



**Middleton-
Cross Plains**
Area School District

4K – 12
Renewal Process
for
Curriculum and Instruction

2015-2016

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 provides for a plan for continuous renewal to meet the changing needs of students and society. The philosophy and goals give direction and stability to the process. The guide provides for instructional and curriculum development by district staff and administration, and adoption by the Board of Education. It includes a structure for the implementation of innovative practices using curriculum 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 studies, teachers increase the effectiveness of their schools 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 a curriculum 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 to the curriculum developed by consensus, students practice the skills the curriculum emphasizes, and assessment programs 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 equality of teaching and in validating alignment of curriculum, instruction, and assessment with standards across schools. 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.
- The written curriculum and instructional strategies reflect best practices; such as:
 - choice
 - engagement
 - differentiation
 - curiosity
 - global reach potential
 - discovery of new tools and experiences
 - creative
 - student centered
 - 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 problem solving 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.*** School-level teams facilitate a continuous improvement process and encourage it as part of the school'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.
4. ***Provide ongoing professional development that is sensitive to teachers' 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: 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
Planning and Organizing for Curriculum Renewal, ASCD, 2001

4K - 12 Curriculum and Instruction Renewal Teams

Curriculum and Instruction Renewal Teams are responsible for creating and updating the curriculum, instructional practices and assessment for each curriculum strand.

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)
- 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. Pilot curriculum and/or instructional strategies.
3. Attend relevant professional development.
4. Design curriculum and/or support materials.
5. Facilitate training for colleagues.
6. Serve as communication liaison at faculty meetings and/or team/department meetings.

CURRICULUM AND INSTRUCTION RENEWAL CYCLE

Each Curriculum and Instruction Renewal Team will be responsible for completing the following tasks as part of the curriculum renewal process.

YEAR ZERO:

May – June:

- Establish the Curriculum & Instruction Renewal Team

YEAR ONE:

Full Day One:

- Review the evaluation process and timeline.
- Review all pertinent achievement data including but not limited to:
 - state, local and national assessments
 - course enrollment patterns
 - course grades
 - achievement among all demographic groups
 - graduation requirements
- Investigate national and/or state standards and benchmarks and begin to learn about the Understanding by Design process and take an in depth look at Stage One components.
- Create/Survey of current practices to examine engagement and cultural and linguistic responsiveness.

In Between:

- Communicate with colleagues on initial meeting.
- Collect and analyze research articles and publications, and consult with experts and state/national colleagues on best practices in the field.
- Administer survey on engagement and cultural and linguistic responsiveness to colleagues and students.

Meeting Two:

- Consider Big Ideas, Transfer Goals, and Essential Questions.
- Consider global connections, service learning, innovations and district tools and resources that can be embedded into the instructional program.
- Develop a communication plan for gathering additional input from and for providing information to colleagues who are not on the committee.
- Examine results from survey of current practices to examine engagement and cultural and linguistic responsiveness.

In Between:

- Communicate with colleagues on meeting two and plan for researching other programs.
- Research exemplary school districts (in Wisconsin and beyond) to determine which districts meet some or all of our desired outcomes. (The research should include curriculum materials, instructional practices, service-delivery models. etc.) *This is done through web-resource searches and site visits.*

Meeting Three:

- Continue exploration of best practices
- Research and examine instructional materials options for possible pilots in year two.
- Plan to conduct site visits to exemplary school districts.
- Continue to develop the components of Stage One - Big Ideas, Transfer Goals, and Essential Questions.

In Between:

- Communicate with colleagues on third meeting and the plan for site visits.
- Review components of UbD Stages One and Two
- Conduct site visits

Meeting Four:

- Create a plan to develop common assessments aligned to Stage One.
- Report out on site visits.
- Decide on any small-scale changes that may occur in year two.
- Develop a plan for summer work.
- Develop a plan for instructional materials pilots in year two, including professional development needs, communication and securing of the materials.

June/Summer:

- Provide training for pilot materials (if needed).
- Complete any unfinished year-one work.
- Understanding by Design coursework and curriculum writing.

YEAR TWO:

September - December

- Consider possible new courses and/or changes in course sequence and determine teacher-licensing requirements needed. **Should we include student voice here??**

- Check in on the progress of the instructional pilots and set up peer observations.
- Write Stage 2 of curriculum - formative/summative assessments; consider effective assessment design (including common performance assessments).
- Begin discussion of Grading for Learning & Reporting Grades
- Continue research, evaluation, and study
- Assess (continually) of professional development needs and plans

January – March:

- Evaluate instructional materials and practices within pilots.
- Select new instructional materials and practices to be implemented starting in year three.
- Develop the implementation plan for any changes to the program, including communication, technology needs and purchasing of new materials.
- Write Stage 3 of curriculum.
- Secure quotes for instructional materials and technology equipment.
- Begin preliminary planning for professional development (for implementation).
- Continue peer observations.
- Continuous assessment of professional development needs and plans
- Continued research, evaluation, and study

April – May:

- Finalize plan for professional development for implementation and on-going support and embedded opportunities.
- Continue writing Stage 3 of curriculum.
- Revisit curriculum writing of UbD Units (status, determine need for summer work).
- Discuss Grading for Learning & Reporting Grades
- Continue research, evaluation, and study

Summer:

- Train for implementation of new instructional materials.
- Complete writing of UbD Units for curriculum.

YEAR THREE:

Summer:

- Finalize spending
- Order materials, technology

- Implement professional development
- Communicate with stakeholders

September:

- Implement new curriculum, instructional practices, and program changes
- Communicate with stakeholders
- Review and finalize grading for and reporting learning plan

October – April:

- Support teachers' implementation of curriculum and practices
- Plan for evaluation
- Gather data from common performance assessments
- Plan for ongoing professional development and support (next steps, long-term plan)
- Communicate with stakeholders

Middleton-Cross Plains Area School District

Instructional Program Evaluation Cycle

	08 – 09	09 – 10	10 – 11	11 – 12	12 – 13	13 – 14	14 – 15
Year # 1 <ul style="list-style-type: none"> • Develop draft of Stage One • Review data • Research • Develop communication plan • Create program and materials evaluation criteria • Site Visits • Professional Development 	6-12 World Languages K-8 Science 6-12 Math	6-12 CTE 9-12 Science K-12 Social Studies	K-12 English/Lang Arts/Literacy K-12 Advanced Learning & Aptitude Plan	K-12 Art K-12 Music	K-12 PE/Health K-12 LMC K-5 Technology	4K-12 Math	5-12 World Languages
Year # 2 <ul style="list-style-type: none"> • Recommendations/Changes • Budget • Develop Implementation Plan • Approval of Curriculum Materials • Continued Professional Development • Continue Stage One/Draft of Stage Two/Stage 3 		6-12 World Languages K-8 Science 6-12 Math	6-12 CTE 9-12 Science K-12 Social Studies	K-12 English/Lang Arts/Literacy K-12 Advanced Learning & Aptitude Plan	K-12 Art K-12 Music	K-12 PE/Health K-12 LMC K-5 Technology	4K-12 Math
Year # 3 <ul style="list-style-type: none"> • Implementation • Data Gathering • On-going Professional Development 	6-8 English/ Language Arts 11-12 Psychology		6-12 World Languages K-8 Science 6-12 Math	6-12 CTE 9-12 Science K-12 Social Studies	K-12 English/Lang Arts/Literacy K-12 Advanced Learning & Aptitude Plan	K-12 Art K-12 Music	K-12 PE/Health K-12 LMC K-5 Technology
Year # 4 <ul style="list-style-type: none"> • Refined • Redesign • Realign 					K-12 Social Studies	K-12 English/Lang Arts/Literacy	K-12 Art K-12 Music

July 7, 2015

Middleton-Cross Plains Area School District

Instructional Program Evaluation Cycle (Continued)

	15 – 16	16 – 17	17 – 18	18 – 19	19 – 20	20 – 21	21 – 22	22 – 23
Year # 1 <ul style="list-style-type: none"> • Develop draft of Stage One • Review data • Research • Develop communication plan • Create program and materials evaluation criteria • Site Visits • Professional Development 	5-12 Science	K-4 Science	5-12 CTE	K-12 Social Studies	K-12 Art K-12 Music	4K-12 English/Lang Arts/Literacy	K-12 PE/Health K-12 LMC	4K-12 Math
Year # 2 <ul style="list-style-type: none"> • Recommendations/Changes • Budget • Develop Implementation Plan • Approval of Curriculum Materials • Continued Professional Development • Continue Stage One/Draft of Stage Two/Stage 3 	5-12 World Languages 4K-5 Math	5-12 Science	K-4 Science	5-12 CTE	K-12 Social Studies	K-12 Art K-12 Music	4K-12 English/Lang Arts/Literacy	K-12 PE/Health K-12 LMC
Year # 3 <ul style="list-style-type: none"> • Implementation • Data Gathering • On-going Professional Development 	K Math 6-12 Math	5-12 World Languages 1-5 Math	5-12 Science	K-4 Science	5-12 CTE	K-12 Social Studies	K-12 Art K-12 Music	4K-12 English/Lang Arts/Literacy
Year # 4 <ul style="list-style-type: none"> • Refined • Redesign • Realign 	K-12 PE/Health K-12 LMC K-5 Tech	K Math 6-12 Math	5-12 World Languages 1-5 Math	5-12 Science	K-4 Science	5-12 CTE	K-12 Social Studies	K-12 Art K-12 Music

July 7, 2015