


Crane Elementary District Dynamic Curriculum Strategies

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Arizona Context

- ▶ ELA and Mathematics revised standards adopted in December 2016 by State Board.
 - ▶ New social studies and science standards are expected to be adopted within a year.
 - ▶ Revised standards will be assessed in 2018–19– this school year.
 - ▶ 2017–18 was the transition year for teachers to learn the new standards and practice teaching them.
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LHUSD Context

- ▶ Instructional planning time is provided for teachers to:
 - Identify the standard(s) being taught
 - Identify how students will demonstrate they have learned the standard (assessment)
 - Identify the curricular material that will support the content knowledge
 - Identify the instructional strategies that will engage learning to the level of rigor required
- ▶ Often referred to as “Backwards Design”


LHUSD Context

- ▶ Teachers having a shared understanding of the standards and what they mean is essential.
 - ▶ What we teach are the standards.
 - ▶ Curricular resources are standards driven.
 - ▶ This structure allows us to control our curriculum at the local level – we decide the resources and the how.
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Crane Elementary District K–8 Dynamic Curriculum Strategies (DCS)

- ▶ DCS is **not** a curriculum. All districts are expected to teach the same State Board adopted standards.
 - ▶ The **Arizona Standards are much more rigorous than previous standards.**
 - ▶ The majority of available curricula products are costly, driven by the national standards (common core), and are disconnected from local context
 - ▶ **Crane's DCS is a resource and tool for teachers.**
 - ▶ It is housed in one area on a digital platform which saves teachers time.
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Advantages of DCS

- ▶ The Crane resource has unwrapped every standard for ELA and mathematics, and it will also include social studies and science, once adopted.
 - ▶ It provides teachers with a wealth of knowledge in one location, including information on how to teach a specific standard and how to address common misconceptions.
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Advantages of DCS

- ▶ It provides us with consistency across schools and grade levels in understanding what is being asked by the standards.
 - ▶ It assists us in the alignment of standards and the implementation expectations– pacing and rigor.
 - ▶ It provides a platform that is navigable and will include all of our resources in one place.
 - ▶ It provides a model for the development of future libraries for advanced and high school courses.
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Common Focus on Standards and Rigor

- ▶ Housed in Galileo– accessible to every teacher
- ▶ Current expectations– K – 8 ELA and Math
 - Use the pacing calendars and standards' information for curricular and instructional planning
 - Use the pre–mid–post assessment model for planning and intervention
 - Use the DCS formative assessments or develop formative assessment using ATI
 - Use data for horizontal and vertical planning