**CURRICULUM**

Possible evidence:

* On-site conversations with administrator and faculty
* Curriculum maps
* Curriculum conversation documentation

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| **3** | **2** | **1** |
| School administration and faculty fully understand curriculum to be the hub that connects all pieces of learning. | School administration and/or faculty is beginning to understand that curriculum is multi-faceted. | School administration and faculty understand textbook and curriculum to be synonymous terms. |
| School’s curriculum is easily and continually revised on a timely basis. Curriculum conversations happen frequently, easily, or spontaneously. | Steps are being taken to ensure that the school’s curriculum is easily and continually revised on a timely basis. Curriculum conversations are starting to happen more and more. | There is no plan or system to review school’s curriculum. Faculty conversations surrounding curriculum do not happen. |
| Curriculum conversations and changes are impacting teachers and students in positive ways. | Curriculum conversations are beginning to impact teachers in positive ways. Changes will begin to happen naturally, allowing student learning to be positively impacted. | Curriculum conversations or changes are not happening. Teacher instruction and student learning remain unchanged. |
| School’s curriculum is highly visible and easily accessible to teachers, students, and parents. | School’s curriculum is somewhat visible or accessible to teachers, students, and/or parents. | School’s curriculum is not visible or accessible to teachers, students, or parents. |
| School’s curriculum is presented in a user-friendly format that is easy to read and understand. | Steps are being taken to ensure school’s curriculum is presented in a user-friendly format that is easy to read and understand. | School’s curriculum is not presented in a user-friendly format that is easy to read and understand. |
| School’s curriculum is a tool that provides every teacher with real, current info that shares what all teachers are actually teaching within the school. | Steps are being taken toward making school’s curriculum a tool that provides every teacher with real, current info that shares what all teachers are actually teaching within the school. | School’s curriculum does not provide teachers with real, current info that shares what all teachers are actually teaching within the school. |
| School’s curriculum is fully aligned to current state standards. | School’s curriculum is mostly aligned to current state standards. | School’s curriculum is not aligned to current state standards. |

**CURRICULUM MAPPING PROCESS**

Possible evidence:

* Atlas/curriculum maps
* On-site conversations with administrator and faculty

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| **3** | **2** | **1** |
| School administrator and faculty fully understand that curriculum mapping is a process, not a product. | School administrator and/or some faculty understand curriculum mapping to be a process, but others view it as a product. | School administrator and faculty view curriculum mapping as a product and view it as something to be checked off their to-do list. |
| A curriculum mapping plan (with short/long-term goals) has been established and progress is consistently being made toward reaching those goals. Clear documentation of this plan is readily available. | A curriculum mapping plan with goals has been started and some progress being made toward reaching those goals. Documentation may or may not be available. | A curriculum mapping plan with goals has not been initiated.  |
| The school has a clearly defined curriculum mapping leader or team guiding the mapping process. |  | The school does not have a clearly defined curriculum mapping leader or team guiding the mapping process. |
| Teachers see curriculum map as a hub for all curriculum components.  | Teachers are beginning to see curriculum map as a hub for all curriculum components. | Teachers do not see curriculum map as a hub for all curriculum components. |
| Teachers are regularly and consistently building and/or editing curriculum maps. | Teachers only build/edit curriculum maps when made to do so. | Teachers are not building or editing curriculum maps. |
| Teachers review maps and use report data to strengthen instruction. | Teachers are beginning to understand that map review and report data can strengthen instruction. | Teachers do not review maps or use reports. |