

# Traditional Curriculum

**Possible evidence:**

- On-site conversations with administrator and faculty
- Curriculum maps
- Curriculum conversation documentation

1	2	3
School administration and faculty understand textbook and curriculum to be synonymous terms.	School administration and/or faculty is beginning to understand that curriculum is multi-faceted.	School administration and faculty fully understand curriculum to be the hub that connects all pieces of learning.
There is no plan or system to review school's curriculum. Faculty conversations surrounding curriculum do not happen.	Steps are being taken to ensure that the school's curriculum is easily and continually revised on a timely basis. Curriculum conversations are starting to happen more and more.	School's curriculum is easily and continually revised on a timely basis. Curriculum conversations happen frequently, easily, or spontaneously.
Curriculum conversations or changes are not happening. Teacher instruction and student learning remain unchanged.	Curriculum conversations are beginning to impact teachers in positive ways. Changes will begin to happen naturally, allowing student learning to be positively impacted.	Curriculum conversations and changes are impacting teachers and students in positive ways.
School's curriculum is not visible or accessible to teachers, students, or parents.	School's curriculum is somewhat visible or accessible to teachers, students, and/or parents.	School's curriculum is highly visible and easily accessible to teachers, students, and parents.
School's curriculum is not presented in a user-friendly format that is easy to read and understand.	Steps are being taken to ensure school's curriculum is presented in a user-friendly format that is easy to read and understand.	School's curriculum is presented in a user-friendly format that is easy to read and understand.
School's curriculum does not provide teachers with real, current info that shares what all teachers are actually teaching within the school.	Steps are being taken toward making school's curriculum a tool that provides every teacher with real, current info that shares what all teachers are actually teaching within the school.	School's curriculum is a tool that provides every teacher with real, current info that shares what all teachers are actually teaching within the school.
School's curriculum is not aligned to current state standards.	School's curriculum is mostly aligned to current state standards.	School's curriculum is fully aligned to current state standards.

# For Curriculum Mapping

Possible evidence:

- Atlas/curriculum maps
- On-site conversations with administrator and faculty

1	2	3
School administrator and faculty view curriculum mapping as a product and view it as something to be checked off their to-do list.	School administrator and/or some faculty understand curriculum mapping to be a process, but others view it as a product.	School administrator and faculty fully understand that curriculum mapping is a process, not a product.
A curriculum mapping plan with goals has not been initiated.	A curriculum mapping plan with goals has been started and some progress being made toward reaching those goals. Documentation may or may not be available.	A curriculum mapping plan (with short/long-term goals) has been established and progress is consistently being made toward reaching those goals. Clear documentation of this plan is readily available.
The school does not have a clearly defined curriculum mapping leader or team guiding the mapping process.		The school has a clearly defined curriculum mapping leader or team guiding the mapping process.
Teachers do not see curriculum map as a hub for all curriculum components.	Teachers are beginning to see curriculum map as a hub for all curriculum components.	Teachers see curriculum map as a hub for all curriculum components.
Teachers are not building or editing curriculum maps.	Teachers only build/edit curriculum maps when made to do so.	Teachers are regularly and consistently building and/or editing curriculum maps.
Teachers do not review maps or use reports.	Teachers are beginning to understand that map review and report data can strengthen instruction.	Teachers review maps and use report data to strengthen instruction.