CURRICULUM, INSTRUCTION AND ASSESSMENT

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YOU'VE GOT THE WORLD
IN YOUR HANDS!!

Welcome to teaching in the Catholic Schools of the Archdiocese of Philadelphia!

This isn't

EVERYTHING

you need to know.

WHAT YOU DO NEED TO KNOW. . .

📕 Curriculum

📕 Instruction

📕 Assessment

📕 Act 48

Curriculum

Sources

Content

Use of Guidelines

WHAT IS THE CURRICULUM?

- **The curriculum of the Archdiocese of Philadelphia is defined in a carefully developed set of guidelines for each curriculum area.**

- **Diocesan policy maintains that: "In teaching the content of any curriculum area, teachers should adhere to the content of the most recent curriculum guidelines, rather than any specific textbook series."**

Rule #1

Follow the Curriculum-- not the text.

Rule # 2

Always follow Rule #1!

SOURCES FOR CURRICULUM

- **Catholic Identity Curriculum Initiative**
  - **Common Core State Standards**
  - Next Generation Science Standards
  - C3 Social Standards
  - Fine Arts Standards
  - Technology Standards
- The curriculum has been developed by a group of teachers experienced in their fields and who serve on Archdiocesan Curriculum Committees.
- **As Catholic educators, our presentation of curriculum should be infused with faith values.**

THE CURRICULUM SHOULD BE TAUGHT, NOT DUPLICATED!

CURRICULUM CONTENT

Religion
English Language Arts
Mathematics
Social Studies
Science
Health and Physical Education
Fine Arts
Technology
World Languages

RELIGION

- **Should always be scheduled in "prime time."**

- **Should permeate all instruction—Faith values should be incorporated into every content area. (e.g. STREAM)**

- **Example is the "best" teacher—Model faith values for your students!**

ENGLISH LANGUAGE ARTS

- **Literacy** is at the core of all learning.
- Incorporates
  - **Reading**
  - **Writing**
  - **Listening and Speaking**
  - **Language**
- These skills should be interdisciplinary.
- Seek opportunities to utilize skills and practice them in other content areas.

MATHEMATICS

- **Focus:**
  - Problem-solving
  - Modeling to represent concepts
  - Computation
  - Communicating mathematically

- **Drill, maintenance and memorization remain important, but should not be the only focus of the math class.**
- **Avoid the use of numerous computational worksheets!**
- **Focus on performance-based problem-solving. Focus on mathematical proficiencies!**
- **Give students a firm foundation in priority topics—in-depth learning is essential.**

SCIENCE - NGSS

- **Focus in Science is STREAM –Science, Technology, Religion, Engineering, the Arts, and Math.**

- **Should always include lab experiences as well as problem solving applications.**

- **Use of graphic organizers, charts, tables is important.**

- **Making connections to real-life situations and events essential to the understanding of science in context.**

SOCIAL STUDIES

- Based on the ten themes of Social Studies as well as the C4 Standards (College, Career, Civic Life and Catholic Identity)

- Be conscious of literacy Standards.

- **There is more to social studies than the memorization of facts. However, there is one piece to memorize each year and a patriotic song to learn.**

- Teach map skills, time lines, culture, government.

FINE ARTS

- The standards are organized around the artistic processes of Presenting, Performing, and Producing

    – **Presenting** is being used by visual arts

    – **Performing** is used by dance, theater, and music

    – **Producing** is used by media arts.

- The fine arts are interdisciplinary

- Participate in the diocesan fine arts festivals.

FINE ARTS

- Using "coloring sheets" or doing "crafts" should not be a focus for art.
- Music is not just "singing."
  - Music Theory is important
  - Music appreciation is important
  - Incorporate music into other content areas.
  - As Catholic educators, we should incorporate some liturgical music into instruction.
- Dance can be incorporated into phys. Ed.; media arts are a part of technology.

HEALTH, PE

- **It is important to follow curriculum guidelines for Physical Education.**
- **Physical Education encompasses more than "sports." As noted previously, dance should be included.**
- **Health instruction should not be neglected.**
- **Make use of *Health e-tools for Schools* web site.**

WORLD LANGUAGES

- **Approximately 65% of the elementary schools provide instruction in a world language.**

- **World language curriculum guidelines are available.**

- **It is important to give the students the opportunity to use the second language.**

USE OF LIBRARY, MEDIA RESOURCES

- **The school library is the vehicle that provides opportunities for students to attain information literacy and to foster a lifelong interest in acquiring knowledge**

- **The school library information professional's responsibilities include:**

  - **Instruction**

  - **Information Management**

  - **Instructional Collaboration**

  - **Program Administration**

  - **Information Technology**

EARLY CHILDHOOD

- There is a whole curriculum dedicated to Early Childhood learning.

- State Standards and Guidelines for Early Learning are used.

- Professional Development geared toward Early Childhood is held on a regular basis.
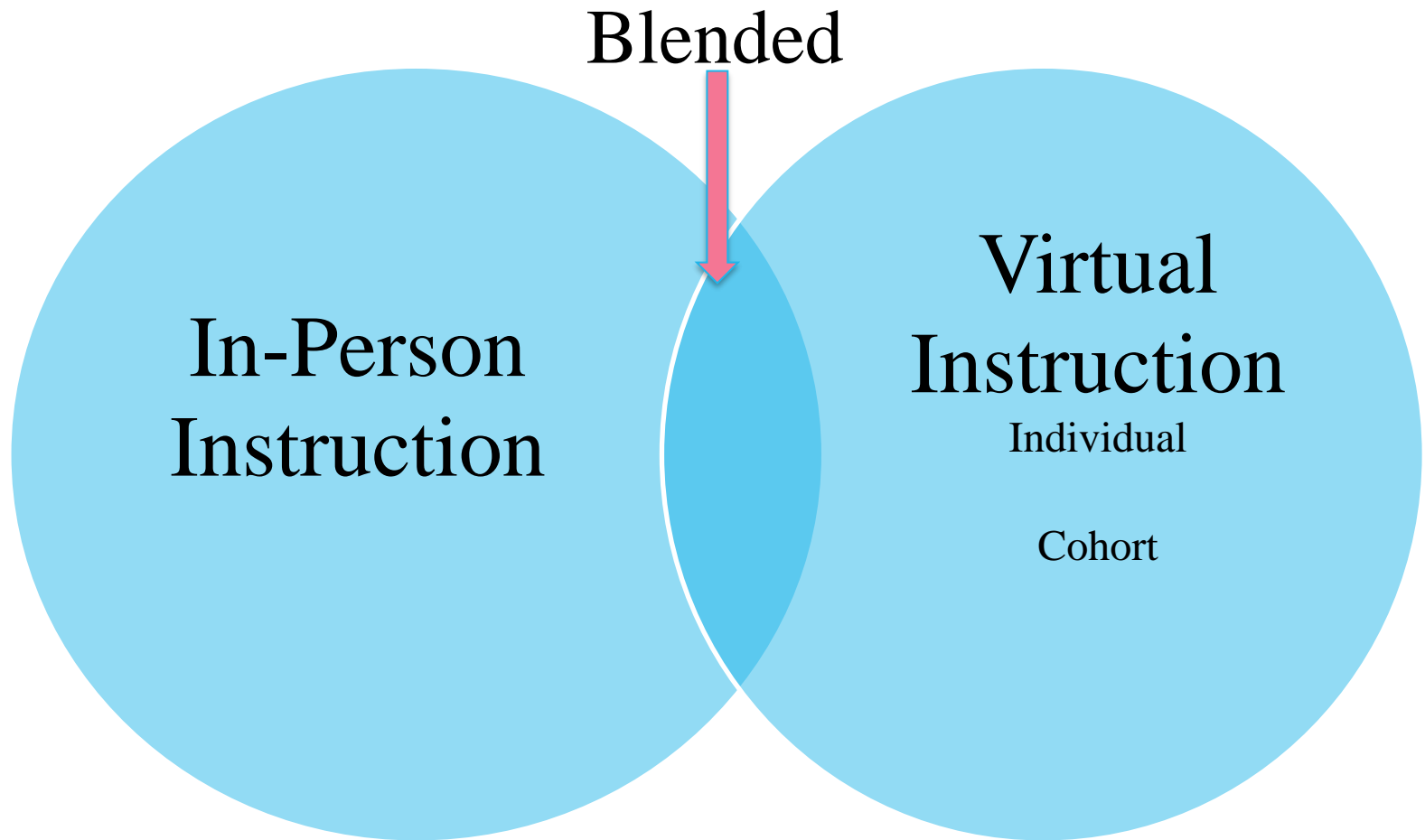
- Sharing sessions planned for the coming year.

Instruction

Planning For Instruction

Rigorous and Relevant Instruction

CURRENT LEARNING MODELS

Blended

In-Person Instruction

Virtual Instruction

Individual

Cohort

SOME THINGS HAVE CHANGED!!!!

- Classroom setup has changed because of social distancing

- Wearing masks is new

- Frequent sanitizing!

- Staying in cohorts.

- No sharing of books and materials

- Protective shields in some classes

QUALITY INSTRUCTION HAS <u>NOT</u> CHANGED!!!

- Lesson plans need to be thorough (UBD)

- More performance-based learning and assessments.

- Use of Learning Management systems

- Fewer workbook pages and worksheets—greater use of technology tools such as G-suite, presentations, videos

SELECTION OF INSTRUCTIONAL MATERIALS

- Programs and textbooks are reviewed and evaluated each year by the respective curriculum committees.

- Only approved programs are to be used.

- Materials that meet the requirements of our curriculum are listed under curriculum on the web site.

KEY CONSIDERATIONS

- **Understanding by Design Planning based on UbD framework**

- **Religion, Rigor. Relevance, Relationships, Reflections**

- **Marzano's Instructional Strategies**

21ST CENTURY SKILLS

- Communication

- Connections

- Collaboration

- Creativity

CURRICULUM TIME ALLOTMENTS

- The Pennsylvania School Code (24 PS 15-1504) requires between five and five and one half hours of instructional time according to grade level

- It is important that all schools follow the time allotments prescribed for each subject area. According to the Pennsylvania School Code, instructional time allotments are exclusive of lunch and recess, arrival and dismissal times.

- **Students who attend virtually are marked as present virtually.**

NON-INSTRUCTIONAL TIME ALLOTMENTS

- Homeroom or activity periods may not be included in instructional time.

- The schedule for opening and closing of school should be arranged to allow time for homeroom or activity periods.

- Neither lunch nor recess may be included as instructional time

CURRICULUM ACCOMMODATIONS

- Defined: a small alteration, adjustment or limitation in the existing grade level curriculum expectations which is not commonly done for all students within the regular elementary classroom.

- The accommodation should maintain the integrity of the subject matter so that the student in this plan achieves the necessary foundation of skills for the grade level.

Assessment

Formative Assessment
Summative Assessment
Portfolio Assessment

ROLE OF ASSESSMENT

- **Assessment is integral to Instruction.**

- **Assessment should be planned at the same time the lesson is planned.**

- **Assessment should take many forms. It is more than pencil-and-paper tests.**

STANDARDIZED TESTING

- **Terra Nova Standardized testing is administered to all students in some grades.**

- **It is administered in all by choice in some schools.**

- **Testing results should be studied and used to guide instruction.**

- **Standardized test results are reported through an online reporting system.**

PORTFOLIO ASSESSMENT

- Is ongoing

- Includes a range of work from every content area

- Demonstrates a student's efforts

- Shows progress and achievement over time

- Includes student-selected entries

Professional Development

Importance

State Requirements

Act 48

IMPORTANCE

The single factor proven to be most effective in improving instruction is professional development.

STATE REQUIREMENTS

- Each educator is required to complete 180 hours of professional development over a period of five years in order to keep certification active.

- Professional development must be related to **area of certification** or **area of assignment**.

ACT 48

- Staff Development opportunities fulfilling the requirements are sponsored by the Office of Catholic Education as well as the IUs and other providers.

- Act 48 hours are processed by the Office of Catholic Education for PD sponsored by OCE. They must be filed within 30 days of completion of the activity.

WISDOMWHERE

- Each certified teacher is entitled to one account on WisdomWhere.

- Registration for sessions must be done a minimum of **two days** prior to the session.

- Attendance at the full session essential.

- An evaluation must be completed **before** session is processed to the state.

- https://www.solutionwhere.com/ww/aop/

REPORT CARDS

- Report cards are issued three times a year in accord with the schedule set by the Office of Catholic Education.

- The report card should be an evaluation of the student's performance in school as far as the teacher can determine and should show the student and his/her parent(s) / guardian(s) the steps that are necessary for further progress.

- **Infractions for conduct may never be used to deduct points from any academic subject.**

- **Effort is not to be included in academic grades.**

HOMEWORK

- Homework assignments should be such that they can be done by the student independently. While this does not preclude parental help or interest, the assignments should not require undue parental assistance or supervision.

- Ample time should be allowed for the completion of out-of-class research assignments or projects.

- Homework for the sake of homework should not be given.

- Unless the assignment has real meaning and value for reinforcement of class work, it serves no purpose.

WEB SITE

- www.Aopelementary.org

    – Act 48 information

    – Induction Information

    – Policies related to curriculum

    – Curriculum Resources

    – Opportunities

    – Web links

Smile when you think about the instruction you should give your students.

Put a SMILE in your program!

…and put a SMILE on your student's faces!