

GUARANTEED & VIABLE CURRICULUM

Belief Statement: We believe that teaching is both an art and a science. We believe in a district GVC: defined as clearly articulated, evidence based, transparent, and measurable proficiency in knowledge, skills, and dispositions for each course for each grading period.

Definition of GVC: The scope and sequence and proficiency scales for each course for each grading period. This is “tight” as an expectation.

Research has shown that “A guaranteed and viable curriculum is the variable most strongly related to learner achievement at the school level.” Guaranteed means that all learners, regardless of their educator or school, have access to the same content, knowledge, and skills across the district through the scope and sequence and proficiency scales. Viable means schools ensure the necessary time is available and protected so learners will be able to learn the guaranteed curriculum.

Each curriculum team develops unit guides that are more comprehensive, which include many other aspects that are “loose,” as guidance to help both new and veteran educators. The goal of these additional components is to infuse engagement, relevancy, and future-ready learning. This process includes:

- Use of a collaborative process with educators, led by the curriculum and instruction team.
- Examination and study of the standards and research of the effective practices in learning, assessment, and instruction.
- Creating a full-scale map of the standards to ensure vertical and cross-curricular alignment.
- Utilizing performance data and the backward design model to create a scope and sequence that is both relevant and attainable.
- Implementing the scope and sequence defined to provide core instruction.
- Utilizing engagement and appropriate instructional strategies for the content.
- Monitoring and supporting the fidelity of the implementation through coaching, administrative observation, data monitoring, and professional learning.
- Assessing whether learners are making adequate gains toward the standards, utilizing frequent formative assessment in conjunction with district-level assessments. (STAR, NDA+, etc.)
- Analyzing learner performance through the professional learning community (PLC) process at the team, building, and district level.
- Differentiating and providing opportunities for learning and reassessment when learners need either remediation or a greater challenge through the MTSS process.
- Redesigning the guaranteed and viable curriculum regularly through continuous assessment.

LOOSE		TIGHT			
EDUCATOR DOCUMENTS		DISTRICT DOCUMENTS			
Unit Guides		Scope & Sequence	Research Guidance	Standards	Proficiency Scales
Unit or Quarter	<ul style="list-style-type: none"> •Specific Learning Targets •Resources •Assessments and Rubrics 	By Unit	Instructional Strategies	Prioritized and articulated in the proficiency scales, broken down in the progression of learning.	K-5 Trimester 6-12 Quarter

The statements in this document are intended to provide guidance for daily procedures and practices in order to maintain order, efficiency, and continuity amongst our schools.