Leading with FOCUS
Guaranteed and Viable Curriculum

Organized Lessons Built Around Clear and Measurable Learning Goals

Dr. ReNae S. Kehrberg
Omaha Public Schools
Curriculum and Instruction Support
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Guaranteed and Viable Curriculum

Organized Lessons Built Around Clear and Measurable Learning Goals
Today’s Learning Goals:

I can….

– Examine the research related to creating, posting and referencing learning goals that are student friendly;
– Determine the two parts of a learning goal;
– Distinguish between clear measurable learning goals and goals that are not knowledge or skill oriented;
– Align learning goals with standards and indicators and support the use of district pacing recommendations and;
– Identify imposter activities.
The name of the OPS Pacing Guides or Unit Planners (at Secondary) has been changed to A+ Curriculum Guide because this document includes:

- academic vocabulary
- indicators
- pacing guides
- scope and sequence
- standards
The high performing teacher rests upon a stool to support her or him. What are the three legs of that stool?

Now is our time to focus our lens on guaranteed and viable curriculum.

We have focused on the power of how we teach (instruction) to raise achievement.

Glue – Teacher-Student Relationships

We have used assessments (Acuity, MAP, NeSA, Classroom, GPAs) to progress monitor both how well we teach and how much our students learn.

MTSS-B
Procedures and Routines

Curriculum

Instruction

Assessment
What is a Guaranteed and Viable Curriculum?

A guaranteed and viable curriculum ensures that students receive the same content in a course or grade regardless of which school they attend or who they have for a teacher.

Curriculum refers to a common set of topics, concepts, and texts aligned with the content standards.

This common curriculum is the material taught by teachers of the same course or grade level.

District Pacing Guides outline what should be taught, when and for how much time.

Adherence to District Pacing Guides ensures that the intended curriculum is the taught curriculum.

Student objectives/learning goals are based on the content standards which are included in the District Pacing Guides.
Why does a Guaranteed and Viable Curriculum matter?

To put it simply,

Kids can not learn what they have not been taught.
How can we ensure that the intended curriculum is the taught curriculum?

- Help teachers align the learning goal to the standards’ “Indicators” found in the A+ Curriculum Guide and follow district pacing recommendations.
- Make sure the student performance tasks support the learning goal.
"The starting place for all effective instruction is designing and communicating clear learning goals. “

Marzano 2009

“If teachers aren’t sure of learning goals, their instructional activities will not be focused, and unfocused instructional activities do not engender student learning.”

Marzano 2009
Guaranteed and Viable Curriculum
Organized lessons built around clear and measurable learning goals

25%ile gain in student achievement

What Are the Two Parts of a Clear and Measurable Learning Goal?

**Student Performance**
(How learning will be demonstrated)

Uses Bloom’s Taxonomy (OPS Language) or Webb’s Depth of Knowledge (NDE Language) to select a verb that determines complexity of student performance task.

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**Knowledge and Skills**
(What will be learned)

Focuses on what the students should know and be able to do.

Uses the A+ Curriculum Guide to align the learning goal to the indicators.

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I can explain the difference between supply and demand and the impact that has on market value.
Why does verb choice matter?

– The verbs in the learning goal define how a student will demonstrate mastery.
– Avoid verbs that reflect only knowledge and comprehension.
– Focus on verbs that reflect application, analysis, synthesis and evaluation.
What Are Good Verb Choices for Learning Goals?
<table>
<thead>
<tr>
<th>IS</th>
<th>IS NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Written in student-friendly language using “I can” at the beginning</td>
<td>– Written in teacher/educational jargon</td>
</tr>
<tr>
<td>– Lesson sized “chunks” of content knowledge and skills (what students must know and be able to do)</td>
<td>– Unit objectives that extend multiple days</td>
</tr>
<tr>
<td>– Focused on indicators under specific content standards</td>
<td>– Focused on broad standards</td>
</tr>
<tr>
<td>– Posted and shared at the beginning, middle and end of the lesson</td>
<td>– A list of activities or strategies to process that are not connected to indicators</td>
</tr>
<tr>
<td>– Focused on what students are doing to learn and achieve during a lesson</td>
<td>– Shared only once at the beginning</td>
</tr>
<tr>
<td>– Using higher level thinking verbs</td>
<td>– A way to focus on what the teacher is doing</td>
</tr>
<tr>
<td></td>
<td>– An IEP goal</td>
</tr>
</tbody>
</table>
Learning Goals: Let’s Practice!

Work with a partner to identify the clear, measurable learning goals. Edit the learning goals that are not clear.

I can.....

✗ Explain understand how objects are alike and different based on size and one other property.

✓ categorize words with the short u sound that have a final cluster.

EXAMPLE
Clear and Measurable Learning Goals

I can……

1. X understand explain in writing how objects are alike and different based on size and one other property.
2. X identify decode words with the short u sound that have a final cluster.
3. ✓ explain orally the difference between a producer and a consumer and the impact each has on the economy.
4. X study interpret symbols chosen to honor the culture and history of Nebraska
5. ✓ describe how geographic features of India influenced settlement patterns.
6. X determine in writing an author’s argument and specific claims within a text (valid or fallacious reasoning, relevant and sufficient evidence, false statements).
Clear and Measurable Learning Goals

I can……

7. X work on **calculate** the rate of change, given a data set.

8. X watch **diagram** how energy and matter are cycled through ecosystems.

9. X understand **draft** a three point perspective architectural drawing.

10. create and demonstrate a 16-beat dance sequence to accompany a traditional folk tune.

11. X read about **analyze and apply knowledge of** text structures and graphic features while annotating test.
It’s Your Turn with a Partner!

- With a partner, create a learning goal for mathematics using an indicator for your grade level/course. Be sure this is a lesson-sized chunk of content knowledge and skill. In addition, please write this learning goal in student friendly language using an “I can” statement. Underline the verb, identify the level of thinking and circle the content in the learning goal.

- Refer to the Critical Thinking Flip Book for verb selection.
Example of the Activity

Indicator:
MA 4.1.1.g Determine the size of a fraction relative to one half using equivalent forms.

Learning Goal:
I can compare fractions using the benchmark of one half.

Critical Thinking Level 3:
Analysis
A principal walks into a classroom and the students are building volcanos.

The learning goal is written on the board: “the students will demonstrate how volcanos are formed and what causes them to erupt.”

When the principal asks a student, “what did you learn by building the volcano?” the child responded, “that mixing vinegar, baking soda, and red food coloring makes it fizz red like lava.”

How could the principal coach the teacher to ensure that the activity is better connected to the learning goal?
Coaching Note

It was exciting to see students engaged in hands-on activities during science! When you had students work with the volcanoes they were developing models. Using models helps students develop understandings of abstract concepts. (BIPH p75) It is important that students work with accurate models - how could you help prevent students developing misconceptions that lava is made from a mix of baking soda, vinegar and food dye? Remember, this is where you have dialogue with the teacher and ask the “why, what if and how” questions. Then you close with the positive tag that you circle back on for a future visit. I am looking forward to seeing how you address this misconception in your next lesson.
Points to Consider…

The activity the student is performing should match the learning goal.

Even an aligned activity could be lower level thinking.

Just because an activity is engaging doesn’t mean it aligns to the learning goal. We want both engaging and aligned activities.
# Guaranteed and Viable Curriculum
## Clear and Measurable Learning Goals

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Unit Goal</th>
<th>Learning Goal</th>
<th>Imposter Activity</th>
<th>Aligned Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>I can describe how slow processes (erosion, weathering, deposition) and rapid processes (landslides, volcanic eruptions, earthquakes) change Earth’s surface</td>
<td>I can use models to describe how slow processes change the Earth’s surface</td>
<td>Baking soda and vinegar volcano demonstration</td>
<td></td>
</tr>
<tr>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>I can recognize that all organisms are composed of one or many cells; that these cells must grow, divide, and use energy; and that all cells function similarly</td>
<td>I can explain the differences and similarities between animal and plant cells</td>
<td>Create a model of a cell and label sub-cellular structures</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>I can describe the basic structure of DNA and its function in genetic inheritance</td>
<td>I can organize chromosomes to identify a specific chromosomal abnormality</td>
<td>Create a DNA wind-chime style classroom decoration</td>
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<td>4th</td>
<td>I can describe how slow processes (erosion, weathering, deposition) and rapid processes (landslides, volcanic eruptions, earthquakes) change Earth’s surface</td>
<td>I can use models to describe how slow processes change the Earth’s surface</td>
<td>Baking soda and vinegar volcano demonstration</td>
<td>Stations showing erosion, weathering, and deposition or stream table labs</td>
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<tr>
<td>7th</td>
<td>I can recognize that all organisms are composed of one or many cells; that these cells must grow, divide, and use energy; and that all cells function similarly.</td>
<td>I can explain the differences and similarities between animal and plant cells</td>
<td>Create a model of a cell and label sub-cellular structures</td>
<td>Compare and contrast plant and animal cell lab</td>
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<tr>
<td>Biology</td>
<td>I can describe the basic structure of DNA and its function in genetic inheritance</td>
<td>I can organize chromosomes to identify a specific chromosomal abnormality</td>
<td>Create a DNA wind-chime style classroom decoration</td>
<td>Karyotype Inquiry Lab with greater depth on DNA and its function (district lesson plan)</td>
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Next Steps:

- Present this turn-key to staff as you see fit
- Debrief at Grade Level/Department Content Area Meetings by having teachers write learning goals together
- Refer teachers to A+ Curriculum Guides for alignment of lesson objectives/learning goals with indicators (SharePoint instructions) and pacing recommendations
- Refer teachers to objective/learning goal Look Fors (BIPH page 4)
- Using the BIPH page 4 refer to the Success Criteria
- Ensure use of Critical Thinking Flip Book
- Look for learning goal and activity alignment when coaching – watch for imposter activities
- Give teachers copies of the A+ Curriculum Guide or the SharePoint directions on how to access them