# Collaborative Curriculum Alignment

- Pre-session webinar
- Regional training provided by California Adult Education/ Technical Assistance Project

Facilitators:
Kathleen Porter, Poway Unified School District
Suzanne Sebring, Palomar College

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# Presenters

Suzanne Sebring
Palomar College

Kathleen Porter
Poway Unified School District

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## Training Overview and Objectives

OVERVIEW

- Pre-session webinar
- Interim reading assignment
- Face-to-face session

OBJECTIVES

*Through participation in this regional training, participants will:*

- Become familiar with the curriculum alignment project of one consortium
- Analyze the potential benefits and pitfalls of other similar efforts
- Examine collaborative tools
- Explore how to implement elements of the curriculum alignment work in your consortium
- Commit to at least one next step

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## Plan for Today's Webinar

*Agenda*

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- Examine the purpose of curriculum alignment and what it achieves
- Consider key steps of curriculum alignment projects
- Take a deep dive into one curriculum alignment project example
- Review the interim assignment and the face-to-face regional meeting.
- Wrap up and closing

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# Join Up

- How many of you have already begun some kind of curriculum alignment work in your consortium?
- What kinds of things are you hoping to learn about curriculum alignment?

# Curriculum Alignment

- "Curriculum alignment creates seamless pathways necessary for student success across educational levels to students' future careers."
- "College and high school faculty should work together in a respectful, trusting, and supportive manner to align curriculum across educational levels and enable students to smoothly transition to the next level without knowledge or skill gaps."
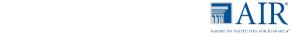
*(from Significant Discussions)*

# Big Idea(s)

- Career Pathways
- Acceleration
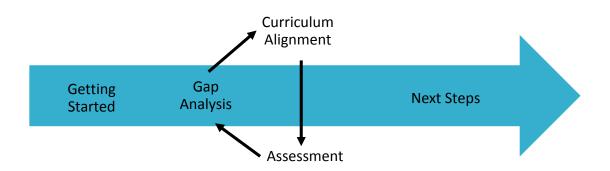- Articulation
  - For placement
  - For credit

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# Key Ingredients

Getting Started → Gap Analysis → Curriculum Alignment → Assessment → Next Steps

## Deep Dive

**EDUCATION TO CAREER NETWORK**
of North San Diego County

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## A Little About Us:

**EDUCATION TO CAREER NETWORK**
of North San Diego County

Escondido Adult School

PALOMAR COLLEGE
Learning for Success

POWAY ADULT SCHOOL
Live. And learn.

Ramona
UNIFIED SCHOOL DISTRICT

SAN MARCOS
UNIFIED SCHOOL DISTRICT
engaging students... inspiring futures

Vista Adult School, Sunset Campus
leaders in literacy & career technical education

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# What Did We Do?

- To help ensure pathways and seamless transitions for our students, the Education to Career Network embarked on a Curriculum Alignment Project over the summer of 2016.

**Communicate**

- Identify need
- Identify stakeholders
- Outline scope of work to fulfill need

**Plan**

- Engage stakeholders
- Share your vision

- Adjust scope of work based on stakeholder input
- Schedule thoughtfully

**Compromise**

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# Why Did We Do It?

- The Curriculum Alignment Project (CAP) was created to ensure a *smooth* transition between the adult schools, Palomar College, and the workplace to the benefit of students.



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# How Did We Do It?

- Summer Weekly Meetings
  - Kick-Off Meeting and 3 Additional Workgroup Meetings
- Participants were divided into discipline teams
- Uniform templates were created
- Teams compared content, competencies, and major projects and assessments
- Teams determined:
  - Where gaps existed
  - Where students dropped off
- Teams developed solutions

# Meeting Content

- Meeting 1 – Kick-Off Event
  - Explanation of project and desired outcomes
- Meeting 2 – Completing and Discussing Individual Course Worksheets
  - Mapping of similarities, discussions about major assessments or projects
- Meeting 3 – Continued Collaboration to Identify Alignment
- Meeting 4 (if needed) – Create the Course Alignment Agreements and Complete Alignment Chart
  - Some groups completed in three meetings

## Main Obstacles

- Getting faculty to understand the importance and the objectives
- Overcoming mindset—some college faculty did not believe that alignment would be possible with adult schools, let alone articulation
- Setting dates and times that worked
  - Summer timeframe—some faculty were not able to participate

## Successes

- Allowing faculty to "opt in"
- Hiring a "neutral" facilitator
- Creating uniform templates to address entry and exit skills for each class
- Increasing awareness and understanding of programs and camaraderie among faculty at member districts
- Moving from alignment to official articulation
- Discovering gaps and creating bridges

# What Were the Results?

- Increased articulation

- Increased transitions between and among programs

- Increased collaboration and respect among institutions
  - Location rotated, so faculty were able to see other locations
  - Overall "bonding"

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# Forms and Templates

## Slide 1

# 1st Form – Individual Course Worksheet

Curriculum Alignment Project
Individual Course Worksheet - Career Technical Education

This worksheet will be used to determine whether this course is aligned with other courses throughout the region. This is a primary goal of the Curriculum Alignment Project and will aid adult education students by giving them effective information on transferring to other schools/colleges.

Course Name: _____

District: _____

Instructor's Name: _____

Director's Name: _____

Course Description:

_____
_____
_____
_____
_____

Is this course sequenced? _____ Yes _____ No

If yes, are there any recommended preps, skills assessments, or prerequisites for this course?

_____
_____
_____
_____
_____

Please complete the following worksheet by documenting the key objectives, outcomes or skills obtained through this course. Feel free to copy the objectives directly from your course outline, if easier.

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## Slide 2

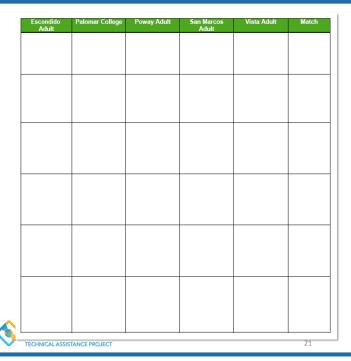# 2nd Form – Course Alignment Agreement

Curriculum Alignment Project - Course Alignment Agreement 2016

Please use this form to declare that specific courses between adult schools and/or Palomar College are aligned.

1. Course Name:
District:
Participating Instructors:

2. Course Name:
District:
Participating Instructors:

3. Course Name:
District:
Participating Instructors:

4. Course Name:
District:
Participating Instructors:

5. Course Name:
District:
Participating Instructors:

Please describe why the above courses are aligned with each other:

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## Slide 1

| Escondido Adult | Palomar College | Poway Adult | San Marcos Adult | Vista Adult | Match |
|---|---|---|---|---|---|
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3rd Form – Alignment Chart

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## Slide 2

| Discipline | Escondido Adult | Palomar College | Poway Adult | San Marcos Adult | Vista Adult |
|---|---|---|---|---|---|
| ASE ENGLISH | English 9A | 106 | English 1 (9A) | English 9A | English 9A |
| | English 9B | | English 2 (9B) | English 9B | English 9B |
| | English 10A | | English 3 (10A) | English 10A | English 10A |
| | English 10B | | English 4 (10B) | English 10B | English 10B |
| | English 11A | | American Literature 1 (11A) | English 11A | English 11A |

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4th Form – The Matrix

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Handout 2 p. 15

Curriculum Alignment Project
**Status Report**

| Prepared by: James Hayes – Project Coordinator | | | | | | | | | | As of: Sunday, July 17, 2016 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Participant Name | School | Email | Discipline | # of Individual Course Worksheets | June 28th Meeting Hours | July 12th Meeting Hours | July 19th Meeting Hours | July 26th Meeting Hours | Total Meeting Hours | Course Alignment Chart | Course Alignment Agreement | Course Alignment Made |
| Richard Hayes | Vista | rhayes@vista.edu | English | 6 | 3 | 3 | 3 | 1 | 10 | Yes | Yes | Yes |
| | | | | | | | | | | | | |
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5th Form – Status Report

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# Year 3

AND ONGOING

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# What Are We Doing Now?



- Measuring Effectiveness
  - Compare test scores across schools
  - Collect student and educator feedback
  - Follow up with transfer students on ease of transition
  - Monitor career and post-secondary outcomes at each agency
- Expanding project beyond those who participated in year 1
- New courses in development to address gaps
- Targeted support to address "stop-out" points
- (Future) professional learning communities (PLCs)

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Handout 1 p. 5

# Application of Elements

- What are you thinking about curriculum alignment now that you weren't thinking when we started?

- How might you apply (in your own consortium) some of the concepts discussed? And what supports might help your efforts?

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# Revisit Today's Objectives

- Examine the purpose of curriculum alignment and what it achieves
- Consider key steps of curriculum alignment projects
- Take a deep dive into one curriculum alignment project example
- Review the interim assignment and the face-to-face regional meeting
- Wrap up and closing

# Interim Assignment

- If you haven't already done so, finish up your reflections in the handout packet.
- Read the excerpt from "Significant Discussions" (pages 4–13) provided as Handout 2.
- Bring the article and the handout packet to our face-to-face meeting.

## What to Expect: Face-to-Face Meeting

- Full day training (9 am – 3 pm)
- Review additional examples of projects and recommendations
- Introduce and practice with collaborative tools
- Plan for next steps with agency or consortium

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## Adjournment



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