

ALIGNING COURSE CONTENT TO ENSURE STUDENT LEARNING



Presented by

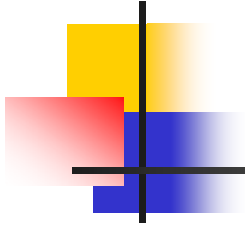
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AGENDA

- Introduction
- Ice Breaker
- Group Norms
- Curriculum Alignment
- Assessment



**WELCOME
AND
INTRODUCTION**



Group Norms

- Begin and end on time
- Take care of yourself
- One person talk at a time
- Respect for each other
- Others identified by the groups



DEFINITIONS

- TEACHING – the work
- LEARNING – the result of the work
- INSTRUCTION – focused teaching
- Testing assumes focused teaching
- ACHIEVEMENT – What is tested.
Successful accomplishment. Is all learning achievement?



TYPES OF STANDARDS

- Content Standards – describe the knowledge and skills that students should attain.
- Performance Standards – concrete statements of how well students must learn what is set out in the content standards.



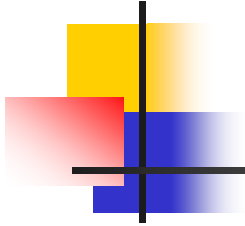
CONTENT ALIGNMENT

- Assuring that the material taught in the classroom matches the standards and assessments that have been set. It is a way of mapping the content into the standards to be sure that what is taught is what is expected to be taught. It means ensuring that what is taught is aligned to what will be tested.

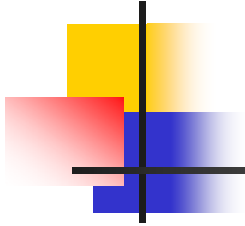


ASSESSMENT

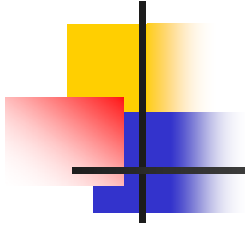
The ongoing process of gathering, describing, or quantifying information about performance or learning.



- Most of you already have a collection of resources you use regularly. You have already completed the difficult part of developing your course content and finding the materials to be used for teaching.
- Do you have a plan for using these materials? How are they organized? When do you teach what? To whom do you teach what?
- If you go through the process of aligning the resources and materials that you already have to the standards and benchmarks, you will have an aligned course content. You will know what to teach when and to whom. Most importantly you will be able to explain WHY you are teaching a particular lesson to the students.



- Aligning assessment allows you to know what students know and don't know and can and cannot do.
- By identifying their skills and needs, you can better target your instruction to meet those needs more efficiently.
- In addition, by aligning content, to assessment to standards, you can see what skills are being measured/taught , and determine what skills are not being measured/taught by that particular assessment. Then, you can fill those gaps with alternative forms of assessment or instruction.



- Alignment allows for a more precise, targeted approach to instruction. As a result, your students can progress more efficiently through your program.



WHERE TO BEGIN?

- Get To Know The Standards
- Review Current Course Content
- Identify Gaps In The Content
- Review Instructional Practices



THE ASSESSMENT PROCESS

- STEP 1 - Obtain a copy of your standards
- STEP 2 – Highlight the sections of material in your course that coincide with the standards.
- STEP 3- Determine where in your course
 - The standard is introduced
 - The standard is emphasized
 - The standard is assessed.

This will ensure that related standards are tested and assessed during the course.



Align Curriculum With Goals

- STEP 4 Complete a grid organized by learning goals.

List required courses and other educational experiences along the rows of a grid and the standards across the columns.

Fill in cells with learning experiences that build competencies in the goal areas.



Alignment to Standards

COURSE	Competency 1	Competency 2	Competency 3
EDAS 781	Facilitates development of campus vision	Communicates and collaborates with members of school community	Acts with integrity and fairness
Student activities 1.			
2.			
3.			



COLLECT EVIDENCE

- How will you know if your learning goals have been met?
 - For each objective establish levels of acceptance (outstanding, acceptable, unacceptable)



Approaches for Gathering Data

- Indirect Approach – Surveys (students, alumni, employers), focus groups, exit interviews.
- Direct Measures Course embedded assessments- written assignments, test items (not grades). Should generate data.



Analysis and Dissemination of Data

- Share this information with faculty
- This becomes the basis for evaluating whether the content is producing acceptable learning outcomes.
- Ask
 - What does the data suggest?
 - How should the data be used to improve the program or the course?



Use Data For Continuous Improvement

- Curriculum changes
- New course designs
- Revision of content or methodology
- Enhancements – tutorials, workshops, etc.
- Faculty development



SOLUTIONS

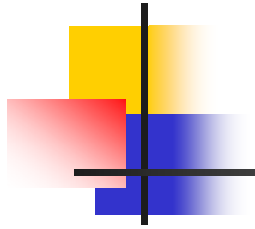
- How do your conclusions differ from what you thought?
- What actions might you take based on your conclusions?
- What new questions emerge from this data?



Alignment of Course Content with Assessment

- **The School-Community Relation Project** is one of the many performance assessments required in the Master of Educational Administration program and provides candidates an opportunity to integrate content and professional knowledge and skills relative to both the school and community and organizational effectiveness. This assessment is aligned to ELCC standards (3.1, 3.2, 3.3, 4.1, 4.2, 4.3). This project requires candidates to develop a Marketing/Public Relations Plan. The plan must include plans for family and community involvement. In order to successfully complete the plan, the candidates must first collect data, using multiple data sources and appropriate data collection procedures. The candidates are collecting data on the current system of involvement with parents and community and its impact on student achievement. Based on the findings, the candidates will determine the strengths and weaknesses of the current system and then develop a plan to address the areas of weakness and further enhance the areas of strength. A rubric is used to score the project and the rating scale is as follows: 4- Exemplary, 3- Proficient, 2- Acceptable, 1- Unacceptable.

Alignment to State & National Standards



Course Activity (Syllabus)	Learning Outcomes	TExES Standards/ Competencies	ELCC/NCATE Standards
Develop a School Community Relations Plan.	Candidate will gain knowledge and the ability to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	2/1	1
Conduct a culture audit. Write an action plan based on the results.	Candidate will gain knowledge and the ability to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.	2/2	4/6
Conduct a professional development activity.	Candidate will gain knowledge and the ability to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.	2/5	2