Curriculum Design Programs

ADL
Meaningful Teaching & Learning

Professional learning opportunities, with an emphasis on design, requires additional time for the creative work of planning, writing, and revision.

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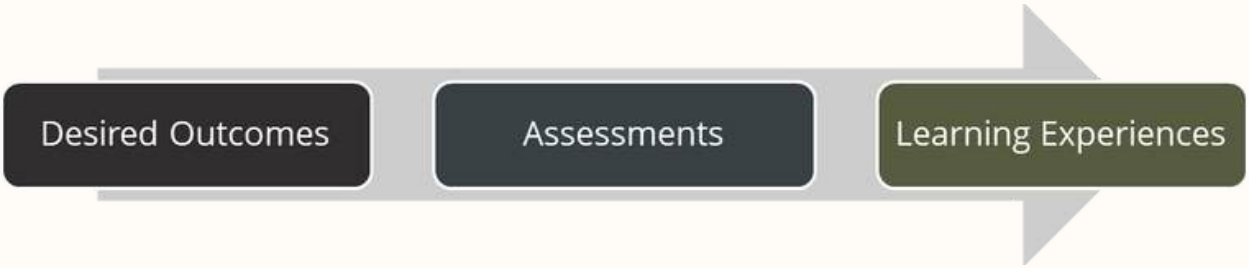
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Angela Di Michele Lalor | LinkedIn

Curriculum Design Programs

A meaningful education begins with a well-designed curriculum—a blueprint that shapes what students learn, how they engage with the material, and how their understanding is assessed. Angela Di Michele Lalor collaborates with districts to design curricula that align with school priorities and inspire impactful teaching and learning.

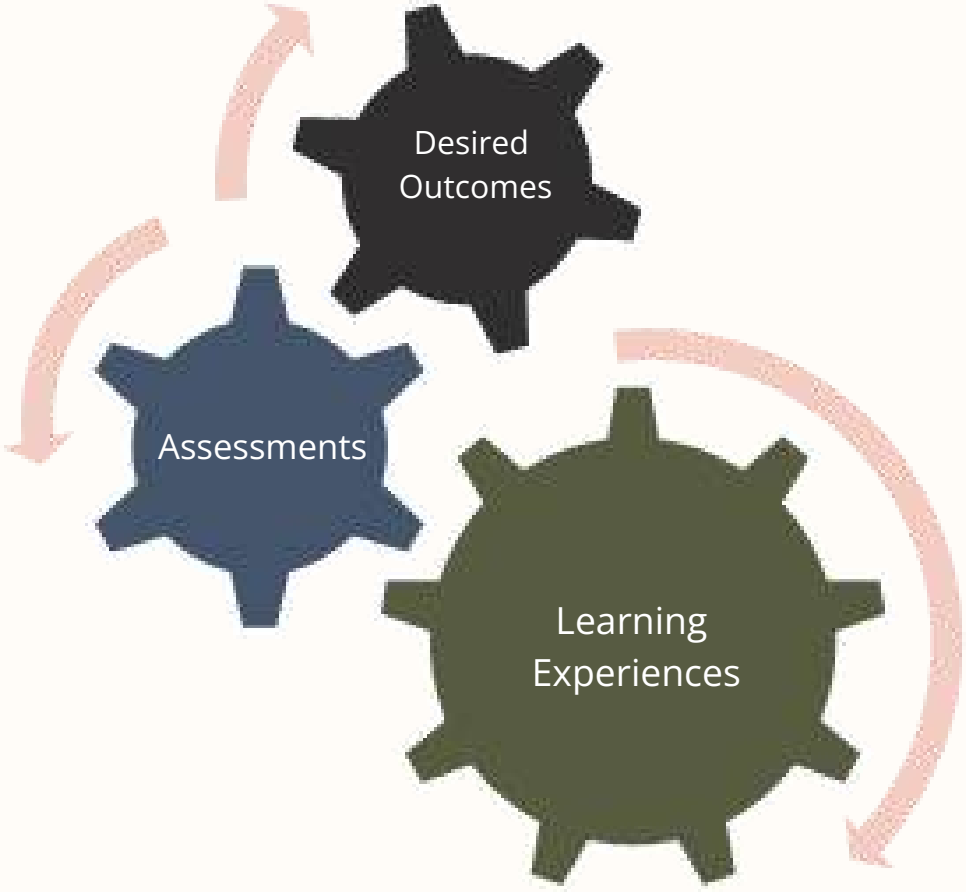


Angela works closely with district teams to create curriculum documents that seamlessly integrate school priorities, ensuring that what matters most becomes routine practice in the classroom. Through collaborative efforts and ongoing feedback, Angela helps educators craft curricula with a unified voice across disciplines and grade levels, embodying the attributes of high-quality education and *The Curriculum That Matters Framework.* These documents come to serve as invaluable resources for teachers, enabling them to make informed instructional decisions.

The revision process is dynamic and informed by real-world implementation. Teachers offer essential feedback on usability, while student work provides critical insights for iterative improvement. Additional research and professional literature further enhance the curriculum, ensuring it remains effective and responsive to evolving educational needs.

Although the traditional linear model of curriculum design—planning, writing, implementation, and revision—lays a strong foundation, Angela's approach embraces the recursive nature of the process. This flexibility allows educators to engage with the curriculum at various entry points, depending on their unique needs and priorities. Angela collaborates with districts to identify the most effective starting point, ensuring the process is both tailored and impactful.

This adaptive approach empowers districts to develop curricula that not only meet academic standards but also create meaningful, engaging, and transformative learning experiences for all students.



This annotated curriculum document demonstrates how to create curriculum documents that address valued student learning outcomes. It provides one approach, however, districts are encouraged to adapt it to align with their unique goals and priorities.

Unit Title: *Communicates the focus and the importance of the unit.*

Time Frame: *The approximate length of the unit.*

Unit Description: *A brief statement that sets the context for the unit. This might include; when and how the unit fits within the broader context of the course and significant information that is not defined within the other components of this document.*

Organizing Center: *The unit title, essential question and big idea communicate the most significant learning for the unit.*	
Essential Question: *The big, overarching question that will be examined during the unit of study.*	**Big Idea:** *A brief statement of the most significant conceptual learning in the unit related to the anchor standards. Big ideas should begin with the statement, "Students understand that..." This statement focuses on what students are learning rather than what they are doing.*
Desired Outcomes: *These are the student learning goals for the unit. They include content and process standards, as well as other valued student learning outcomes. Only the outcomes that will be taught and assessed should be included in this section or in a hyperlinked document.*	
Learning Standards: *Discipline-specific standards found in state, national or professional organizations.*	**Practices:** *Discipline-specific practices that emphasize instruction and will be used as learning tools by students. Examples include the Standards for Mathematical Practice, Science and Engineering Practices, and Historical Thinking Skills.*
	Literacy Standards: *These standards encompass reading, writing, speaking, and listening. They showcase how the research from the Science of Reading is integrated through disciplinary literacy and enhancing background knowledge to improve reading comprehension.*
Social and Emotional Learning Goal and Benchmark: *A select few SEL goals should be identified that can be integrated into learning activities such as building knowledge, receiving feedback, revising, presenting, sharing, or publishing*	**Portrait of a Graduate:** *Incorporate elements reflecting the desired attributes of graduates such as skills, values, and competencies.*

These outcomes are included here to illustrate how a curriculum can align with The Curriculum That Matters Framework and reflect district priorities.

Unit Assessment Plan: This plan describes the means for evaluating the evidence of student learning throughout the unit. It typically contains a diagnostic experience, unit formative assessments that directly lead to the curriculum-embedded performance, and one or more summative assessments. The unit assessments link to assessment blueprints, student direction pages, and a checklist or rubric that can be used for instruction and evaluation.

Diagnostic Learning Experience: *This learning activity should be the same as the launch activity and align with foundational skills and content. The diagnostic learning experience provides teachers with information for the starting point for instruction and creates interest and engagement for students.*

Unit Formative Assessments: *The formative assessment in this section should be connected to the summative performance assessment. It is used to monitor student progress and guide instructional decisions. Teachers engage in the formative assessment process by monitoring individual understanding and providing feedback to students.*

Unit Summative Assessments: *These assessments evaluate student learning related to the identified standards, practices, and other outcomes defined in the unit. They include:*

- *Unit Test: On-demand, comprehensive unit assessments.*
- *Curriculum-embedded performance assessments: These assessments typically take the form of a project, product or performance and have a clearly defined set of criteria. The performance-based assessment measures the essential question and big idea. It has three components. Students should create, write, and present.*

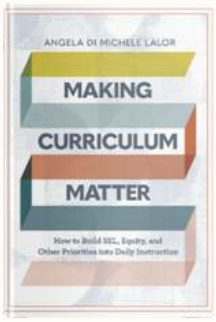
The assessment tool (checklist or rubric) should be linked here.

Learning experiences *include the learning target, the student learning activities, and connect t*		
Learning Target: *"I can" statements, written in student-friendly language that clarify the purpose and desired learning outcomes.*	**Learning Activities with Formative Assessment:** *Learning activities describe what students will do, why they will do it (the same as the learning target) and the evidence of student learning (formative assessment).*	**Resource** (link): *Vetted print and digital materials*

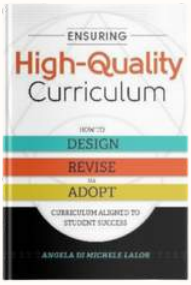


ABOUT ANGELA

Angela Di Michele Lalor is an educational consultant with over 25 years in professional development. She specializes in guiding school districts to design curriculum, assessments, and instructional practices that reflect and advance their educational goals. Angela has presented at ASCD's Annual Conference and the Conference on Educational Leadership. Her work emphasizes curriculum as a transformative tool that can impact student learning. More can be found at adlalorconsulting.com.



In her latest book from ASCD, *Making Curriculum Matter: How to Build SEL, Equity and Other Priorities into Daily Instruction*, Angela provides concrete steps for educators to improve their curriculum and align it with valued outcomes for student learning..



Angela's first book *Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success*, provides a comprehensive guide for educators looking to create, revise, or evaluate curriculum.

Articles and Podcasts

- Enhancing Literacy Through Interdisciplinary Learning, NYSASCD Impact On Instructional Improvement (Fall/Winter 2024)
- 3 Ways to Integrate SEL Into the Curriculum, Edutopia (January 12, 2023)
- 4 Reasons to Try Diagnostic Learning Experiences, Edutopia (November 3, 2022)
- How School Leaders Can Support Professional Development, Edutopia (September 22, 2022)
- 5 Elements of a Relevant Curriculum, ASCD Express (July 27, 2022)
- Building Equitable Learning Experience Through the Formative Assessment and Feedback Process, NYSASCD Impact On Instructional Improvement (Summer 2022)
- Feedback that Empowers Students, Edutopia (June 24, 2022)
- Creating a Culture of Learning, Edutopia (October 5, 2021)
- Curriculum Design That Empowers Teachers , After the Bell Podcast