technology
- The taught curriculum aligns with the written curriculum
- Effective curricular coordination and vertical articulation exist between and among all areas within the school/center
- The curriculum is supported by sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum, co-curricular programs, and other developmentally appropriate learning opportunities
- Curriculum is developed, evaluated, and revised using assessment results and current research
- Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula (Their agendas/minutes are maintained on file)
- Technical programs are competency-based education identifying specific duties and tasks
- Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

A rating of **ACCEPTABLE** is appropriate if all of the following are present:

- The curriculum, on the whole, is written in a common format including essential questions, concepts, content and skills, the school's learning expectations, instructional strategies, and a variety of developmentally appropriate assessment practices
- The curriculum emphasizes depth of understanding and application of knowledge
- The curriculum, as taught, aligns with the written curriculum
- Effective curricular coordination and vertical articulation exist between and among all areas within the school/center
- The curriculum is supported by sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum, co-curricular programs, and other developmentally appropriate learning opportunities
- Curriculum is developed, evaluated, and revised using assessment results and current research
- Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula (Their agendas/minutes are maintained on file)
- Technical programs are competency-based education identifying specific duties and tasks
- Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

A rating of **EXEMPLARY** is appropriate if all of the descriptors in the **ACCEPTABLE** rating are met on a consistent level and the school's curriculum evidences significant:

- Use of essential questions, concepts, content, skills, and the learning expectations
- Depth of understanding and application of knowledge through inquiry, problem-solving, exploration and creativity, higher order thinking, collaboration and communication, cross-disciplinary learning, authentic learning opportunities both in and out of school/center, and informed use of technology
- Curricular coordination and vertical articulation between and among all areas within the school/center
- Support by sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum, co-curricular programs, and other developmentally appropriate learning opportunities
- Input by Program Advisory Committees to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula (Their agendas/minutes are maintained on file)