Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION™

Office of Quality Schools

INSTRUCTION DELIVERED CURRICULUM AUDIT TOOL

Focus Area: Instruction – Content Appropriateness of Instructional Resources

Possible Evidence Sources:

1. Curriculum calendars/pacing guides/lesson plans – alignment of instructional activities with scope and sequence
2. Adopted texts and other resources – materials are aligned with standards and have been field tested
3. Meeting agendas and minutes – written documentation of curriculum planning within and across grade levels
4. Written units/instructional plans – alignment with grade level and course content and district curriculum
5. Observation protocols – consistency of use of high order thinking skills and demonstration of high expectations for student success

Possible Questions:

1. Is the content of instructional resources appropriate for the designated age level? (Teachers and Administrators)
2. How significant and relevant to the students' daily lives is the content of the resources? (Teachers and Administrators)

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Content Appropriateness of Instructional Resources –The textbooks and other resources are in alignment with the LEA's written curriculum.	There is little or no evidence that the textbooks and other materials utilized by instructional staff are in alignment with the LEA's written curriculum.	There is limited evidence that the textbooks and other materials utilized by instructional staff are in alignment with the LEA's written curriculum.	There is evidence that the textbooks and other materials utilized by instructional staff are in alignment with the LEA's written curriculum.	There is ample evidence that the textbooks and other materials utilized by instructional staff are in alignment with the LEA's written curriculum.

Comments:

Focus Area: Instruction – Developmental Appropriateness

Possible Evidence Sources:
1. Instructional plans/lesson plans – Variety of instructional activities and options for individual learners
2. Curriculum guides – multiple approaches to instruction; relevant curriculum
3. Observation protocols – variety of instructional activities

Possible Questions:
1. Are the lessons appropriate to the for the designated age level? (Teachers and Administrators)
2. Are the lessons significant and relevant to the students' daily lives?
3. How does the school expand curricular options to meet the needs of each student? (Teachers and Administrators)
4. How does the school ensure equitable access to curricular opportunities for all students? (Teachers and Administrators)

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Developmental Appropriateness - Teachers utilize developmentally appropriate instructional practices, including differentiation and active learning.	There is little or no evidence that teachers utilize developmentally appropriate instructional practices, including differentiation and active learning.	There is limited evidence that teachers utilize developmentally appropriate instructional practices, including differentiation and active learning.	There is evidence that teachers utilize developmentally appropriate instructional practices, including differentiation and active learning.	There is ample evidence that teachers utilize developmentally appropriate instructional practices, including differentiation and active learning.

Comments:

Focus Area: Instruction – Reflection and Refinement

Possible Evidence Sources:
1. Agendas, meeting minutes – records of decisions made
2. Committee lists – committee membership and meeting schedules
3. Survey data – reports of decision-making process by stakeholders
4. Professional development plan – professional development plan based on instructional improvement

<u>**Possible Questions:**</u>
1. How do school and district leaders engage teachers in effective collaboration to improve instruction? (Teachers)
2. What are some examples of modifications that were made to instruction based on staff collaboration? (Teachers and Administrators)

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Reflection and Refinement - Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.	There is little or no evidence that staff work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.	There is limited evidence that staff work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.	There is evidence that staff work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.	There is ample evidence that staff work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

Comments:

Focus Area: Instruction – Delivered Curriculum

Possible Evidence Sources:
1. Meeting agendas and minutes – discussions and decisions made regarding instructional strategies and curriculum
2. Observation protocols – records of instructional practices across the school
3. Curriculum and unit plans – documentation of connections between units
4. School schedule/staff lists – staffing and scheduling demonstrate support for targeted students
5. Teacher/student artifacts – demonstration of differentiated lessons and assignments

Possible Questions:
1. Who monitors that the written curriculum is being taught? (Teachers and Administrators)
2. What is the process used for monitoring that the written curriculum is being taught? (Administrators)
3. How do school and district leaders monitor progress towards goals and objectives? (Teachers)

Focus Area and Characteristics	Little or No Implementation	Partially Implemented	Implemented	Exemplary
Delivered Curriculum – A formal process is in place to monitor the curriculum delivered in the classroom on an on-going basis. This process provides data that results in modifications to the schools' delivered curriculum.	There is little or no evidence that a formal process is in place for monitoring the curriculum delivered in the classroom and that the process includes data that results in modifications to the school's delivered curriculum.	There is limited evidence that a formal process is in place for monitoring the curriculum delivered in the classroom and that the process includes data that results in modifications to the school's delivered curriculum.	There is evidence that a formal process is in place for monitoring the curriculum delivered in the classroom and that the process includes data that results in modifications to the school's delivered curriculum.	There is ample evidence that a formal process is in place for monitoring the curriculum delivered in the classroom and that the process includes data that results in modifications to the school's delivered curriculum.

Comments:

Focus Area: Instruction – Best Practices

Possible Evidence Sources:
1. Teacher surveys – results describing the impact of best practices in enacted curriculum
2. Curriculum maps – display of content standards, assessments, instructional strategies and technology support
3. Classroom walk-through notes/journals – documentation of best practice strategies being implemented
4. LEA improvement plans – systems and structures in place to promote professional learning
5. Minutes/Action plans – description of professional learning community structures being implemented and actions being taken
6. Instructional plans – incorporates best practices into written plans

Possible Questions:
1. How are best practices identified in the district? (Teachers and Administrators)
2. Are best teaching practices modeled and practiced in the LEA? (Teachers and Administrators)

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Best Practices – Classroom instruction includes the use of best practices based on evidence designed to meet the differentiated needs of individual learners.	There is little or no evidence that classroom instruction includes the use of best practices based on evidence designed to meet the differentiated needs of individual learners.	There is limited evidence that classroom instruction includes the use of best practices based on evidence designed to meet the differentiated needs of individual learners.	There is evidence that classroom instruction includes the use of best practices based on evidence designed to meet the differentiated needs of individual learners.	There is ample evidence that classroom instruction includes the use of best practices based on evidence designed to meet the differentiated needs of individual learners.

Comments:

Focus Area: Instruction – Student Engagement

Possible Evidence Sources:
1. Student and community surveys – use of community resources within and outside the classroom
2. Classroom walk-through notes/journals – extent to which students are engaged in learning across classrooms
3. Assessments employed – extent with which assessments employ application and demonstration of knowledge and skills

Possible Questions:
1. How do you make sure that each student is engaged in quality instruction? (Teachers)
2. What are you looking for when observing a class for student engagement? (Administrators)
3. Are there sufficient experiences and opportunities for discussion for students to develop deep understanding of content? (Teachers and Administrators).

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Student Engagement - Staff design and implement lessons and assessments that engage their students.	There is little or no evidence that staff design and implement lessons and assessments that engage their students.	There is limited evidence that staff design and implement lessons and assessments that engage their students.	There is evidence that staff design and implement lessons and assessments that engage their students.	There is ample evidence that staff design and implement lessons and assessments that engage their students.

Comments