



Surveys of Enacted Curriculum Data Analysis Guide for ELA

Surveys of Enacted Curriculum (SEC) are a practical, reliable set of **data collection tools** used by teachers to collect and report consistent data on **current instructional delivery and content** being taught in classrooms. The resulting data displays provide teachers the ability to analyze the degree of alignment between current instruction and the expectations outline in the state standards.

The SEC Data Analysis Guide is designed around the three phases of the Collaborative Learning Cycle as outlined in *Got Data? Now What? Creating and Leading Cultures of Inquiry* by Lipton and Wellman.

Phase I: Activate and Engage

Generate Predictions & Surface Assumptions

Phase II: Explore and Discover

Analyze Data & Develop Narrative Statements

Phase III: Organize and Integrate

Generate Causal Theories & Explore solutions

References

Lipton, L., & Wellman, B. M. (2012). *Got data? now what?: Creating and leading cultures of inquiry*. Bloomington, IN: Solution Tree Press.

Surveys of Enacted Curriculum, Wisconsin Center for Education Research at the School of Education, University of Wisconsin: Madison : www.seconline.org

Phase I: Activate & Engage

ELA Topics

100	Phonemic awareness	700	Critical Reasoning	1300	Listening & Viewing
200	Phonics	800	Author's Craft	1400	Speaking & Presenting
300	Vocabulary	900	Writing Processes	1500	Forms of Text
400	Text & Print Features	1000	Elements of Presentations	1600	Genre (fiction or non)
500	Fluency	1100	Writing Applications	1700	Sources of Text
600	Comprehension	1200	Language Study	1800	Choice

Consider **both** the coverage of Topics and the Cognitive Demand levels when answering the questions below. (Refer to Cognitive Demand categories below for ELA)

1. Which topics in the SEC Taxonomy document do you think will show the closest alignment to the state standards in both coverage and cognitive demand?
2. Which topics in the SEC Taxonomy document do you think will show the most misalignment to the state standards in both coverage and cognitive demand?
3. What topics might be missing and/or need to be removed from your instruction?

Cognitive Demand Categories for English/Language Arts/Reading

B	C	D	E	F
Memorize/Recall	Perform Procedures/Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate

Phase II: Explore & Discover

ELA Topics:

Circle or highlight the two or three topics you identified while analyzing your Coarse Grain Map.

100	Phonemic Awareness	700	Critical Reasoning	1300	Listening & Viewing
200	Phonics	800	Author's Craft	1400	Speaking & Presenting
300	Vocabulary	900	Writing Processes	1500	Forms of Text
400	Text & Print Features	1000	Elements of Presentations	1600	Genre (Fiction or Non-Fiction)
500	Fluency	1100	Writing Applications	1700	Sources of Text
600	Comprehension	1200	Language Study	1800	Choice

ELA Targeted Subtopics: Based on the analysis of your Fine Grain Maps, list one or two misaligned subtopics for each topic you identified above.

Subtopic Code	Subtopic	Cognitive Demand levels indicated by <u>your</u> map	PRIMARY Cognitive Demand level(s) indicated by the state standard map

Cognitive Demand Categories for English/Language Arts/Reading

B	C	D	E	F
Memorize/Recall	Perform Procedures/Explain	Generate/Create/Demonstrate	Analyze/Investigate	Evaluate/Integrate
<ul style="list-style-type: none"> Reproduce sounds or words Provide facts, terms, definitions, conventions, Locate literal answers in text Identify relevant information Describe 	<ul style="list-style-type: none"> Follow instructions Give examples Check consistency Summarize Identify purpose, main ideas, organizational patterns, Gather information 	<ul style="list-style-type: none"> Create/develop connections among texts, self and world Recognize relationships Dramatize Order, group, outline, organize ideas Express new ideas Develop reasonable alternatives 	<ul style="list-style-type: none"> Categorize/schematize information Distinguish fact and opinion Compare and contrast Identify with another's point of view Make inferences, draw conclusions Predict probable consequences Generalize 	<ul style="list-style-type: none"> Determine relevance, coherence, internal consistency, logic Assess adequacy, appropriateness, credibility Test conclusions hypotheses Synthesize content and ideas from several sources Integrate with other topics Critique

1. What important points stand out to you about your data?

2. Looking back at Phase I, what is surprising or unexpected about your data?

Phase III: Organize & Integrate

Instructional Action Plan:

Chose three of the subtopics you identified on page 3, and determine how you will make instructional shifts relating to subtopic coverage and/or cognitive demand. Identify the initial steps that you plan to take to make these changes in instruction.



Professional Learning/Coaching/Resource Considerations:

1. What professional learning opportunities will support the instructional shifts that are needed to better align your instruction with state standards and cognitive demand?

2. How might you access/gain customized support for your instructional action plan?

3. What resources might support your instructional journey?