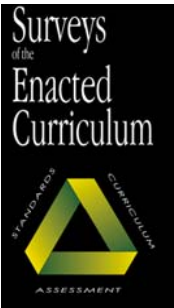


Surveys of Enacted Curriculum

The Vermont Plan

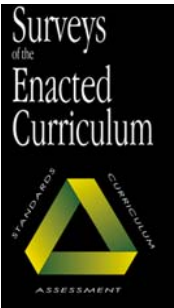
New Orleans

February 2007



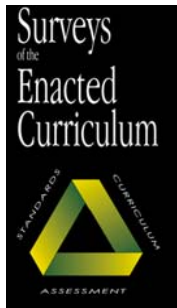
Surveys of Enacted Curriculum

- Overview for teams of educators
- Professional development process
- Lessons learned



SEC Orientation

- What ... are the Surveys of Enacted Curriculum (SEC)?
- How... are the SEC data reported?
- Why... are the SEC data useful to educators and administrators?
- How... can our school or district get involved?



SEC Collaborating Organizations

- Council of Chief State School Officers
www.SECsurvey.org



- Wisconsin Center for Education Research
www.SEOnline.org

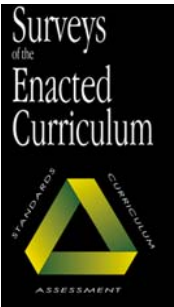


- Learning Point Associates/NCREL
www.SECsupport.org



- TERC Regional Alliance DEC Project
www.ra.terc.edu/DEC

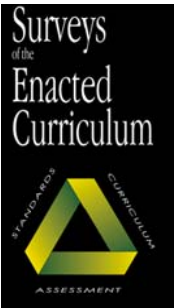




SEC Collaborative Members-

2006-2007

- Arizona
 - Delaware
 - Idaho
 - Illinois
 - Indiana
 - Iowa
 - Kansas
 - Maine
 - Michigan
 - Minnesota
 - Mississippi
 - Montana
 - Nevada
 - Ohio
 - Oklahoma
 - Oregon
 - Vermont
 - Wisconsin
- School Districts:
- Boston
 - Miami-Dade
 - Winston-Salem



Relationships Between Cognitive Demand Taxonomies

Bloom

Webb

SEC

Knowledge

Recall

Memorize

Comprehension

Skills and Concepts

Perform Procedures

Demonstrate Understanding

Application and Analysis

Strategic Thinking

Conjecture/Prove

Synthesis

Extended Thinking

Solve Novel, Non-Routine Problems

Evaluation

Sample Vermont SEC Data

Mathematics Content

Vermont

Percentage of Overall Mathematics Instructional Time

- = Not Covered
- = < 2.5%
- = < 5.0%
- = < 7.5%
- = >= 7.5%

Alignment Re-centered: 0.5987

Administration Year: 2005

2005

Sample Selection:

Report By:

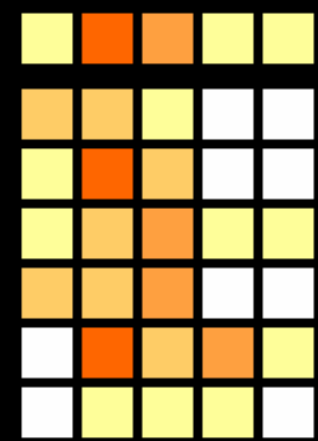
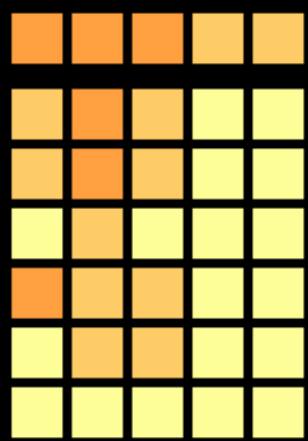
Update

Show Data Tables

Count: 10

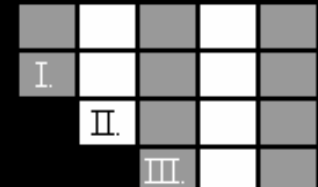
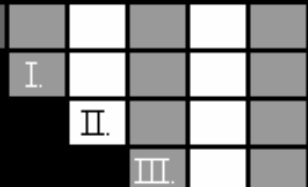
1

- [Number Sense / Properties / Relationships](#)
- [Operations](#)
- [Measurement](#)
- [Algebraic Concepts](#)
- [Geometric Concepts](#)
- [Data Analysis / Probability / Statistics](#)
- [Instructional Technology](#)



Student Expectations

- I. Memorize
- II. Perform Procedures
- III. Demonstrate Understanding



Percentage of Overall Mathematics Instructional Time

= Not Covered

= < 0.5%

= < 1.0%

= < 1.5%

= >= 1.5%

Alignment Re-centered: 0.319

Administration Year: 2005

2005

Sample Selection:

VT GE Gr. 4

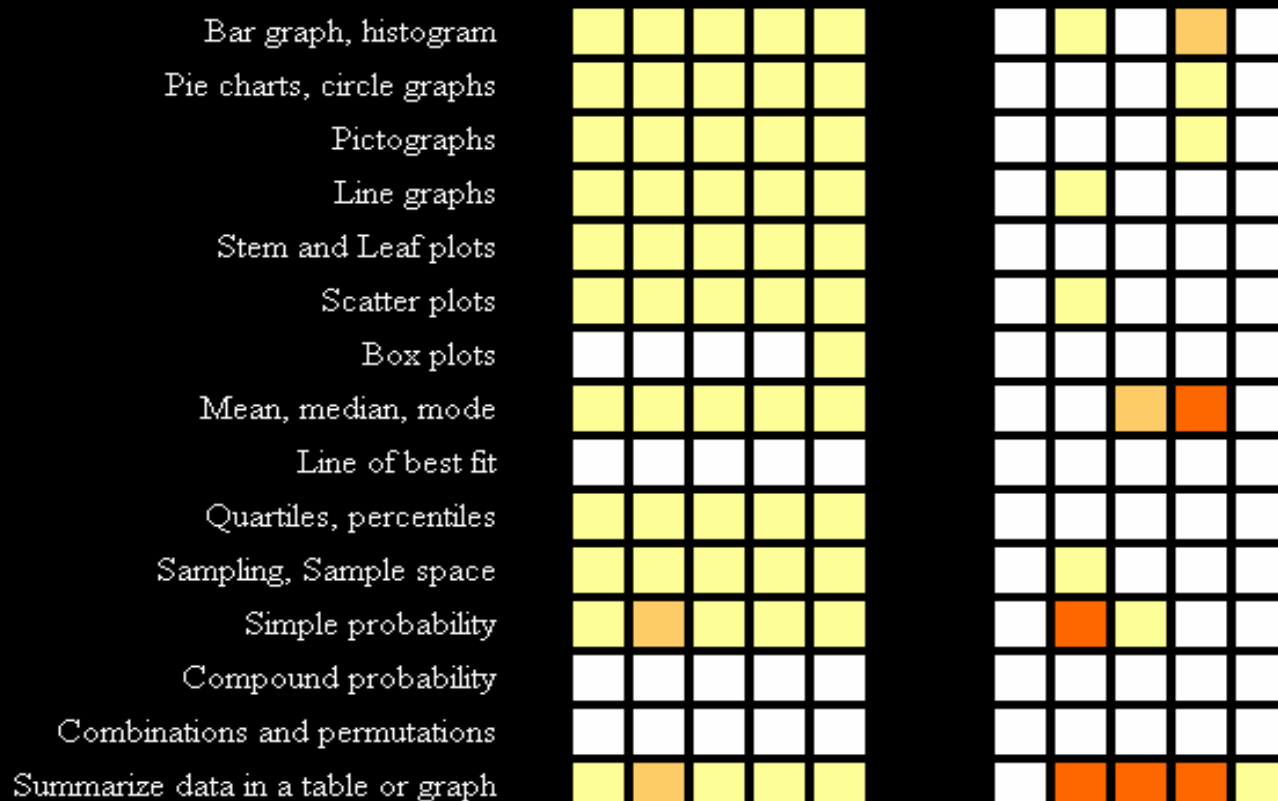
Report By:

All Data

Show Data Tables

Count: 11

1



Student Expectations

Percentage of Overall Mathematics Instructional Time

Alignment Re-centered: 0.3858

- = Not Covered
- = < 2.5%
- = < 5.0%
- = < 7.5%
- = >= 7.5%

Administration Year: 2005

2005

Sample Selection:

Report By:

Update

Show Data Tables

Count: 3

1

[Number Sense / Properties / Relationships](#)

[Measurement](#)

[Consumer Applications](#)

[Data Analysis / Probability](#)

[Pre-Algebra](#)

[Basic Algebra](#)

[Advanced Algebra](#)

[Functions](#)

[Basic Geometry](#)

[Advanced Geometry](#)

[Trigonometry](#)

[Statistics](#)

[Probability](#)

[Finite Mathematics / Special Topics](#)

[Analysis](#)

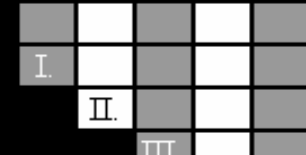
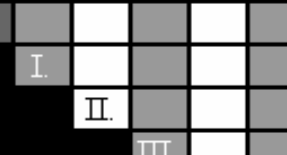
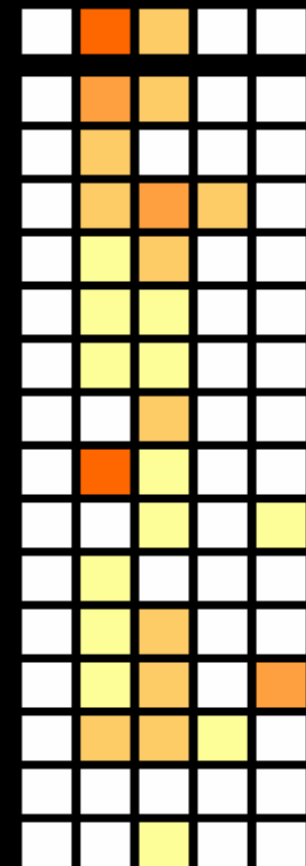
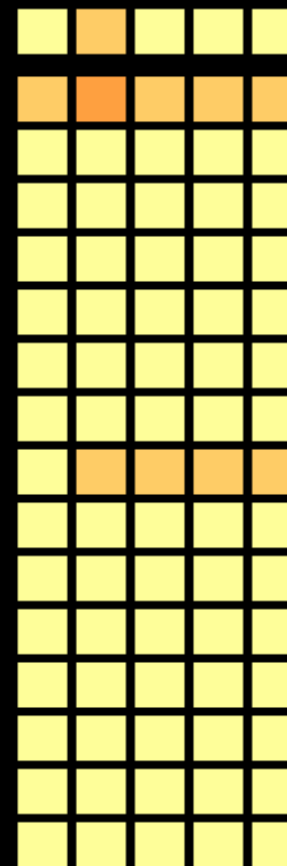
[Technology](#)

Student Expectations

I. Memorize

II. Perform Procedures

III. Demonstrate Understanding



Mathematics Content: Number Sense / Properties / Relationships

Vermont

Percentage of Overall Mathematics Instructional Time

- = Not Covered
- = < 0.5%
- = < 1.0%
- = < 1.5%
- = >= 1.5%

Alignment Re-centered: 0.1902

Administration Year: 2005

2005

Sample Selection:

Report By:

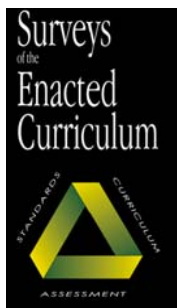
Update

Show Data Tables

Count: 3

1

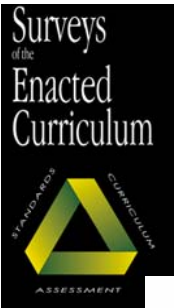
Estimation										
Computational Algorithms										
Fractions										
Decimals										
Ratio & Proportion										
Percents										
Real numbers										
Number Theory										
Order of operations										
Relationships between operations										
Mathematical properties (e.g. distributive property)										
Student Expectations										
I. Memorize	I.									
II. Perform Procedures			II.							
III. Demonstrate Understanding					III.					
IV. Conjecture, Prove							IV.			
V. Solve novel, non-routine problems									V.	



SEC Data

With a partner at your table, select either the *high school* or *fourth grade* data to review. Discuss the following questions:

- What do you notice about the data?
- What questions does the data raise?



Instructional Practice ~ Floating Bar Chart

Mathematics Chart J: Assessment Strategies

Vermont

Administration Year: 2006

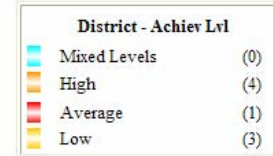
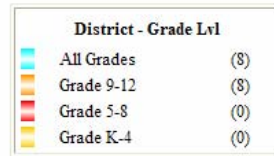
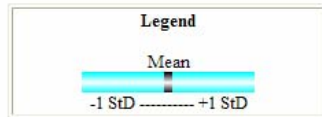
2006

Sample Selection:

Report By: Grade Lvl

Achiev Lvl

Update

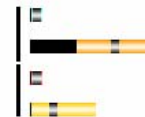
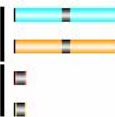


Your Data

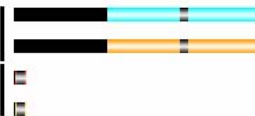
Please indicate how often you use each of the following strategies when assessing students in target mathematics class.

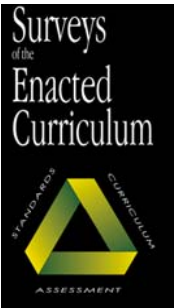


Objective items (e.g., multiple choice, true/false).



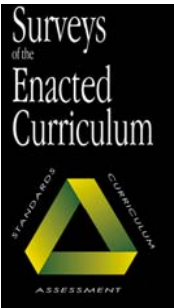
Short answer questions such as performing a mathematical procedure.





Why are the SEC data useful to educators and administrators?

SEC data can be used to provoke meaningful, collaborative conversations about classroom practice that will guide continuous efforts to improve instruction in schools throughout Vermont.



SEC Implementation Plan

- Phase I (May – August 2006)
 - SEC Leaders from Vermont Schools attended four days of professional development. These days focused on:
 - Introduction of Educators to SEC
 - Levels of Cognitive Complexity
 - Administration of the SEC
 - Data Analysis

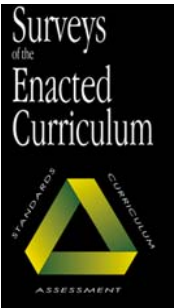
Phase II: Education Service Agencies



Vermont is divided into six regional Education Service Agencies (ESAs).

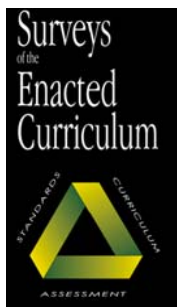
We plan to have regional meetings in the northeast and the southwest.

ESA Directors for these areas are providing logistical support.



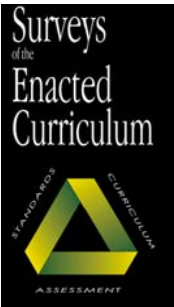
Phase II: Target Leaders

- New SEC Leaders—Teams composed of at least one administrator
- Past SEC Leaders
- Regional Leaders
- ESA Directors



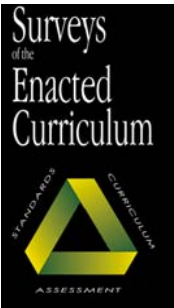
SEC Implementation Plan

- Phase II (March – June 2007)
 - Professional development will over four days.
 - **Day 1 (March):** An overview and introduction tools
~ Are the SEC right for you?
 - **Day 2 & 3 (April):** Administration Guidelines; Cognitive complexity;
Intro to data analysis
 - **April – May:** Teachers in participating districts will take the Survey in
either Mathematics, Science, or Literacy
 - **Day 4 (June):** Data Analysis
 - Expenses ~ No cost this year for professional develop;
\$12.50/teacher survey



Questions to Consider ~

- What school improvement effort could be informed by SEC data?
- How can your system create time for ongoing discussions based on SEC data?
- Who might take on the role of SEC Leader in your school or district?



If you would like to participate in
the next phase of SEC,
please contact Pat Fitzsimmons at
pat.fitzsimmons@state.vt.us.