



# **District In Need Of Improvement**

## **CURRICULUM PROGRAM**

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# Introduction

The District Improvement Curriculum Team has been meeting monthly since November 2005. The purpose of this team was to investigate and create a curriculum development program that would increase student achievement.

Committee members worked on three primary goals:

1. To develop a curriculum development structure and process to ensure quality, aligned curriculum for all subject areas.
2. To identify a curriculum development and revision cycle that would ensure up-to-date curriculum and resources for the students of the Manchester School District.
3. To develop a professional development program to support the implementation of the curriculum of the Manchester School District.

To accomplish these tasks, team members engaged in the following:

**Vision** - The team began by creating a vision statement for curriculum in the Manchester School District.

## VISION STATEMENT

“The Manchester School District’s Curriculum is rigorous and standards based, designed to meet the needs of diverse learners. The curriculum is comprehensive, dynamic and cumulative. For district-wide consistency and implementation, ongoing professional development and appropriate resources are essential. The community’s involvement is vital to the success of each student, PreK-13. The Manchester School District’s curriculum is a matter of public record, and easily accessible to the community.”

\*Standards based means the curriculum is based on New Hampshire Grade Span Expectations, Grade Level Expectations, State and National standards.

**Book Study** – The team conducted a book study on “Understanding by Design” by Grant Wiggins and Jay McTighe. This book was a detailed explanation of the Understanding by Design (UBD) model for curriculum design. Understanding by Design is a framework for designing curriculum units, performance assessments and instruction that lead students to a deep understanding of content. It is based on the planning concept of beginning with the end in mind. The focus of UBD is for students to know and understand material, rather than for teachers to simply cover material. Students demonstrate genuine understanding when they express their learning through one or more facets of understanding:

- explanation- the ability to demonstrate, derive, describe, design, justify or prove something using evidence
- interpretation- the creation of something new from learned knowledge, including the ability to critique meaning, translate, predict and hypothesize
- application- the ability to use learned knowledge in new, unique, or unpredictable situations and contexts, including the ability to build, create, invent, perform, produce, solve, and test
- perspective- the ability to analyze and draw conclusions about contrasting viewpoints concerning the same event, topic or situation
- empathy- the capacity to walk in another's shoes, including participating in role-play, describing another's emotions, and analyzing and justifying someone else's reactions
- self-knowledge- the ability to self-examine, self-reflect, self-evaluate and express reflective insight, particularly the capacity for monitoring and modifying one's own comprehension of information and events

The UBD model for instructional planning involves beginning with the end in mind, meaning the standard. This process is a three step process which begins with stage one: identifying the desired result. To achieve this goal, educators must identify the big ideas, essential questions and what students should know and be able to do. The second stage is to identify the assessments that will be used to determine whether the student has developed mastery of the identified standard. Once both stage one and stage two are complete, educators then begin to identify strategies and activities that will be used to provide opportunities for the students to acquire the content and skills necessary to show mastery on the identified assessments.

The UBD planning model is currently being used at the secondary level in language arts and the middle school level in mathematics under the guidance of the implementation specialists and department heads to ensure that the instruction in our classrooms is reflective of the standards identified in the new Manchester curriculum documents.

Finally, the team recommends the UBD framework also serve as a basis for developing the core competencies in the Manchester School District. Schools and districts can use UBD's three circle audit process to evaluate what is worth just being familiar with versus what is both essential and enduring, which are termed the 'big ideas'. These "big ideas" are the basis for creating core competencies in schools and districts.

# **Goal 1: To develop a curriculum development structure and process to ensure quality-aligned curriculum for all subject areas.**

## **A. Curriculum Development Process**

### **1. Create a Core Curriculum Committee (PK-13)**

*There will be a core committee for each individual subject area within the district. Representatives will be from Title I and non-Title I schools as well as balanced representation from the three geographical areas of the City: West, South, East, and North.*

Facilitator (Curriculum Coordinator)

Primary Representatives (3)

Intermediate Representatives (3)

Middle School Representatives (2)

High School Representatives (3)

Sped Rep (1)

ELL Rep (1)

MST Rep as determined by MST Principal

Administrator

Parent and community member from our pool of volunteers

BOSC Member

*This composition can be modified for specific curricular area needs (ie FACS, Technology Education, etc.)*

### **2. Stakeholder Input**

- Invite input from stakeholders about current and/or future curriculum

### **3. Write Curriculum** (every course offered in the Manchester School District will have a written curriculum)

- Invite teacher input for each grade level/course during the writing of the curriculum document
- Curriculum for a unique course will be developed by the individual teacher, reviewed by the subject area department, school administration and brought to the core committee for evaluation and inclusion in the curriculum document

### **4. Professional Development**

- Create and implement mandatory professional development for all teachers of the subject area to facilitate an understanding of the curriculum document

### **5. Core Competency**

- The Core committee will facilitate the subject area teachers in the process of developing core competencies for common courses at the high school level
- Core competencies for unique courses will be developed by the individual teacher, reviewed by the school subject area department, school administration, and brought to the core committee for evaluation and inclusion in the curriculum document

## **6. Stakeholder/Review**

- Stakeholders include: instructional staff, administration, support personnel, parents, students, and community representatives; including higher education, business, and other community organizations
- Provide an educational process for stakeholders to facilitate a general understanding of the curriculum document and an opportunity to provide input

## **7. Revise the Curriculum Based on Feedback**

- Share with stakeholders the revised curriculum based on the prior stakeholder review
- Provide a second stakeholder review if necessary

## **8. Present to Curriculum and Instruction Committee for Approval**

## **9. Present to Board of School Committee for Approval**

## **10. Communication of Curriculum**

- Once approved, the Curriculum Coordinator will provide a hard copy of the new curriculum for each instructional position implementing and supporting the curriculum, as well as the administration at each implementing site. (This includes SPED, ELL and any other support service position for the implementation of this curriculum)
- The Curriculum Coordinator will ensure that the approved curriculum is posted on the Manchester School District website
- The Curriculum Coordinator will also send a letter to all sending school districts as well as Manchester area private schools and/or early learning centers informing them that new curriculum has been adopted and is available on the Manchester School District website

## **11. Professional Development II**

- Create and implement a mandatory professional development plan for the implementation of the new curriculum

## **12. Annual Review**

- On an annual basis, the Core Curriculum Committee will meet and discuss/make revisions based on State requirements and/or pertinent data
- Any changes will be communicated to all holders of curriculum documents and posted on the school district website

### Core Curriculum Committee Formation Procedure

1. A notice will be sent to all teachers via email and interoffice mail informing them of the creation of the committee, the commitment necessary to be involved and roles and responsibilities of the members. Any teacher may volunteer by notifying his/her Principal
2. At each individual school, the volunteers will gather together and determine the representative who will be sent to the district level for

consideration to the Core Committee. In the case of a conflict, the Principal has the final decision.

3. At the district level, all the volunteers gather together and determine the representatives who will become the Core Committee. The rest of the representatives will be the people invited during step 3. In the case of a conflict, the Curriculum Coordinator has the final decision.

4. Parent and Community representatives will be chosen from a pool of volunteers that are solicited by the Curriculum Coordinator each September via school and district newsletters and websites.

## **B. Curriculum Decision-Making Communication Flow**

Curriculum Committees→Principal→Superintendent/Asst.

Superintendent→BOSC

Each group makes a recommendation to the next step in the model.

Communication with the previous group must take place whenever a group acts on a recommendation whether accepted or changed.

## **C. Framework to Support the Process**

### **Administrative Support**

The team recommends that all elementary schools have a full-time Assistant Principal to adequately support this curriculum program.

### **Curriculum Coordinator**

#### **Minimum Qualifications and Requirements:**

- Master's degree from an accredited college or university; preferably in educational administration or curriculum and instruction;
- Valid educator's certification;
- A minimum of 5 years experience as a classroom teacher;
- Graduate work in education in the areas of curriculum development, supervision, and/or instructional practices;
- Practical experience in curriculum planning, implementation, and evaluation and supervisory experience; and
- Such alternative or additional qualifications as the Board of School Committee or Superintendent may find appropriate or acceptable.

#### **Specific Core Function:**

To provide leadership in the development, implementation, evaluation and coordination of the District's PK-12 curriculum as related to all students including sub-groups as defined by No Child Left Behind.

### Job Responsibilities:

- Coordinate and facilitate the implementation of the curriculum development process;
- Provide leadership to ensure understanding of and promote the educational objectives of the district;
- Coordinate all district-level efforts of the professional staff in projects or curriculum improvement;
- Work with principals and teacher committees in organizing and coordinating curriculum related grade level and departmental meetings, in order to effect horizontal and vertical continuity and articulation of the instructional program throughout the District;
- Plan and present a series of meetings each year for the express purpose of interpreting the educational program to the Board of School Committee, to parent groups, and to other interested patrons of the District;
- Direct the creation of and edit for publication all curriculum guides and other documents prepared by and to be distributed among the instructional staff as well as ensure availability to the community;
- Coordinate the selection and evaluation of resources and programs for the district through the use of curriculum committees;
- Keep abreast of and interpret for the staff current research in the area of curriculum development;
- Supervise a program for the ongoing evaluation of instruction and curriculum;
- Assist in the development and coordination of the sections of the budget that pertain to curriculum and instruction;
- Maintain liaison and active participation with educational leaders in curriculum and instruction at state, regional and national levels; and
- Participate in reviewing and evaluating results of district-wide testing programs in relation to curriculum and for other evaluative measures used by the schools.

**Goal 2: To identify a curriculum development and revision cycle that would ensure up-to-date curriculum and resources for the students of the Manchester School District.**

**Curriculum Development and Review Cycle-6 year cycle**

Year	Research/ Review	Revise/ Develop	Pilot/ Implementation	New Resources/ Implementation	Implementation / Evaluation I	Implementation / Evaluation II
	The committee will review the present curriculum in relation to current standards, research and standards.	The committee will revise the present curriculum to reflect what was learned in the research/ review phase.  The committee will also identify pilot materials for the following school year.	All teachers will implement the newly revised curriculum and small groups will implement with potentially new materials.	New resources will be purchased district-wide for full implementation PK-12.	The curriculum will be implemented for a third year and the committee will conduct the first evaluation of the curriculum.	The curriculum will be implemented for a fourth year and the committee will conduct the second evaluation of the curriculum to verify the previous year's findings.
2004-05		Language Arts PK-5				
2005-06		Mathematics PK-12 Language Arts 6-12				
2006-07		Science PK-12 Music K-12	Language Arts 6-12			
2007-08		Social Studies PK-12 Art K-12	Mathematics PK-5 Science PK-12 Music K-12	Mathematics PK-5 Language Arts 6-12		
2008-09	FACS PE Health Tech. Ed. PK-12		Social Studies PK-12  Art K-12	Science PK-12  Music K-12	Language Arts PK-12	
2009-10	World Languages Business/ Computer Library	FACS PE Health Tech. Ed. PK-12	Language Arts PK-5 Mathematics 6-12	Social Studies PK-12  Art K-12	Science PK-12  Music K-12	Language Arts PK-12

Year	Research/ Review	Revise/ Develop	Pilot/ Implementation	New Resources/ Implementation	Implementation / Evaluation I	Implementation / Evaluation II
	The committee will review the present curriculum in relation to current standards, research and standards.	The committee will revise the present curriculum to reflect what was learned in the research/ review phase.  The committee will also identify pilot materials for the following school year.	All teachers will implement the newly revised curriculum and small groups will implement with potentially new materials.	New resources will be purchased district-wide for full implementation PK-12.	The curriculum will be implemented for a third year and the committee will conduct the first evaluation of the curriculum.	The curriculum will be implemented for a fourth year and the committee will conduct the second evaluation of the curriculum to verify the previous year's findings.
2010-11	Language Arts PK-12	World Languages Business/ Computer Library	FACS PE Health Tech. Ed. PK-12	Language Arts PK-12  Mathematics 6-12	Social Studies PK-12  Art K-12	Science PK-12  Music K-12
2011-12	Science PK-12  Music K-12	Language Arts PK-12	World Languages Business/ Computer Library	FACS PE Health Tech. Ed. PK-12	Mathematics PK-12	Social Studies PK-12  Art K-12
2012-13	Social Studies PK-12  Art K-12	Science PK-12  Music K-12	Language Arts PK-12	World Languages Business/ Computer Library	FACS PE Health Tech. Ed. PK-12	Mathematics PK-12

\*\* Timetable may be altered if required by a change in the State Standards

### **Goal 3: To develop a professional development program to support the implementation of the curriculum of the Manchester School District.**

2006-07 School Year Curriculum Professional Development Plan

<b>GROUP</b>	<b>SEPTEMBER 27</b> <i>Early Release</i>	<b>OCTOBER 26</b> <i>Early Release</i>	<b>NOVEMBER 7</b> <i>Workshop Day</i>	<b>JANUARY 11</b> <i>Early Release</i>
<b>Elementary</b>	Math Conceptual Understanding & Depth of Knowledge	Language Arts Writing Conventions	Language Arts Instructional Strategies	Language Arts Writing Content
<b>Elementary Paraprofessionals</b>	Math Conceptual Understanding & Depth of Knowledge	Language Arts Writing Conventions		
<b>Middle LA (SPED and ELL)</b>	Curriculum Mapping	Curriculum overview	Standards-Based planning	Curriculum Mapping
<b>Middle Math (SPED and ELL)</b>	Curriculum Mapping	Depth of Knowledge	Instructional Strategies Handbook	Curriculum Mapping
<b>Middle School Science</b>		GSE Awareness Training		Curriculum Topic Study Training
<b>Southside</b>	Curriculum Mapping	Curriculum Mapping	Curriculum Mapping	Curriculum Mapping
<b>Parkside Hillside McLaughlin</b>				Curriculum Mapping
<b>Middle Paraprofessionals</b>		Language Arts Curriculum Overview		Curriculum Mapping
<b>High School LA (SPED and ELL)</b>		Curriculum overview	Standards-Based planning	
<b>High School Math (SPED and ELL)</b>		Depth of Knowledge	Instructional Strategies Handbook	
<b>High School Science</b>		GSE Awareness Training		Core competency Development
<b>All Other High School subjects</b>		Curriculum work by department		Curriculum Work
<b>Unified Arts and Specialists (district-wide)</b>	Meet with building staff	Meet in departments PK-5 and 9-12	Meet with building staff	Meet in departments 6-8 and 9-12
<b>High School Paraprofessionals</b>		Language Arts Curriculum overview		

<b>GROUP</b>	<b>FEBRUARY 14</b> <i>Early Release</i>	<b>MARCH 22</b> <i>Early Release</i>	<b>APRIL 10</b> <i>Early Release</i>
<b>Elementary</b>		Language Arts Writing Conferencing	Math Instructional Strategies
<b>Elementary Paraprofessionals</b>		Language Arts Writing Conferencing	
<b>Middle LA (SPED and ELL)</b>	Curriculum Mapping	Curriculum Mapping	Curriculum Mapping
<b>Middle Math (SPED and ELL)</b>	Curriculum Mapping	Curriculum Mapping	Curriculum Mapping
<b>Middle School Science</b>			Curriculum Overview for feedback
<b>Southside</b>		Curriculum Mapping	Curriculum Mapping
<b>Parkside Hillside McLaughlin</b>	Curriculum Mapping	Curriculum Mapping	Curriculum Mapping
<b>Middle Paraprofessionals</b>	Curriculum Mapping	Curriculum Mapping	Curriculum Mapping
<b>High School LA (SPED and ELL)</b>		Standards-Based planning follow-up	
<b>High School Math (SPED and ELL)</b>		Instructional Strategies follow- up	
<b>High School Science</b>		Curriculum Topic Study Training	Curriculum Overview for feedback
<b>All Other High School subjects</b>		Differentiated Instruction	Curriculum work
<b>Unified Arts and Specialists (district-wide)</b>	Meet with building staff	Meet with building staff	Meet in departments PK-12
<b>High School Paraprofessionals</b>		Standards-Based planning	

In addition to the above professional development the DI Curriculum Team recommended and provided for the teachers of the Manchester School District the following opportunities:

**Mathematics Curriculum Training-** A half-day training was provided for all secondary teachers of mathematics and teams of teachers from each elementary school in the Spring of 2006 to introduce the new mathematics curriculum.

**Mathematics Summer Institute-** Two-day institute in the Summer of 2006 for elementary and middle school teachers that focused on providing teachers with strategies to implement the new mathematics curriculum.

**Science GSE Training-**Two half-day trainings for elementary teachers in the fall and winter of the 2006-07 school year that provided elementary teachers with an overview of the new Science Grade Span expectations and the change in instructional focus from content to science process skills.

The Curriculum Team and curriculum committees are currently in the process of formulating recommendations for the 2007-08 school year for professional development that is based on assessment data and curriculum implementation needs of our instructional staff.

## **CONCLUSION**

The District Improvement Curriculum Team has worked diligently to develop this program to support and promote the achievement of Manchester students. The team, as noted in the introduction, has conducted research and participated in a book study to formulate its recommendations.

As a result of this work, the Curriculum Team will continue to work in the areas of investigating effective use of instructional time, grouping practices and rewriting curriculum.