



Curriculum, Instruction, and Assessment Review Cycle 2021 – 2022

Purpose

A Guide for JISK Teachers and Administrators

To review and update the written, taught, and assessed curriculum in order to improve student learning.

Rationale

In order to maximize student learning and ensure an engaging, relevant, challenging, and well-articulated pre- kindergarten through grade 12 program in all subject areas, JISK follows a Curriculum, Instruction, and Assessment Review Cycle. This involves a systematic, continuous review, analysis, and revision of the written, taught and assessed curriculum based on current research and best practices in education.

This provides the structure and system for vertical subject area and horizontal grade level collaborative teams to focus on the evaluation, development, and improvement of JISK's curriculum, instruction, and assessment. Alignment to the school's Mission is reinforced and connection to current best practice is strengthened.

Throughout the process, individuals and collaborative teams reflect upon current documentation, programs, and practices in order to determine gaps, reduce unnecessary redundancies, and acquire new resources to enhance the existing curriculum.

Jewels International School of Kinshasa's Curriculum

The curriculum at JISK involves all facets of the instructional and assessment process. These elements include subject area philosophies, subject area essential agreements for teaching and learning, grade level indicators, diagnostic, formative, and summative assessments, learning activities, resources, and classroom environments that support learning.

The curriculum at JISK aims to be relevant, challenging, coherent and engaging to students who have a broad range of interests and learning styles while providing students access to effective resources and opportunities for learning. JISK utilizes various published programs and texts that support the curriculum, but it should be noted that these are not to be considered as the curriculum.

Desired Outcomes of the Curriculum, Instruction, and Review Cycle:

A curriculum, instruction, and assessment review cycle is a process of review, improving, and renewing the JISK curricular programs.. As such, the aim of the review is to improve student learning by:

1. Evaluating standards, assessments tools, resources, and student data on a regular basis.
2. Ensuring that JISK mission and other cross-discipline standards are aligned to programs of study across grades and disciplines.



3. Making informed and shared decisions related to changes in the written, taught, and assessed curriculum based on research and data.
4. Promoting collaboration between JISK faculty, which leads to vertical and horizontal articulation, and consistent implementation of the written, taught, and assessed curriculum.

The Desired Outcomes of the Curriculum Review Cycle Are Not:

1. A rigid process with fixed timelines.
2. A detachment from the day-to-day process of teaching and learning.
3. A structure without support, time, or clear expectations.
4. A static, unchanging documentation of curriculum.

Four Phases of the Review

Phase 1: Review

Review and analyze the current program in relation to research in the subject area in order to recommend changes to the existing curriculum, instruction, and assessment and materials.

Phase 2: Develop

Make changes to existing curriculum, instruction, and assessment and materials; develop programs, units and assessments that align to the changes.

Phase 3: Implement

Implement changes and revise curriculum documentation as needed.

Phase 4: Continuous Improvement

Continuously improve curriculum, instruction, and assessment through reflection and minor revisions as needed.

Review Supporting Collaborative Structures

1. Vertical subject groups TD I – KG:

Elementary homeroom teachers choose one of four subjects of interest or expertise (English Language Arts, Science, Social Studies, or Math)

Purpose: to review curriculum, instruction, and assessment

2. Horizontal grade level groups (and vertical subject area groups where single-teacher courses exist and when determining subject area goals)

Purpose: to develop, implement, and continuously improve curriculum, instruction, and assessment

Phase 1 Reviewing Curriculum, Instruction, and Assessment

Objective:

To review, analyze, and/or create philosophies, essential agreements for teaching and learning, student learning data (assessment data, student work), current research, and standards and grade level indicators in the subject area in order to recommend changes to existing curriculum and learning resources (if needed).

The Curriculum, Instruction, and Assessment Coordinator will facilitate all Phase 1 tasks.

1. Develop a philosophy statement- The review team will develop or revise the existing subject area philosophy statement. The philosophy statement will address the



Jewels International School of Kinshasa

question, “What do we believe about teaching and learning in this subject area?” It will reflect what JISK believes about the discipline, and how it aligns to the school’s Mission.

The philosophy statement will be written in paragraph form and will include a separate paragraph on each of the following statements:

1. **Vision and Aims of the Subject Area:** Includes JISK's long-term view of teaching and learning in this subject area that reflects what we aspire to work towards, as well as the overall aims of the program, including direct reference to JISK mission.
2. **Key Concepts and Content:** Includes specific reference to curriculum documents adopted by the school, such as IB Curriculum Briefs and Guides, Reference to subject specific strands/standards that form the basis of the discipline will also be included. Course descriptions are additionally included in this section.
3. **Subject Specific Skills and Knowledge:** Includes skills that are applicable in this subject area for students schoolwide.

2. **Develop essential agreements for teaching and learning-** The review team will develop or revise the existing subject area Essential Agreements.

Essential Agreements for Teaching and Learning answer the question: “What do we agree to do?” They represent what all teachers agree to do in relation to classroom environment, instruction, and assessment.

Essential Agreements for Teaching and Learning in the subject area being reviewed will be written as bullet-point statements that describe what teachers will do under the following headings:

- **Instruction:** including instructional strategies, differentiation practices, and homework expectations
- **Assessment:** including general principles of assessment and practices and beliefs as outlined in the JISK Assessment Policy, and effective subject-specific assessment strategies
- **Classroom Environment:** including what the classroom will look like, sound like, and feel like.

3. **How well JISK students are performing in the subject area.** Data sources will include: “How are we doing in this subject area?” Understanding how our students are performing in the subject area, and how the program is perceived by the community, will enable us to make informed recommendations for program and/or curriculum changes.

4. Revise standards and grade level indicators review the JISK standards, grade level indicators, and essential standards in the subject area. Standards and grade level indicators represent the concepts, skills, and knowledge that students must demonstrate in order to be successful in this subject area.

The standards are the over-arching concepts and principles inherent in the discipline; these are the same across grades. The grade level indicators are specific descriptions of



knowledge or skills that link a student’s performance to an age- or grade-appropriate point of reference.

Standards and grade level indicators will be analyzed based on the following criteria.

1. **Clarity:** Are the standards and grade level indicators written in clear, succinct language?
2. **Comprehensiveness:** Are the standards and grade level indicators comprehensive? Do they cover the essential skills, knowledge and attitudes for each grade level? Are there omissions or redundancies?
3. **Sequencing:** Are the Essential Standards sequenced and spiraled in order to allow students to move along a developmental continuum?
4. **Alignment:** Are the standards, grade level indicators, and prioritized Essential Standards aligned to the Mission? Do they meet the needs of all JISK learners, especially in regards to areas identified for improvement based on the data analysis?

8. Determine commendations and recommendations

9. Research and recommend new curriculum materials to support curriculum changes

10. Compile a subject area report

11. Develop an Action Plan- Once the report has been adopted, an action plan will be created to include all aspects of the program that are in need of revision. Objectives/goals will be determined as well as who is responsible for the actions, and a reasonable timeline will be established. The format of the action plan will be as follows:

Objective/Goal	Action	Resources Needed	Responsible Persons	Start Date	End Date

1. To what extent do our assessments align to our current standards, grade level indicators?
2. To what degree are students successful at each grade level in meeting the standards and grade level indicators? How do we know?
3. What do our internal and/or external assessment results tell us about our students’ overall strengths and areas for growth?
4. What do our student, parent, and teacher surveys tell us about our current program?



Phase 2 Developing Curriculum, Instruction, and Assessment:

Objective:

To develop/revise curriculum and develop programs, units and assessments that are aligned vertically and horizontally.

In Teams.

Description of Tasks

1. Determine program changes- In grade level teams, analyze the Subject Area Report and Action Plan created in Phase 1. Based on the recommendations in the report, the objectives outlined in the action plan, and any new information that might have emerged.

2. Develop and/or revise core and individual units- All teachers in the subject area will develop and/or revise units based on the action plan and recommendations set forth in the Phase 1 review. Development or revisions will be based on an analysis of the current units in relation to:

- The alignment of instruction and assessment to any new standards and grade level (or proficiency indicators/expectations).
- The alignment to new programs, materials, and resources that have been introduced.
- The alignment to JISKs Mission
- The alignment to cross-disciplinary standards (i.e., writing, research standards, technology standards)
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At JISK, units of study are planned around a theme or specific concept or focus area using a particular resource/textbook and are meant to reflect the reality of the learning experience. POI are used for TD II- Grade 5.

Phase 3 Implementing Curriculum, Instruction, and Assessments

Objective:

To implement instructional changes based on the action plan items and revision of units and programs in Phase 1 and Phase 2

During this phase, teachers will implement the revised curriculum. They will begin to use the new materials and programs that have been acquired, and they will develop and use instructional activities and assessments that align to the changes that have been made.

The integration of writing/research, and/or technology into learning activities and assessments will be refined during this phase. Technology facilitators are an integral part of this phase in that they will support the effective integration of technology into units of study

Description of Tasks



1. **Implement revised learning activities and assessments for first unit. Throughout the unit, teachers will collaborate and reflect.**
2. **Reflect upon and refine curriculum-** At the completion of each unit, teachers will reflect upon the unit. The following questions will be considered during the reflection process:
 - **What was the level of student engagement during the unit?**
 - **Are there any learning activities that need further development or revision?**
 - **How did students respond to any new or revised assessment tools or strategies?**

3. **Update/develop curriculum materials:**

- What were the learning results of the students?
- Considering the above questions, are there any changes to the unit that you would recommend?

Teachers who teach a class with other teachers at the same grade level will collaborate during the reflection process.

3. Repeat Tasks 1 and 2 until all units have been implemented- Teachers will complete the process of implementing all new and/or revised units. By the end of the implementation year, all new units and assessments will have been implemented and reflections will be completed

4. **Update curriculum units-** As new and revised units are implemented, teachers might find that small changes to the pacing, activities and assessments need to be made. These adjustments will be made as the units are implemented, and all revisions will be reflected

Phase 4 Continuous Improvement

Objective

To work collaboratively to ensure the continuous improvement of curriculum, instruction, and assessment.

During Phase 4, teachers will continue to refine the written, taught, and assessed curriculum. Since units are intended to reflect the reality of students' learning experiences, it is important for all units to be reviewed and revised annually, especially when curriculum changes have been made.

Teachers will work collaboratively with their grade level/subject area teams during Phase 4. Changes to curriculum units will be shared with the Coordinator.

Major changes to courses or programs are discouraged during this phase

- Grade level/subject area teams will meet with Coordinator on an as needed bases (at least once per week)



Jewels International School of Kinshasa

- Teachers will use common planning time/prep time in order to develop and work on goals, and to continue to improve instruction and assessment in the subject area.

Tasks

1. Set grade level/subject area goals.
2. Revise units before implementing.
3. Repeat Tasks 1 and 2 yearly.

Description of Tasks

1. Set grade level/subject area goals- Grade level/subject area teams will meet at the beginning of the year to review recommendations from the reflection process of Phase 3. Teams will also review student performance data from internal and external assessment results from the previous year.

Goals for the year will be determined based on the recommendations, review of data, and any other issues that have emerged in the grade level/subject area (including addressing any relevant schoolwide action plan tasks).

Throughout the year, teams will work on goals with the support of the C Coordinator. Once goals have been determined and reviewed by the Coordinator, teams will work through the goal completing process throughout the year.

Progress towards goals will be reviewed at mid-year, and again at the end of the year. Any uncompleted goal can be reviewed and addressed the following year.

2. Revise units BEFORE implementing- JISK believes that learning goals, assessments, and learning activities are more effective when planned in advance of execution. To that end, throughout Phase 4, teachers will continue to implement units as they were developed during Phase 2 and 3. Before each unit begins, teachers will review the work done the previous year. If any small changes are going to be made for the current year, these changes will be agreed upon and documented in the unit map BEFORE the units begins.
3. Repeat Tasks 1 and 2 yearly- It is important that yearly review of the unit reflections and learning data, followed by goal-setting, becomes a regular part of the curriculum review process.

Goals	Rationale (Why is this an important goal?)	Evidence (How will we know the goal has been achieved?)	Roles and Responsibilities (Who will do what?)	Resources Needed	Start Date	End Date



Alignment of Review to Schoolwide Action Plan/Goals

Schoolwide Action Plan Task and Evidence	Phases
Continue to develop assessment literacy across the school to ensure that assessment impacts student learning. <ul style="list-style-type: none"> • Quality formative and summative assessments aligned to standards and grade level indicators. • Standards and grade level indicators written in student-friendly language as learning targets 	Phases 2-4
Develop instruments to assess student achievement with (with an emphasis on critical thinking and creativity).	Phases 2-4
Ensure that all subject areas develop common assessments and evaluate student work to promote alignment of assessments to learning outcomes and to ensure grades are applied consistently.	Phases 3-4
Enhance the schoolwide climate of collaboration in order to strengthen classroom practices that will in turn strengthen student learning. <input type="checkbox"/> Collaboration tasks to be accomplished during allocated and non-allocated timings communicated to faculty	Phases 1-4
Further integrate writing and research into the curriculum to equip students with the skills necessary to be proficient gatherers, organizers, synthesizers, and evaluators of information and ideas. <ul style="list-style-type: none"> • Units integrate writing and/or research across disciplines. • Student work and rubrics display aspects of writing and research. 	Phases 2-4
Embed critical thinking and creativity into curriculum, instruction, and assessment so that students learn how to continuously create (including solutions) and innovate to be prepared for the challenges of society and the work force. <ul style="list-style-type: none"> • Units embed creativity and critical thinking into unit goals, assessment evidence, and learning activities. • Student work and rubrics display aspects of creativity and critical thinking. 	

Monitoring and Evaluating the Effectiveness of the Review

The effectiveness of the Review is to be assessed each year through the evaluation of tasks accomplished via feedback from teachers. Teachers, the curriculum coordinator,



Jewels International School of Kinshasa

and principals can propose changes. As revisions to the system are agreed upon, they will be communicated to staff. The coordinator will be responsible for the regular review and updating of the Review Cycle and all other documents that are associated with it.