OIP District Tool: Curricular Audit Checklist and Rubric

Purpose: To fulfill the requirements of the OIP process, the DLT formed a subcommittee made up of teachers and administrators from each building. The curricular audit and teacher self reflection tools are based on current educational research and will be used to gather district data to improve student achievement. These tools will also be used to communicate and share district successes and opportunities for improvement.

Curricular Audit Process: Twice a year, members of the subcommittee will visit a random sampling of classrooms throughout the district (example: every fifth room within the building). Data will be collected anonymously and will be non-evaluative. Data will be communicated to staff through the district’s Share point website.

Tips for Conducting the Audit:
1. The role of each auditing team is to collect evidence. Therefore, it is important for each team to actively observe the classroom by walking to several different vantage points, take note of what is written or displayed on the conventional/digital white board, what is said by the teacher as well as the students, what the students are doing, as well as what is displayed on the walls around the classroom.
2. Individual classroom observations will be completed by two person teams (one administrator and one teacher), who will collaborate and complete one observation form for each visit.
3. Each team will be given a schedule with a list of buildings, classrooms, and times to conduct each visit. This list will be verified in advance to ensure instruction would be taking place, therefore it is important that auditing teams follow the established schedule as much as possible.
4. Audits should be completed digitally via Share point whenever possible. If a technical difficulty does present itself, auditors should use paper/pencil to complete the audit and input data at a later time.
5. The team should be as discreet in talking with students or observing the class as possible as to not disturb the learning process.
6. Administrators and teachers will not be assigned audits of their own buildings.
7. Classroom audits should not be conducted when a substitute is present.

Changes made June 2011
Identified District Focus Area 2011-12

Created June 2010, Revised January 2011, Revised June 2011
<table>
<thead>
<tr>
<th>Observation Date:</th>
<th>Lesson Observation Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Time:</td>
<td>☐ First Third</td>
</tr>
<tr>
<td>Observer Group #:</td>
<td>☐ Middle Third</td>
</tr>
<tr>
<td>School:</td>
<td>☐ Last Third</td>
</tr>
</tbody>
</table>

**Dominant Student Activity**
- ☐ Whole group work.
- ☐ Cooperative group work.
- ☐ Individual work.
- ☐ Using technology (e.g. computers, handhelds, power point, discussion boards, etc.).
- ☐ Taking assessment.
- ☐ other: __________________________

**Approximate number of students on task:**
- ☐ all/most
- ☐ about ¾
- ☐ about ½
- ☐ about ¼
- ☐ few/none

1.1.7/2.1.7

The district will ensure the implementation of a rigorous standards based curriculum.
- ☐ A standards-based lesson objective is highly visible in the classroom.
- ☐ A standards-based lesson objective is expressed in student-accessible language.

**Lesson Objective:** ________________________________________________________________

Students can clearly articulate the expectations of the lesson (Students can answer all the following prompts successfully):
- ☐ What are you learning?
- ☐ Why do you need to know this information?
- ☐ Is your work high-quality?
- ☐ How can you improve your work?

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Bloom's Cognition Type:
- [ ] Knowledge
  - Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write
- [ ] Comprehension
  - Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell
- [ ] Application
  - Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use
- [ ] Analysis
  - Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate
- [ ] Synthesis
  - Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite
- [ ] Evaluation
  - Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select

**1.2.2/2.2.2/3.1.2**

The district will ensure the implementation of research-based instructional strategies.

### Powerful Instruction Practices

(Mark all observed)
- [ ] Identifying similarities and differences.
- [ ] Celebrating academic successes.
- [ ] Nonlinguistic representations.
- [ ] Setting objectives.
- [ ] Provide for differentiated learning.
- [ ] Questions, cues, and advanced organizers.
- [ ] Rubrics, checklists, or other documents are used to clearly establish the guidelines for assignments.
- [ ] Examples of proficient and exemplary student work are displayed throughout the classroom.
- [ ] Summarizing and note taking.
- [ ] Homework and practice.
- [ ] Cooperative learning.
- [ ] Monitoring student learning.
- [ ] Generating and testing hypothesis.
- [ ] Using technology (instruction/modeling).

Comment [t4]: Downey (2005)

Comment [t5]: Marzano, Pickering, Pollock (2001), Classroom Instruction that Works

Comment [LK6]: Reeves (2002), Daily Disciplines of Leadership

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The district will ensure the implementation of research-based instructional strategies.

### 21st Century Skills needed for College and Career Readiness

(Mark all observed)

- [ ] Apply critical thinking and problem solving skills
- [ ] Collaborate and communicate in a variety of ways
- [ ] Demonstrate adaptability and creativity in student work
- [ ] Access, analyze, and make decisions about information on a particular topic
- [ ] Demonstrate initiative while accepting critical feedback including opportunities for self-assessment.
- [ ] Making logical arguments based on inferences.

### 3.1.4

The district will ensure all schools and classrooms collect and analyze evidence of student performance including the performance of all sub groups.

- [ ] Evidence that student formative performance data is collected.
- [ ] Evidence that student summative performance data is collected.

### 3.1.6/3.1.7

The district will ensure the implementation of a system of positive behavioral support which includes all students and sub groups.

- [ ] Evidence of teaching and modeling positive behaviors (PBS).
- [ ] Evidence of celebrating behavioral successes (PBS).

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Created June 2010, Revised January 2011, Revised June 2011
### District Focus Areas

#### Evidence of reading standards (if checked the applicable boxes below):
- Phonemic Awareness, Word Recognition and Fluency.
- Acquisition of Vocabulary
- Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies
- Reading Applications: Informational, Technical and Persuasive Text
- Reading Applications: Literary Text

#### Evidence of mathematics standards (if checked the applicable boxes below):
- Number, Number Sense and Operations
- Measurement
- Geometry and Spatial Sense
- Patterns, Functions and Algebra
- Data Analysis and Probability
- Mathematical Process

**Comment [10]:** Ohio Academic Content Standards (adopted 2002).

**Comment [11]:** Ohio Academic Content Standards (adopted 2002).