

ASSESSING FOR EFS CURRICULUM STRENGTHS & ASPIRATIONS

ALIGNMENT

Informal Process

This process is very straight forward and can be done in a formal or informal context.

Materials Needed:

1. One Copy of the Cloud Institute's Efs Content Standards and Performance Indicators per person/ team. These come in the form of color coded cards (available for purchase in the Cloud Bookstore) or a printed list (starts on page 3 of this workbook)
2. Efs Curriculum Alignment Grid (from the Cloud Bookstore)
3. Several copies of the Efs Curriculum Alignment Protocol per person/ team (p. 43 of this workbook)
4. Several copies of the Efs Strengths Assessment & Aspirations Template per person/ team (p. 56 of this workbook)

Once you have the above listed materials together, follow the Alignment Protocol to familiarize faculty with the Efs Standards and Performance Indicators so they can identify which ones are aligned with what they are teaching, if you haven't done so already.

Formal Process

If you have curriculum mapping software and it is up to date, you can access the digital version of the Cloud Institute's Efs Standards and Performance Indicators through the software company and find them in the Standards Section of the mapping software. Once they are installed, teachers can simply go through them and align their units and assessments to the Efs Standards by clicking on the appropriate Standards and Performance Indicators they are currently aligned to. (Over time, they can develop assessments, performance criteria, and lessons that produce student work as evidence of the Efs attributes they selected).

Strengths & Aspirations

Once the faculty has identified the Efs Standards that are aligned to what they teach, they can conduct a formal strengths assessment using the Efs Strengths Assessment and Aspirations Template. This can take a few formal sessions all together, or teachers can do this assessment on their own time over a few weeks. The **completion date** should be set with reasonable expectations and favorable conditions for teachers to be thoughtful about doing the strengths assessment. Teachers are asked to:

1. Review the Efs Standards and Performance Indicators Document/Cards. We have coded each Standard and Performance Indicator for your convenience.
2. Review the Efs Curriculum Alignment Grid you filled out, or produce a report from your mapping software. As you come across Standards and Indicators to which your curriculum is aligned:
3. Please indicate the name(s) of the unit(s) in which you address the Efs Standard and Performance Indicator;
 - whether you have documented/mapped how you teach to this Efs Standard
 - whether or not you assess for that Efs Performance Indicator;
 - whether you make the performance criteria explicit to your students when you teach and assess for it, and
 - whether you have student work as evidence that demonstrates those competencies.



In addition, we have included a column entitled “Aspirations”. This column is for you to dream a bit. While you are going through the EfS Standards document, you may find performance indicators that you aspire to having your students demonstrate, but are not yet teaching. If this is the case, you can jot those codes down in that column so as not to lose the thought.

THERE IS NO WRONG ANSWER — IT IS A STRENGTHS ASSESSMENT. We are just assessing current reality to determine what you are already doing so you can determine what and where you want to improve your ability to educate for sustainability through teaching and learning.

ANALYSIS

Use the “Analyzing the Results of your EfS Strengths Assessment” protocol to determine next steps for EfS curriculum integration. Set priorities and develop a strategic plan for EfS curriculum integration for the next 3-5 years.

Celebrate.



Efs STRENGTHS ASSESSMENT & ASPIRATIONS TEMPLATE

Efs STANDARD NAME & LETTER	PERFORMANCE INDICATOR NUMBER(S)	EVIDENCE OF Efs STRENGTHS	ASPIRATIONS
		Unit title _____ When is this taught? _____ <input type="checkbox"/> Is this indicator documented and/or mapped in curriculum? <input type="checkbox"/> Do you assess for this indicator? <input type="checkbox"/> Do you have explicit performance criteria for this indicator? <input type="checkbox"/> Do you have student work that demonstrates competency?	<input type="checkbox"/> I am currently not teaching for these competencies, but would like to, and they fit into my curriculum.
		Unit title _____ When is this taught? _____ <input type="checkbox"/> Is this indicator documented and/or mapped in curriculum? <input type="checkbox"/> Do you assess for this indicator? <input type="checkbox"/> Do you have explicit performance criteria for this indicator? <input type="checkbox"/> Do you have student work that demonstrates competency?	<input type="checkbox"/> I am currently not teaching for these competencies, but would like to, and they fit into my curriculum.
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ANALYZING THE RESULTS OF YOUR EfS STRENGTHS ASSESSMENT

At the Cloud Institute, we prefer to analyze the curriculum and instructional practices in a school or school system by looking for the strengths and backing into uncovering the gaps. In this way we align with everything we know about positive psychology, neuro-science and the capacity for human beings to learn, grow and change over time. We use The Cloud Institute Framework for EfS Content and Performance Standards[®] and we ask teachers and administrators to look for evidence of the EfS standards and performance indicators in their curriculum and practice.

1. What are we already doing?

- a. In which grade levels, and how often at each grade level?*
- b. Is it taught and assessed discreetly or is it embedded and assessed over time?*
- c. Who is teaching it? Is it being reinforced in more than one discipline?
- d. Is what is taught and learned a part of the design and structure of cultural behavior in classrooms and in the school—or is the teaching and learning isolated in the curriculum? (Ex., democratic participation; conflict resolution and win win negotiation; systems thinking and system dynamics, youth leadership, etc.
- e. What evidence (products and performances) do I/we have of student learning in these areas?

2. What might we want to change?

- c. Can I/we innovate existing units of study to improve them to better meet EfS and other content and performance standards to which we aspire? If so, which ones come to mind?
- d. Do I/we need/want to design new units of study to replace the ones that are not achieving our standards?
- e. Are there existing units and course we can purchase that can be taught or adapted to meet our standards?

**Answered in Full Strengths Assessment*

3. What do we need to stop doing?

- d. Upon reflection, are there units or parts of units that take a lot of time, (might even be fun) and don't really result in the kind of thinking and learning we know our students are capable of, and are required, if education is to contribute to a healthy a sustainable future for us all? If so, which ones? How much time do they take?
- e. Are we using outdated or inaccurate material that needs to be replaced? (materials that are written as if we did not live in a world of systems and cycles, i.e., 4th grade textbooks that ask the question, "Where does the water cycle begin?", or student handouts that ask questions as if impact and relationships could be one way—ex., "What impact does this behavior have on the environment?")

4. What do we need to start doing?

- e. Where are the gaps? What do I/we see absolutely no evidence of in terms of EfS Content and Performance Standards, or where do I/we see inadequate evidence?
- f. Where do the EfS standards belong? How could the experience of students be enhanced by including them?
- g. Do we begin by collecting evidence where we know we are teaching for the standards but are not assessing for them? Or do we begin filling EfS gaps by innovating and improving curriculum and instruction?
- h. Are there opportunities for interdisciplinary and trans-disciplinary curriculum connections that will enhance student learning for a sustainable future?

