Crosswalking Curriculum
Incorporating Knowledge & Skill Statements

A. Foundational Academic Expectations

B. Essential Knowledge and Skills

C. Cluster (Foundation) Knowledge and Skills

D. Pathway Knowledge and Skills

Knowledge & Skill Statements are an essential piece of the National Career Clusters model found at www.careerclusters.org.

What are Knowledge & Skill Statements?
Broad statements specifying the knowledge and/or skills required of learners/workers in order to demonstrate competence in a given cluster or career pathway.

How are Knowledge & Skill Statements broken down?
Each section or area is broken down into the following topics:
- Academic foundations
- Communications
- Problem solving and critical thinking
- Information technology applications
- Systems
- Safety, health and environmental
- Leadership and teamwork
- Ethics and legal responsibilities
- Employability and career development
- Technical skills

What is a Curriculum Crosswalk?
A curriculum crosswalk refers to a process used to cross reference or align the learning outcomes of the courses in a pathway (POS) to one or more of the following:
- Local, state and national academic standards;
- Local, state and national technical knowledge and skill standards;
- Employability and 21st Century Skills; and
- Cluster and Pathway Knowledge and Skills at four levels: Foundation, Essential, Cluster, and Pathway

When should a Curriculum Crosswalk be done?
Ideally, a Curriculum Crosswalk should be done before completing a Program of Study. This allows for changes to curriculum or course development to occur. However, in many circumstances, it is necessary to do the Curriculum Crosswalk after a POS has been completed.

Why perform a Curriculum Crosswalk?
A Curriculum Crosswalk allows for gaps to be found between current coursework and expected knowledge and skills on the job. These gaps and deficiencies can then be used to develop new coursework, new courses, and/or new opportunities for students to gain the necessary knowledge and skills.

Steps in performing a Curriculum Crosswalk:

Step 1: Identify who will be involved in the curriculum review.
- The pathway partners determine the <u>procedures</u> used in completing the curriculum review.
- Documentation of the curriculum review is maintained by the pathway partners and is updated whenever a new course (s) or modifications are added to the pathway.

Step 2: Assemble all relevant "standards" and benchmarks.
- Academic
- Technical
- Employability/21st Century
- Cluster and Pathway Knowledge and Skill Statements
- Others?

Step 3: Analyze and crosswalk the "standards". Note deficiencies and gaps in the curriculum.

Step 4: Align the "standards" to the curriculum.
- After a comprehensive synopsis of standards and expectations has been developed, it must be compared to the goals and objectives of the courses, course sequences, and the total curriculum.
- The most effective approach is to look at the curriculum in total, across all subject areas and across secondary and postsecondary technical programs.
- This broad look at the curriculum accomplishes integration, eliminates duplication, and optimizes use of student time.

Step 5: Redesign the curriculum to correct the deficiencies.
- Design new courses or revise current courses.
- Design teaching enhancements to support the standards and all student populations in meeting the standards.
- Both content as well as teaching and learning strategies can be modified to address the deficiencies.

Step 6: Design assessments that verify attainment of standards.
- Verification of student success is essential if the curriculum is to produce student mastery of required skills.
- The assessment methods and tools must be developed in direct reference to the standards.

Step 7: Develop an implementation plan.
- Include such items as deadlines and timelines, resources, staff/professional development, barriers, and benefits.
- Professional development must be provided to assist teachers in dealing with the new paradigms, suitable texts and materials must be provided, laboratories may have to be revised, worksites must be established, and projects must be designed and implemented.
- Realistic timelines for implementation must be included.

Step 8: Evaluate results.
- Considerable effort and resources will go into curriculum reform.
- The implementation plan should include collection of suitable data to document the effects of the reform on student performance.
- Not all of the desired changes may be possible in the first effort at reform.
- The concept of continuous improvement should be adopted with the recognition that reform is an ongoing and never-ending effort.

Next steps?
- Articulation agreements?
- Industry certifications?
- Individualized Learning Plans – WCSCM – for all HS students
- Other: