Summary Responses to AVATAR Project Evaluation Questions

Region 10 and XI Pilots, 2011-12

Mary Harris, June 7, 2012

Day 1

1. Prior experience with vertical alignment of the curriculum (18 responses)

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| **Prior experience** | **Frequency** |
| None | 6 |
| High school teacher who also teaches in IHE | 2 |
| Curriculum writer or leader within ISD or IHE | 4 |
| Experience with AP | 3 |
| Helped write state CCRS | 1 |
| Attended local P-16 Council alignment workshops | 2 |

1. Top benefits of an aligned curriculum (17 responses)

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| **Response** | **Frequency** |
| High school seniors should be ready for college without remediation or academic stress. The college retention rate should increase. | 9 |
| The curriculum will be better designed providing a roadmap for educators and students in reaching academic goals based on standards. The efficiency of the curriculum should increase. | 8 |
| Students can be informed of expectations and progressions for their learning at all levels. Students should be better informed. | 5 |
| IHE faculty can learn standards and objectives included in the high school curriculum as guided by the TEKS. IHE faulty should be aware of the high school curriculum. | 4 |
| High school and college faculty can explore research and areas of common interest. Faculty should collaborate across the levels of education. | 4 |
| High school faculty can gain awareness of academic and non-academic skills and behaviors associated with success in college. ISD faculty should be aware of the college curriculum and culture. | 3 |
| College student should have the academic skills needed for success and graduation. The graduation rate should improve. | 3 |
| An aligned curriculum helps to build the capacity among faculty to prepare students for the next level. Teacher proficiency should improve for teaching the content associated with the standards. | 2 |
| An aligned curriculum should contribute to students’ reaching career as well as academic goals as informed by the Texas CCRS. | 2 |
| The TEKS will change over time to better support academic skills associated with success in college. | 2 |

Day 2

1. How will you share work of vertical alignment before the next meeting (N=15)

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| **Planned Action** | **Frequency** |
| Will share with my department/professional learning community | 6 |
| Will share with my immediate colleagues/mentees | 5 |
| Will share with the content specialists and curriculum developers (ISD) | 1 |
| Will share with the team who teach my course (IHE) | 1 |
| I need to think about this and get it into a format to be shared with colleague. | 2 |

Day 3

1. How has your behavior been influenced by your participation so far? (N=8)

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| **Response** | **Frequency** |
| I was made aware of the details of the CCRS. | 2 |
| I saw that the CCRS in math and science are not well aligned with the TEKS and STAAR. | 2 |
| I see the complexity of aligning secondary and post-secondary curriculum. | 2 |
| I see increasingly the importance of my daily work in the college and career lives of my students. | 1 |
| I have always worked with students to achieve ambitious goals. | 1 |

1. What have you done since the last meeting to share this work? (N=8)

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| **Action** | **Frequency** |
| Spoke with my principal | 2 |
| Spoke with colleagues in department/professional learning community | 2 |
| Shared with one immediate colleague/mentee | 2 |
| Spoke with other faculty on my campus | 2 |
| Nothing yet | 1 |

1. What will you do before the next meeting to share with other, and what will you share? (N=8)

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| **Planned Action** | **Frequency** |
| Will share with my department and recommend a specific action | 3 |
| Will talk with assistant principal/department chair who is the leader for my content field about particular gaps that we noted. | 3 |
| Will share with my immediate colleagues/mentees | 3 |

Day 4

1. In your work situation, what are the best ways to achieve horizontal alignment of a vertically aligned curriculum (N=16)

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| **Key Strategies** | **Frequency** |
| This is a matter for content area professional development with buy-in from all faculty, detailed initial discussion, and implementation over a period of time with discussion and commitment to rigor.  | 8 |
| Attention to desired student outcomes is essential. | 2 |
| There needs to be a commitment to sustained communication over time. | 2 |
| Changing a curriculum system requires that the right people, including leaders and students, be involved. | 2 |
| This kind of work is not possible because it challenges academic freedom. | 2 |

1. What support does a person in your position need to do the kind of curriculum work envisioned by this team? (N=17)

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| **Support Needed** | **Frequency** |
| Support of the administration | 8 |
| Time and space to collaborate | 3 |
| Change in district policy (that make students more accountable) | 2 |
| Changes in the K-12 culture | 2 |
| Nothing. I can do this work without additional support. | 2 |

1. On a scale from 1 to 10, where 10 is high, how would you describe your level of enthusiasm for the work of vertical alignment and why? (N=16)

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| --- | --- | --- |
| **Number selected** | **Reasons** | **Frequency** |
| 10 | * Vital work
* Glad to be involved
 | 5 |
| 9 | * Interesting to learn about details
* Don’t like having to miss class
 | 3 |
| 8 | * Enthusiastic but doubt state-level commitment
* Have questions about implementation
* Must narrow gaps in math
 | 6 |
| 7 | * Not sure gaps can be closed
* The effort must come from the district.
 | 2 |