

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment (CIA) are at the heart of every school district. All the work done by the CIA Team involves educating students. The three strands of this work are interwoven, and sometimes it is difficult to see where one leaves off and another begins!

Curriculum starts with the standards handed down by every discipline and adopted by the NH State Board of Education. The standards that our curriculum is based on are:

- English and Math-Common Core State Standards
- Science- Next Generation Science Standards
- Social Studies- 3C Standards-College, Career and Civic Life Framework
- Technology- Common Sense K-12 Digital Citizenship Curriculum and ISTE (International Society for Technology in Education) Standards
- World Languages: ACTFL: World Readiness Standards for Learning Language
- Business: National Business Educators' Association Standards
- Consumer Science: National Standards for Family and Consumer Science
- Health: National Health Education Standards: SHAPE America
- Technical Education: ACTE: CTE Quality Framework
- Art- National Visual Arts Standards
- Music- NAFME Standards (National Association for Music Educators)
- Physical Education- National Phys Ed Standards: SHAPE America
- School Counseling- ASCA K-12 College and Career Readiness Standards for all Students
- Social Emotional Learning- CASEL Standards (Collaborative for Academic, Social, and Emotional Learning)

With these standards in hand, our curriculum teams developed the first 4 sets of academic "I Can" statements for the Mascoma Schools. The "I Can" statements and links to the standards can be found on our webpage.

Once our standards were in place, we began purchasing materials and programs to support our teachers with the instruction of our students. This is an on-going process, as new programs are constantly being developed to better meet the needs of students and teachers.

Mascoma Valley Regional School District relies on Professional Development to ensure that teachers are ready and able to instruct students. The District provides over \$40,000.00 each year for professional development, while the Federal Title IIA grant provides some additional funds. Educational Consultants, advanced coursework, speakers, webinars and study groups (PLCs) provided the bulk of the professional development offered by the district. Teachers must accrue 75 hours of professional development over every three-year period in order to remain certified. New teachers are a part of the Mascoma Mentoring Program- they attend a one-day induction program at the beginning of the school year, meet monthly with other new teachers and the

Curriculum Director, and are assigned a Mentor Teacher in the same building to work with as needed to ensure a successful first year of teaching.

All educators (administrators/teachers/paras) are evaluated on the three-year certification cycle mentioned above. The evaluation is an assessment of how teachers are performing instructional tasks. This is a time for teachers to receive feedback and to plan improvements using multiple resources during their next professional development cycle.

Teachers spend much time assessing student learning. There are informal assessments- check-ins, exit tickets, quick quizzes, clicker checks that take just minutes and give teachers an idea of where all students are in their learning. There are formal assessments- projects, curriculum based unit tests, in-program tests, essays, oral reports, etc. that teachers use to assess student learning over a unit or a term. Then, there are standardized assessments: NH SAS and the SAT are required by all schools in NH to report on accountability required by Federal Law. NWEA, which is a national test, shows us how well are students are doing when compared to a large number of students across the nation.

Then there is NAEP, the National Assessment of Educational Progress, which is used to report to the nation where students in grades 4, 8 and 12 stand in reading and math.

Teachers and administrators use the data gathered from these assessments to plan instruction and make changes to the curriculum.

The triangle below illustrates how curriculum, instruction, and assessment fit together to ensure student learning.

