



**Middleton – Cross Plains  
Area School District**  
inclusive. innovative. inspiring.

# **4K – 12 Renewal of Curriculum and Instruction 2018**

## **Introduction**

The mission of the Educational Services team is to provide support and leadership for staff, develop collaborative professional cultures, and sustain a district system dedicated to equity and the success of *all* students, while *closing achievement and opportunity gaps*.

***Inclusive. Innovative. Inspiring.***

This document describes a plan for educational renewal that meets the changing needs of students, staff, and society. The philosophy and goals give direction and sustainability to the process. The guide provides for instructional and curriculum development by district staff and administration. It includes a structure for the implementation of innovative practices using educational standards in classrooms, and evaluation through a process of self-study and program review. The guide is intended to provide direction, coordination and structure for district teachers, administrators, and leadership teams as we strive for excellence.

## **Instructional Strategies and Curriculum Development in a Professional Learning Community**

According to recent studies, teachers increase the effectiveness of their instruction when they collectively identify and work toward the results they desire, develop collaborative strategies to achieve their goals, and create systems to assess student learning through a backwards design process. A professional learning community strives to provide its students with an education that has been developed by the faculty through a collaborative backwards design process. Students are much more likely to succeed in school if the teacher teaches using curriculum and instructional methods developed by consensus, students practice the skills emphasized, and the assessments are designed to determine the degree to which students demonstrate understanding and transfer of big ideas.

### **Validating Alignment and Planning for Continuous Improvement**

Agreement on standards of quality and mastery is essential in promoting excellence and consistency of teaching and in validating alignment of curriculum, instruction, and assessment with standards. The following are indicators of a well-designed standards-based curriculum implementation:

- Curriculum and instructional practices are culturally and linguistically responsive, with an emphasis on ensuring student engagement and appropriate challenge.
- The written curriculum and instructional strategies reflect best practices; such as:
  - choice
  - engagement
  - differentiation
  - inquiry
  - global reach potential
  - discovery of new tools and experiences
  - creativity
  - student-centeredness
  - teachers as learners
  - personalization
  - innovation
- The curriculum is designed with clarity about the desired learning targets; instruction and assessment are based on evidence of real learning for understanding and transfer.
- Classroom assessments are central to the curriculum design, not an after-thought, and continuously inform instruction.
- Data are used to improve teaching and learning.

### **Principles of the MCPASD Renewal Process for Curriculum and Instruction**

1. Teacher teams work collaboratively to design instruction with goals that ensure understanding and transfer of knowledge and skills for each content area.
2. The important determination of what students should know and be able to do as a result of their education is a collective, rather than an individual decision.
3. The curriculum helps teachers, students, and parents clarify the specific knowledge, skills, and understanding students should be able to transfer as a result of their learning.
4. The results-oriented curriculum reduces content and enables all parties to focus on essential and significant learning, understanding, and transfer.

5. The process identifies common evaluative criteria and assessments that enable individual teachers, teaching teams, and schools to monitor student achievement at the classroom level.

### **Supporting Implementation and Collaborative Adult Learning**

This is a solution-seeking, innovation, and planning process that supports continuous improvement and collaboration, and ensures district curriculum coordination while honoring teacher expertise.

1. ***The intent is to emphasize mutual accomplishment.*** Participants in the renewal process develop the innovation; however, all implementers of the innovation hold responsibility for bringing it to life with students in the classroom. This is the essence of the science and art of teaching and learning.
2. ***Establish a culture that values continuous improvement.*** Educator teams facilitate a continuous improvement process and encourage it as part of the school's and district's values. The emphasis is on improving student learning. Instructional and curricular development and renewal is an ongoing process, not a single event.
3. ***Collaboration is the other critical element in a school's culture.*** School-level teams establish the importance of working together in a cooperative manner, create conditions that support collaboration, model it, and celebrate successes. In addition, collaboration crosses school and grade-level boundaries, so teachers share their knowledge and expertise throughout the system.
4. ***Provide ongoing professional development that is sensitive to educators' needs.*** Professional development is intentional, relevant, and aligned to school and district goals and initiatives.
5. ***Assist teaching teams in creating long-term instructional plans.*** Long-term planning calendars and units of study enable teachers to develop planning documents they can use as they plan instruction. Once teaching teams have developed long-term and unit plans, the team and their administrator can confer in a collaborative climate, using the following guiding questions:
  - Are students able to respond to essential questions and demonstrate transfer?
  - How are curriculum and instruction meeting all students' needs?
  - Are all students engaged? Why or why not?
  - Are we preparing for student differences in advance of instruction?
6. ***Celebrate our accomplishments!***

Sources: Culturally Responsive Teaching and the Brain, Hammond 2015  
Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement, DuFour and Eaker, 1998  
The Right to Learn, Linda Darling-Hammond, Jossey-Bass, 1997

### **4K - 12 Curriculum and Instruction Renewal Teams**

Renewal Teams are responsible for creating and updating the curriculum, instructional practices, and assessment for curriculum strands. In addition, interdisciplinary connections are important and will be emphasized between curricular areas.

#### **Curriculum Strands**

- Advanced Learning & Aptitude Development Plan (K-12)
- Art (K – 12)
- Career and Technical Education (Family and Consumer Science, Health Science Occupations, Technology Education, Business Marketing, Informational Sciences) (K - 12)
- Counseling (K-12)
- English, Language Arts, and Literacy (4K – 12)
- Health and Physical Education (K – 12)
- Library Media Services (K-12)
- Math (4K – 12)
- Music (K – 12)
- Science (K – 12)
- Social Studies (K – 12)
- Two-way Immersion
- Heritage Language Learning
- World Languages (5 – 12)

### **Team Membership**

Team membership will be determined based upon scope of the work.

Each representative will have the following responsibilities:

1. Attend all meetings.
2. Read relevant materials and be prepared to discuss them.
3. Conduct visits to classroom zones of innovation.
4. Design curriculum, instruction and/or support materials.
5. Visit/Observe team members' classrooms. Conduct lessons others will visit.
6. Serve as communication liaison with colleagues.
7. Attend relevant professional learning.
8. Collaboratively create units based on educational standards.
9. Design and conduct professional learning.

## **CURRICULUM AND INSTRUCTION RENEWAL CYCLE**

Each Renewal Team Member will be responsible for participating in the following activities as part of the renewal process.

### **YEAR ZERO:**

#### **May – August:**

- Indicate interest in Renewal

- Establish the Renewal Team
- Commit to the Renewal Process

## **YEAR ONE:**

***NOTE: The following time estimates do not include all possible professional reading and planning expected to occur between meetings.***

### **September:**

#### ***On your own***

- Review building data and building goals from the August Data Summit
- Read:
  - Research on Clark Street Community School (CSCS)
  - Begin *Culturally Responsive Teaching and the Brain*, Hammond (CH 1-4)

### **October:**

#### ***One after-school meeting and one full-day (incl. CS observation) estimated***

- Attend initial renewal meeting.
- Discuss readings.
- Consider possible problem of practice/inquiry design
- Visit CSCS to observe a zone of innovation (with team members and instructional coach)
- Examine curriculum standards adopted by the district for your curriculum strand(s). (Consider 4 PLC Qs)

### **November:**

#### ***One full day meeting estimated***

- Discuss readings and standards.
- Discuss CSCS visit.
- Consider Big Ideas, Transfer Goals, and Essential Questions relevant to curriculum power standards
- Consider global connections, service learning, innovations and district tools and resources that can be embedded into the instructional program.
- Solidify a problem of practice/inquiry area of focus.

### **December-January:**

#### ***One partial day (for observation) and one after-school meeting est***

- Conduct another visit/observation to an innovation zone at CSCS
- With team, develop and solidify a plan of action for P-D-S-A process, i.e. who will practice lesson design first and who will observe first

### **February-March:**

#### ***One full day (including observation) estimated each month***

- Practice lessons with coaching (with team members observing)
- Debrief observations and student data (evidence of learning) and continue the planning process
- Compare evidence with power curricular standards

### **April:**

#### ***One full day (including observation) estimated***

- Practice lessons with coaching (with team members observing)
- Debrief observations and student data (evidence of learning) and continue the planning process
- Consider more formal data collection (ongoing process)
- Begin to modify curriculum and instruction

**May:**

***One full day (including observation) estimated***

- Practice and observe
- Share data with other renewal teams
- Plan curriculum
- Begin PD planning (for team and colleagues)
- Evaluate the Renewal experience

**Summer:**

- Conduct/attend professional learning
- Participate in unit design and related curriculum writing
- Plan (additional) communication with colleagues
- Consider continuation in renewal as needed