

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



**SELF-STUDY GUIDE**

**2**

***CURRICULUM***

**FOR 2018 SCHOOLS  
COMMITTEE ON PUBLIC SECONDARY SCHOOLS**

Revised August 2016

# 2

## Curriculum

*The written and taught curriculum is designed to result in all students achieving the school's 21<sup>st</sup> century expectations for student learning. The written curriculum is the framework within which a school aligns and personalizes the school's 21<sup>st</sup> century learning expectations. The curriculum includes a purposefully designed set of course offerings, co-curricular programs, and other learning opportunities. The curriculum reflects the school'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's 21<sup>st</sup> century 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's 21<sup>st</sup> century learning expectations
  - instructional strategies
  - assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics
3. The curriculum emphasizes depth of understanding and application of knowledge through:
  - inquiry and problem solving
  - higher order thinking
  - cross-disciplinary learning
  - authentic learning opportunities both in and out of school
  - informed and ethical 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 academic areas within the school as well as with sending schools in the district.
6. Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
7. The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

## 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 is aligning to the Standard for Accreditation on Curriculum. Committee members should remember that the process of determining alignment to the Standard is a reflective one. As evidence is gathered and discussed, the Committee's conclusions may change and evolve, 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 school is aligning 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://cpss.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 the Endicott College opinion surveys given to parents, students, and teachers with regard to this Standard.
- B. **Data to be Gathered by the Committee:**  
Gather the following information as evidence you will need for each indicator in the Standard. You will be organizing this evidence by uploading it to the portal or making it available in the workroom at the school for your use and use by the visiting team.

#### Indicator 1

*The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21<sup>st</sup> century learning expectations.*

- ✓ The school's program of studies (2.1)
- ✓ A document or chart which identifies the 21<sup>st</sup> century 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 21<sup>st</sup> century learning expectations*
  - *instructional strategies*
  - *assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics.*
- 
- ✓ 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 through:*

- *inquiry and problem-solving*
  - *higher order thinking*
  - *cross-disciplinary learning*
  - *authentic learning opportunities both in and out of school*
  - *informed and ethical 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 and ethical 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 the *written* curriculum is the *taught* curriculum (2.4)

### **Indicator 5**

*Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.*

- ✓ Provide the school's curriculum review plan and review cycles (2.5)
- ✓ Provide a description of the formal opportunities for faculty to spend in activities 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**

*Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.*

- ✓ A report which includes the range of class sizes school-wide and by academic area (2.6)
- ✓ A description of the adequacy of funding for instructional materials, technology, equipment, supplies, and library-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, athletic, 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**

*The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.*

- ✓ Provide examples of allocated time, staffing levels and 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 during the development, evaluation, and revision of curriculum (2.7)
- ✓ Describe how the process for the development, review, and evaluation was collaborative and ongoing

## **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 and discussion on the gathered evidence and information 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 writing 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 21<sup>st</sup> century learning expectations.*

#### **Analysis:**

- a. Using the examples in Section II and Endicott survey results 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 21<sup>st</sup> century 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 21<sup>st</sup> century learning expectations.

- b. Using the examples in Section II and Endicott survey results 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):**

In the online portal in the dialogue box entitled "Conclusions", write one or two sentences which identifies the **extent or degree** to which the curriculum is purposefully designed to ensure that all students practice and achieve each of the schools 21<sup>st</sup> century learning expectations.

Example:

The curriculum is purposefully designed to ensure that all students practice and achieve specific subject area learning expectations. However, while many students are provided the opportunity to practice and achieve the school's 21<sup>st</sup> century learning expectations, the curriculum is not yet specifically designed to ensure accountability for implementation of the 21<sup>st</sup> century learning expectations.

#### **Writing the narrative for the Indicator(s):**

Now, in the "Evidence and Explanation" dialogue box, write sentences based on your discussion and analysis that justify or support your 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 writing will form your Narrative Essay. It should be written in the third person.

## 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 21<sup>st</sup> century learning expectations*
- *instructional strategies*
- *assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics.*

### Analysis:

- a. Using the examples in Section II and Endicott survey results 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 Endicott survey results 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, concepts, content, and skills.*

- c. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about *how the curriculum reflects the school's 21<sup>st</sup> century 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 21<sup>st</sup> century learning expectations.*

- d. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about *how the curriculum reflects instructional strategies and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics*?

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 include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics.*

### Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** about *the consistency of the use of a common curriculum format and if the common curriculum format includes units of study with essential questions, concepts, content, and skills; the school's 21<sup>st</sup> century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics.*

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 21<sup>st</sup> century learning expectations or assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic rubrics.

**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 through:*

- *inquiry and problem solving*
- *higher order thinking*
- *cross-disciplinary learning*
- *authentic learning opportunities both in and out of school*
- *informed and ethical use of technology.*

**Analysis:**

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the curriculum emphasizes *inquiry, problem solving, 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, and higher order thinking skills in all courses.*

- b. Using the examples in Section II and Endicott survey results 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 Endicott survey results to form your discussion, what does the evidence show about how the curriculum provides *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 on *cross-disciplinary learning* experiences for students.

- d. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the curriculum emphasizes *authentic learning opportunities both in and out of school?*

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.*

- e. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the curriculum emphasizes *informed and ethical 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 identifies the **extent or degree** about how the curriculum emphasizes students engagement in *inquiry and problem-solving; higher order thinking; cross-disciplinary learning; authentic learning opportunities both in and outside the school; and the informed and ethical use of technology.*

See examples under Indicators 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 Endicott survey results 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 identifies the **extent or degree** that the *written curriculum and taught curriculum are aligned*.

See examples under Indicators 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 academic areas within the school as well as with sending schools in the district.*

#### **Analysis:**

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how *effective is the curricular coordination and vertical articulation between and among all academic areas within the school*?

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 academic areas within the school*.

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how *effective is the curricular coordination and vertical articulation with sending schools in the district*?

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 with sending schools in the district*.

#### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which there is *effective curricular coordination and articulation between and among academic areas within the school and with sending schools in the district*.

See examples under Indicators 1 and 2.

#### **Writing the narrative for the Indicator(s):**

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

#### **Indicator 6**

*Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.*

#### **Analysis:**

- a. Using the examples in Section II and Endicott survey results 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 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 learning opportunities.

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the *adequacy of instructional materials* 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 *instructional materials are adequate* to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

- c. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the *adequacy of technology* 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 *technology is adequate* to fully implement the curriculum, including the co-curricular programs and other learning opportunities.

- d. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the *adequacy of 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 learning opportunities.

- e. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the *adequacy of the library/media center's 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 learning opportunities?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the library/media center's 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 learning opportunities.

- f. Using the examples in Section II and Endicott survey results 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 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 learning opportunities.

#### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which *staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities*

See examples under Indicators 1 and 2.

#### **Writing the narrative for the Indicator(s):**

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

### **Indicator 7**

*The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.*

#### **Analysis:**

- a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school's curriculum review cycle is *ongoing and collaborative*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school's curriculum review cycle is *ongoing and collaborative*.

- b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the *district provides the school with sufficient personnel, time, and financial resources for ongoing and collaborative 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 *district provides the school with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum*.

- c. Using the examples in Section II and Endicott survey results 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*.

- d. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how well 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 21<sup>st</sup> century 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 21<sup>st</sup> century learning expectations) in the development, evaluation, and revision of the curriculum*.

- e. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about what does the evidence show about the extent to which *the professional staff has been actively involved in the process of curriculum development and revision*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the professional staff has been actively involved in the process of curriculum development and revision*.

#### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the **extent or degree** to which the *district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research*.

See examples under Indicators 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 alignment 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 alignment 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 CPSS Rating Guide for the Standard on Curriculum, Sample High School judges its alignment to the Standard as Acceptable.

- c. Identify and list the school’s strengths in aligning to the *specific indicators* in the Standard on Curriculum.
- d. Identify and list the school’s needs in aligning 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 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 21<sup>st</sup> century learning expectations
- Lack of a level alignment by the school to Indicator 5 in Standard 7, Community Resources for Learning, to sufficiently support the delivery of the curriculum

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 21<sup>st</sup> century learning expectations, but does not minimally align 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 21<sup>st</sup> century learning expectations; instructional strategies; and assessment practices that include the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics
- The curriculum emphasizes depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology
- The taught curriculum aligns with the written curriculum
- There is coordination between and among academic areas and articulation with sending schools
- Staffing levels to support curriculum review and development, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient
- The professional staff has sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum

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 21<sup>st</sup> century learning expectations, instructional strategies, and assessment practices including the use of specific and measurable criteria for success, such as school-wide analytic or course-specific rubrics
- The curriculum emphasizes depth of understanding and application of knowledge
- The curriculum, as taught, aligns with the written curriculum
- Coordination between and among academic areas and articulation with sending schools occurs
- Staffing levels, instructional materials, technology, equipment, supplies, facilities, and resources of the library/media center are sufficient
- Personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum are sufficient

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 21<sup>st</sup> century learning expectations
- Depth of understanding and application of knowledge through inquiry, problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school, and informed and ethical use of technology
- Collaboration between and among academic areas and articulation with sending schools
- Provision of personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum which uses assessment results and current research