


Appendix D: Sharing the Big Picture: Developing a Common Vision



Sharing The Big Picture: Developing A Common Foundation for Decision Making

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The Shared Journey

- ◆ Who are our team partners?
- ◆ What is our goal?
- ◆ What is our process?
- ◆ What are some curriculum big picture concepts?
- ◆ What are some assessment big picture concepts?
- ◆ What are some instruction big picture concepts?



Who are our team partners?

- ◆ Raise your hand if:
 - You are a teacher
 - You are a Jr. College faculty member
 - You are a university faculty member
 - You are an administrator
 - You have experience writing curriculum
 - You have experience creating assessments
 - You have experience designing instruction
 - You are a member of the CIA




What is our goal?

- ◆ To create a summer program at CSU for high school juniors and seniors who are interested in teaching careers.
 - To explore and define the program curriculum
 - To explore and design a comprehensive assessment system of the program and student learning
 - To explore and design the program instruction



What is our process?


- ◆ Step I: Share the vision and explore alternatives
- ◆ Step II: Brainstorm and define scope, focus, timeframes and marketing of the program
- ◆ Step III: Brainstorm and define the goals and objectives of the program
- ◆ Step IV: Brainstorm and design the assessment components of the program
- ◆ Step V: Brainstorm and design instructional learning experiences
- ◆ Step VI: Evaluate our program design for validity, alignment and balance



What are some curriculum big picture concepts?


- ◆ The purpose of curriculum
 - The curriculum sets the plan for what the learner will come to know (knowledge, attitudes and skills) by setting and communicating the goals, standards and objectives of the program.
- ◆ How curriculum varies
 - Three major paradigms exist in the literature (Perennial Analytic, Practical Inquiry & Critical Praxis) that help us describe our practice
- ◆ How will it work for us?

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What are some assessment big picture concepts?

- ◆ The purpose of assessment
 - Assessment should provide a clear picture of what the learner can and cannot do to inform instruction and programming decisions.
- ◆ How it varies:
 - Two major variations are forced-choice testing and Performance-based assessment
 - Each variation has benefits and limitations
- ◆ How will front loading the assessment work for us?




What are some instruction big picture concepts?

- ◆ The purpose of instruction
 - Instructional plans define and communicate how the learner will come to know the concepts and meet goals and objectives.
- ◆ How it varies
 - Instruction varies by approach, method and strategy
 - Instruction takes into consideration the learning environment, resources, tempo, differentiation, transition, concept formation and attainment etc.
- ◆ What does this mean for us?




Prime Directives When Working with the CIA

- ◆ The curriculum must be Valid, Aligned and Balanced
 - Program curriculum validity is achieved when the learning goals and objectives emanate from the mandated curriculum or are well suited to meet the program goals and objectives




Prime Directives When Working with the CIA

- Curriculum alignment is achieved when goals and objectives are properly assessed or tested; and instructional experiences are directly connected to the goals and objectives.




Prime Directives When Working with the CIA

- ◆ Curriculum balance is achieved when the desired level of content coverage, differentiation of learning and input and out put have been evaluated to be sufficient.



Levels of Planning


- ◆ Public's view of what should be learned in K-12 schools. (Goals)
- ◆ A mid-level description of what students should be able to do. (standards)
- ◆ Tells what students will do as a result of a learning experience.



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What will students learn?


- ◆ Planning



A stack of four books with a red bookmark sticking out of the top one.

How will students Learn?


- ◆ Instruction



An illustration of a schoolhouse with a bell tower, surrounded by colorful leaves. A teacher stands in the doorway, and several children are walking away from the school.

How will students show what they have learned?

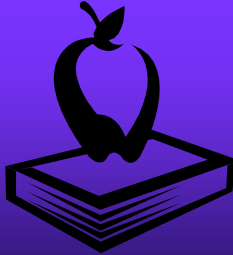
- ◆ Assessment



A large, stylized letter 'A' in a light blue color, set against a yellow background with a pattern of red and blue polka dots.


When you see an objective

- ◆ A=Audience
- ◆ B=Behavior
- ◆ C=Condition



A silhouette of an apple sitting on top of a stack of three books.

The End



A stack of four books with a red bookmark sticking out of the top one.