

### **Essential Question #1:**

**Narrative:** What online courses that are not provided by SDCVE do students in your district access?

**Evidence:** Provide a list of online courses, provider name, name of teacher, and certification of teacher for each online course.

### **Essential Question #2: Including All Standards in the Taught Curriculum for All Students**

**Step 1:** Write the written description (narrative) for Essential Question # 1 **FIRST**. Consider the questions below to assist in the writing process; however, note that **every district will have an unique narrative based on their district process** and that these questions are only a starting point and not intended to limit the narrative submission.

**Narrative for Essential Question # 1:** Describe the process(es) used to ensure all standards are included in the taught curriculum for all students. Questions to consider when developing the district narrative are listed below.

- How are state standards addressed with teachers? How are district expectations shared with teachers for completion of blue prints, curriculum maps, timelines, or syllabus?
- Does our district use a consistent template for K-12? Do the templates differ from K-5, 6-8, 9-12 requiring additional information based on grade level or content standards criteria?
- Does the district use a curriculum review process? Are content teachers involved in that process? Do K-12 vertical alignments occur to ensure that content standards are taught school wide?
- Does the district use any tools to establish guidelines or tracking for periodic curriculum reviews in content areas?
- What system does our district use to ensure all content standards are taught? Is there an electronic system (Plan Book, Excel, etc.) for identifying standards taught during a semester course or full year?
- What process do we use to check these documents or reports to ensure the information is current for each K-12 content area?
- What process is used if reports indicate there are gaps in standards not being taught?

### **Step 2: Narrative Criteria for Upload Documents**

- Uploaded documentation for Essential Question #1 is referenced in the written description (narrative) with an explanation of why it was included.
- All processes and strategies referenced in the written description (narrative) for Essential Question #1 have correlating evidence that has been uploaded to show documentation of the process.
- Referenced evidence must include **standards (concepts/skills) and timeline.**
- Possible Evidence:
  - Blueprint, scope and sequence, curriculum plan/map, units of instruction, syllabus
  - Review the evidence requirements listed on the rubric.
- This collection of evidence shows that there is a district PROCESS in place to ensure that the taught curriculum consistently includes all relevant required state content standards.

#### **Example:**

##### **Upload Document: ELA\_11\_AmLit Curriculum Map**

The American Literature curriculum map was included as evidence that a solid scope and sequence throughout the year-long class implements all 11-12 ELA standards. This map uses the district wide template process requiring the inclusion of current ELA Standards, identifying the units taught, timeline of units/themes from Aug-May. This year, all K-12 ELA teachers are required to include essential questions and big idea statements created in the current ELA Unpacked standards documents.

##### **Upload Document: ELA\_11\_AmLit Plan Book Report**

This evidence compliments the ELA 11 Am Lit curriculum map as Plan Book Reports track the standards taught throughout the year long course, and the time frame when taught within the unit, and the number of times implemented into the unit. The district process requires all reports to be reviewed at the end of each semester to identify if any standards are missing, to identify gaps, and to analyze if a standard is repeated while others are needing more inclusion for mastery. Grade level teams review the reports along with administrators to ensure that the curriculum maps are updated to reflect the year's progress or to make adjustments where needed.

### **Essential Question #3: The Taught Curriculum Addresses the Standards to the Required Depth and Intention**

**Step 1:** Write the written description (narrative) for each Essential Question # 2 **FIRST**. Consider the questions below to assist in the writing process; however, note that **every district will have a unique narrative based on their district process** and that these questions are only a starting point and not intended to limit the narrative submission.

**Narrative for Essential Question #2:** What steps has the school taken to ensure the taught curriculum addresses the standards to the required **depth** and **intention**? Questions to consider when developing the district narrative are listed below.

- Are content standards discussed at staff meetings, grade level, grade-band meetings? Are standards vertically aligned? What does that process entail?
- Does the district use a system of common formative assessments? If so, how did your district align these to the depth and intention of the SD Content Standards?
- Are there PLC groups focused on evaluating student work in relation to standards?
- What types of evaluations are used to review unit assessments?
- Is there a district requirement for lesson plans and the components required to indicate standards implementation, depth and rigor?
- How is assessment data reviewed to analyze where depth and rigor may need to be addressed or to identify gaps in standards being taught?
- Does the district evidence provided show the what is being taught or the how? Does the evidence show the depth and rigor needed for student learning and mastery? Is layering of evidence required? Example: Lesson plan, classroom documents from the actual lesson or unit indicating the exact questions, assessment, or writing prompts used to show the depth or intended rigor of the standard.
- Does the district provide professional development that focuses on content standards, implementation of standards, on-site/off-site trainings that teachers attend to build knowledge in their content standards?
- If content standards offer toolkits or unpacked documents to assist teachers with implementation, does the district allow teachers time to review, collaborate, or vertically align the standards and supporting documents?
- If using electronic lesson plans, do lesson plans have links to the exact activities, handouts, assessments, writing prompts which would provide another layer for admin/staff to review depth and rigor?

### **Step 2: Narrative Criteria for Upload Documents**

- Uploaded evidence for Essential Question #2 is referenced in the written description (narrative) with an explanation of why it was included.
- All processes and strategies referenced in the written description (narrative) for Essential Question #2 have correlating evidence that has been uploaded to show documentation of the depth and rigor.
- Referenced Evidence must include **how the content standards are taught**/performance expectations.
- Possible Evidence: Review the evidence requirements listed on the rubric.
  - In depth unit of instruction

- In-depth lesson plans (only if narrative includes an explanation of district/school expectations or policy for aligning standards to DOK for all teachers)
- Layering of documents to show depth of instruction and student learning
- Results of a curriculum review process for depth of knowledge
- This collection of evidence shows that there is a district PROCESS in place to ensure that the taught curriculum consistently includes all relevant required state content standards.

**Example:****Upload Document: Algebra\_Unit7\_LessonPlan**

This evidence demonstrates students learning the standard 5.OA.1; Use and explain parentheses in numerical expressions, and evaluate expressions within these symbols, and mathematical practice standard K-12 MP.3 Construct viable Arguments and critique the reasoning of others. The lesson plan from Plan Book has links embedded so that colleagues and administrators can review the actual components to ensure that the depth and rigor is occurring within each lesson. The submitted lesson indicates that students are given opportunities to practice evaluating expressions with parentheses with a partner, discuss the solutions they found, explain their solutions and question the solutions of their partner.

**Upload Document: Algebra\_Unit7\_Quiz**

This submission was uploaded for a layering of evidence of the types of assessments given within the unit. Each Algebra unit provides formative assessment quizzes to check on student learning and progress and to ensure that standards are taught to the depth intended. Part of the district process is for data teams in the math department to review and align current South Dakota math standards to common formative assessments. The uploaded quiz shows how the standards are aligned to each question.