



Curricular Area Inventory 2003

Curriculum and Staff Development Council

Steering Committee Name:

Steering Committee Members:

The inventory is designed by the CSDC to help you assess your program on a K-12 basis. We are using the inventories to engage our district in a collaborative process to gauge our progress and focus our efforts at improvements in curriculum, assessments, instruction and student performance. Since most of our steering committees have already gone through the process of aligning their program to the state standards, this year we want to move the inventory to questions of improving the level of achievement among our students through the mastery of higher-level thinking skills (analysis, syntheses and evaluation) and problem-solving strategies.

Timeline

- November 5, 2002 - SID II. Your committee represents all the teachers providing instruction in your subject area K-12. As part of your inventory process, you will be meeting by K-12 departments on the morning of SID II. This will be an opportunity to solicit faculty input for your inventory. The steering committee can use the morning's discussion to complete the inventory at a later date.
- December 2, 2002 - your completed inventory will be due back to the CSDC c/o Peter Pappas (via email as Word attachment).
- December 18, 2002 - The CSDC will review your inventory and return it to your committee chairs by December 18th along with forms to write your curriculum writing and staff development proposals.
- January 31, 2003 - Your committee can then use the inventories to prepare proposals, which will be due back to the CSDC for their review by January 31st.
- February 14, 2003 - The CSDC will review the proposals and make recommendations for summer projects by February 14th. The CSDC, Professional Development Committee and Office of Instruction will use the curriculum and staff development recommendations to guide program development for the coming year.

Section 1: To what extent have we identified and effectively implemented standards designed to improve student performance through their mastery of higher-level thinking skills (analysis, synthesis and evaluation) and problem-solving strategies?

Section 1 A Use the following **ratings** to answer the part A inventory questions.

- 1 Not at all
- 2 To some degree
- 3 For the most part
- 4 To a high degree
- U Unsure, not able to find out.
- X Practice varies too widely to give a single rating

Primary	Interm	JH	HS	Inventory Questions
				To what extent is our program aligned to the state standards? If so, when? (Give date)
				To what extent does our faculty understand the state standards?
				To what extent are the standards used as the basis for instruction?
				If there are no state standards in our area, have we developed our own standards?
				To what extent is our program designed to logically flow from grade to grade?
				To what extent does our faculty understand the use of higher level thinking skills in instruction (analysis, synthesis, evaluation.)?
				To what extent are student encouraged to use higher level thinking skills in the classroom (analysis, synthesis, evaluation.)?

Section 1B: Narrative: Please type all answers into word document- use additional space as needed.

To what extent have we identified and effectively implemented standards designed to improve student performance through their mastery of higher-level thinking skills (analysis, synthesis and evaluation) and problem-solving strategies?

Program Level	Evaluation	Needs identified
Primary		
Intermediate		
Junior High		
Senior High		

Please feel free to add any other skills or strategies that you feel are important factors affecting student achievement

Section 2: To what extent do we effectively assess student performance and measure their progress toward mastery of higher-level thinking skills (analysis, synthesis and evaluation) and problem-solving strategies?

Section 2 A Use the following **ratings** to answer the part A inventory questions.

- 1 Not at all
- 2 To some degree
- 3 For the most part
- 4 To a high degree
- U Unsure, not able to find out.
- X Practice varies too widely to give a single rating

Primary	Interm	JH	HS	Inventory Questions
				Are there state assessments in our area? (At what grade levels?)
				Where there are no state assessments, do we have standards-based district assessments to monitor student progress? (At what grade levels)
				At which grade levels do we have ongoing standards-based classroom assessments to measure student progress?
				To what extent are students passing state assessments?
				To what extent are students passing district assessments?
				To what extent are students demonstrating the use of higher level thinking skills on assessments or in the classroom?

Section 2B: Narrative: Please type all answers into word document- use additional space as needed.

To what extent do we effectively assess student performance and measure their progress toward mastery of higher-level thinking skills (analysis, synthesis and evaluation) and problem-solving strategies?

Program Level	Evaluation	Needs identified
Primary		
Intermediate		
Junior High		
Senior High		

Section 3: To what extent do we consistently use assessment data to diagnose progress for individual students and for our program?

Section 3 A Use the following **ratings** to answer the part A inventory questions.

- 1 Not at all
- 2 To some degree
- 3 For the most part
- 4 To a high degree
- U Unsure, not able to find out.
- X Practice varies too widely to give a single rating

Primary	Interm	JH	HS	Inventory Questions
				To what extent do we effectively use assessment data to diagnose progress for individual students?
				To what extent do we effectively use assessment data to diagnose progress for our program?
				To what extent do we effectively communicate student performance?

Section 3B: Narrative: Please type all answers into word document- use additional space as needed.

To what extent do we consistently use assessment data to diagnose progress for individual students and for our program?

Program Level	Evaluation	Needs identified
Primary		
Intermediate		
Junior High		
Senior High		

Section 4: Have we developed and effectively implemented instructional activities that will enable student to master higher-level thinking skills (analysis, synthesis and evaluation) and problem-solving strategies?

Section 4 A Use the following **ratings** to answer the part A inventory questions.

- 1 Not at all
- 2 To some degree
- 3 For the most part
- 4 To a high degree
- U Unsure, not able to find out.
- X Practice varies too widely to give a single rating

Primary	Interm	JH	HS	Inventory Questions
				To what extent have instructional activities been developed that enable students to master higher-level thinking skills (analysis, synthesis and evaluation) and problem-solving strategies?
				To what extent have we developed pacing charts and timetables?
				To what extent are the standards, instructional activities and pacing charts available to faculty and staff?
				To what extent are the standards, instructional activities and pacing charts utilized in instruction?

Section 4 B: Narrative: Please type all answers into word document- use additional space as needed.

Have we developed and effectively implemented instructional activities that will enable student to master higher-level thinking skills (analysis, synthesis and evaluation) and problem-solving strategies?

Program Level	Evaluation	Needs identified
Primary		
Intermediate		
Junior High		
Senior High		