Dedham Public Schools September 25 and 27

 Curriculum Development

1. Goals of our Work
2. A Moment in Cognitive Geography
3. June
4. What Is Curriculum?
5. How Do We Build It?
6. Do the Boxes Matter?
7. Are the Parts Greater than the Whole?
8. Putting Humpty Dumpty Back Together Again
9. Focus on Assessment without Teaching to the Test
10. Let’s Do Some UbD
11. Next Steps
12. Debrief from 9/20 [Linda, Heather, Amy and Andy]

All Materials for these sessions may be found on both your district page on my website, <http://mattersofeducation.org/workshop_materials/dedham/>

And in the google folder, <https://drive.google.com/drive/u/0/folders/0BzaIyFVxOKlLcm1rN0pzRlBDUVE>

1. Goals of Our Work
2. Why Are We Here?
3. Teachers express and explore goals as they understand them
4. Define Curriculum TS: Color-Symbol-Image
5. Compass Points on how group feels about the work we will do
6. Considerations on our path

Chalk Talk: How do the following affect the development of curriculum:

* Assessment
* Difference in Student Ability
* Background Knowledge
* Need for Skill Mastery to Progress

II. A Moment in Cognitive Geography: Planning a Fourth Grade Science Unit

1. Considerations-Theoretical
2. Considerations-Practical

III. June

Meta goals on what drives us as educators, what we hope students attain

IV. How Should We Think About Curriculum??

1. The View from 1989
2. Final Word Protocol
3. What’s Changed/What’s Stayed the Same

 B. How Do We Know What To Teach?

1. Essential Elements: Know/Do/Understand
2. Essential Elements: DPS Graduate

 C. Key Components

1. Brainstorm
2. Special Emphasis: Questions, Round #1
3. Special Emphasis: Assessment, Round #1

V: How Do We Build It?

1. Where Does Learning Begin?
2. Getting From September to June and Back Again
3. Before and After

VI: Do the Boxes Matter?: Introducing UbD

1. The Template
2. Some Examples
3. Curriculum Geography

VII: Are the Parts Greater Than the Whole?

1. Review Individual Components
2. How Do the Parts Work Together?

Select a Model Unit from either the Massachusetts or Colorado State Website

1. Connecting EUs and EQs
2. Connecting Skills and Knowledge

<https://www.cde.state.co.us/standardsandinstruction/curriculumoverviews-bycontent>

<http://www.doe.mass.edu/CandI/model/files.aspx?id=B1B212E90969C004A74DD15E9846138C65931217>

 C. Three Important Issues

1. Whence Mastery?
2. What Really is Evidence of Learning?
3. Which Part Comes First?

VIII: Putting Humpty Dumpty Back Together Again

1. Units within a Curriculum (a/k/a--Making the Vertical Horizontal)
2. Unit Construction
3. Goldilocks and Unit Design: How Much is Just Right?
4. Answering Heather’s Question about Transfer

IX. Let’s Do Some UbD

1. Set and Varied: Take Unit Guides and turn into a UbD Stage 1 and 2
2. Please bring your materials so we can get this party started...

X. Next Steps

During this portion of the training, for which I am going to allocate the second half of Day 2,

we will set up the mechanics of how we wish to proceed with the drafting and review of curriculum unit.

Groups may choose the same trajectory or different ones

The work itself will be an implementation of UbD. The end goal, sample curriculum units that explore the EQ: What Does Instruction Look in Our District, will be the same but there may be many paths.

Common components (in no particularly order):

* Content Knowledge
* Skill Development
* EQs and EUs
* Differentiation
* Assessment/Evidence of Learning
* Partner Process
* Opportunity for Reflection with Colleagues within Group
* Unit Instructional Plan

Ian has set aside 10 four hourly check-ins for each group

10/27/17 12/1/17 12/22/17

1/26/18 2/16/18 3/2/18

3/23/18 4/27/18 5/25/18 6/22/18

XII: Debrief from September 20--As Time Permits

“A Teaching Makeover Improves Learning for Diverse Students” by Kristina Doubet, Jessica Hockett, and Catherine Brighton in *Phi Delta Kappan*, February 2016 (Vol. 97, #5, p. 64-69), [www.kappanmagazine.org](http://www.kappanmagazine.org/); Doubet can be reached at doubetkj@jmu.edu. [good for K-3]