



# STILLWATER AREA PUBLIC SCHOOLS CURRICULUM FRAMEWORK

## **Administrative Process and Procedures**

### **District Curriculum Philosophy**

A coherent and articulated curriculum provides challenging and purposeful learning, based on high standards for all, and is differentiated and individualized to meet learners' needs.

### **Belief Statements**

We believe that a coherent and articulated curriculum:

- ensures coordination from level to level, significantly contributing to student learning and achievement.
- allows room for personal connections by the learner.
- recognizes and honors diversity and complexity.
- provides equal access to high quality curriculum across district schools and programs, ensuring equity for all district learners regardless of school of attendance.
- allows for teacher creativity in delivering curriculum and creating meaning for students.
- responds to change – social, technological, economic, and political – in a timely and thoughtful manner, grounded in research.

### **Purpose of the Curriculum Framework**

The curriculum framework provides a structure for the support of teaching and learning in a given curricular area as well as across curricular areas. It is the tool that provides direction for decision making about curriculum, instruction, and assessment. All curricular decisions are based on district goals and school board policy.

### **Key Elements of the Framework**

#### 1. Standards-based

Curriculum development is based on the Graduation Standards of the State of Minnesota or national standards in subjects where no state standards exist. These standards provide the core of the curriculum. In addition, curriculum review teams will examine national standards in the curricular area under review. To insure rigor and to help prepare all students for post secondary options, the review committee will cross check curricular

standards with ACT college readiness benchmarks in social studies, mathematics, English and science.

2. Alignment

The framework provides for vertical and horizontal alignment of curriculum that articulates both scope and sequence within curricular areas and across curricular areas.

3. Summative Assessments

The framework provides for identification of summative assessments that are aligned with content area standards, and allows for further development of formative assessments to improve curriculum and instruction.

4. Specific Content Area Curriculum

Standards are translated into specific content curriculum.

5. Staff development

Staff development needs and initiatives that support curriculum implementation and assessment are identified.

6. Philosophy and beliefs

Each content area has a philosophy statement and set of beliefs that align with the District Curriculum Philosophy and the vision and mission of District #834.

7. Budget

Recommendations from curriculum review teams must include a budget that anticipates costs for instructional materials, staffing, training and other factors that impact its implementation.

## **CURRICULUM REVIEW AND DEVELOPMENT PROCESS**

- 1. The Curriculum Review and Development Process will be overseen by the Assistant Superintendent of Teaching and Learning, or his/her designee.**
- 2. The Curriculum Review Team will be chaired by a content area specialist who is either a classroom teacher on special assignment for a percentage of his or her day, a content specialist currently assigned to the Division of Teaching and Learning (e.g. reading or math content specialist), or someone contracted for this work. The curriculum review and development team will be composed of the following representatives:**
  - District 834 teachers representing pre-K, primary (K-3), intermediate (4-5), middle level (6-8), and high school (9-12) levels, with representation from each building;
  - One building administrator;
  - Outside experts or curriculum consultants to be included as needed and determined by the team;
  - Representation from Special Education;
  - Representation from Diversity Curriculum and Leadership;
  - Representation from Gifted and Talented; and
  - Guidance Counselor.

Note: A single person could serve in more than one function (e.g. a content area or grade level teacher may also represent Gifted and Talented).

- 3. The Curriculum Review Team will follow the curriculum review cycle explained in the chart on page four. A new curriculum cycle for each content area begins every five years. During the cycle, the content area is studied and evaluated; recommendations for revisions are made; updated materials are purchased to support the written curriculum; staff members are trained to ensure understanding of the curriculum and best use of newly adopted materials; assessments are reviewed and updated to align with curricular changes. The goal of this process is to maintain quality of instruction and promote successful student performance with the best materials and practices available.**

## Curriculum Review Process Chart

<b><u>YEAR 1</u></b> Study/Evaluation	<b><u>YEAR 2</u></b> Evaluation & Recommendations	<b><u>YEAR 3</u></b> Implementation	<b><u>YEARS 4 &amp; 5</u></b> Monitor & Evaluation
<ul style="list-style-type: none"> <li>• Select review and development team and train them in their task of curriculum review.</li> <li>• Review current literature on best practice.</li> <li>• Develop philosophy and belief statements.</li> <li>• Identify essential learnings.</li> <li>• Audit current curriculum to identify gaps, and redundancies; determine discrepancies among the written, taught and assessed curriculum.</li> <li>• Analyze assessment data (NWEA, MCA, ACT, AP, EOS) to identify current learning gaps.</li> <li>• Align Minnesota standards by course and/or grade level</li> <li>• Cross check placement with national standards.</li> <li>• Determine benchmarks to be addressed in the curriculum.</li> <li>• Determine specific content to deliver the standards and benchmarks.</li> <li>• Identify benchmarks according to level of competence expected of the student at each level (i.e. introduced, developed, mastered).</li> </ul> <hr style="width: 20%; margin-left: 0;"/> <p style="text-align: center;"><b><u>PRODUCTS</u></b></p> <ul style="list-style-type: none"> <li>• Philosophy Statement and Set of Beliefs</li> <li>• Curriculum audit</li> <li>• Essential learnings identified by grade level and/or course</li> <li>• Document with standards and benchmarks placed by grade level and/or course</li> </ul>	<ul style="list-style-type: none"> <li>• Continue work on standards placement and scope of benchmarks.</li> <li>• Identify summative assessments to be used at mastery levels.</li> <li>• Evaluate summative assessments using Daggett's four quadrants.</li> <li>• Review benchmarks to identify inclusion of 21<sup>st</sup> Century Skills.</li> <li>• Review benchmarks in light of ACT College Readiness Benchmarks.</li> <li>• Identify technological skills and support essential to the curricular area.</li> <li>• Research and select instructional materials to support curriculum with opportunities to practice and sample proposed materials.</li> <li>• Assess instructional materials, assessments and placement for bias.</li> <li>• Identify staff development needs to effectively implement curriculum.</li> <li>• Identify new courses (if applicable) to support the philosophy and belief statements and meet standards.</li> <li>• Recommend elimination of courses that are no longer applicable or align with philosophy and goals.</li> <li>• Create projected budget</li> <li>• Submit for review by Curriculum and Accountability Council.</li> </ul> <hr style="width: 20%; margin-left: 0;"/> <p style="text-align: center;"><b><u>PRODUCTS</u></b></p> <ol style="list-style-type: none"> <li>1. Scope and Sequence document that identifies the following:             <ul style="list-style-type: none"> <li>➢ Essential learnings;</li> <li>➢ Standards and benchmarks;</li> <li>➢ Introduction, Development and Mastery levels for each benchmark;</li> <li>➢ Curriculum content alignment at benchmark level;</li> <li>➢ Summative Assessments; and</li> </ul> </li> <li>2. Glossary of Definitions</li> <li>3. Bibliography</li> <li>4. New course proposals</li> <li>5. Recommended instructional materials</li> <li>6. Staff Development plan</li> <li>7. Budget</li> </ol> <p>Note: Scope and Sequence with supporting material is submitted to the District Curriculum and Accountability Council</p>	<ul style="list-style-type: none"> <li>• Train staff in the curriculum scope and sequence, and in the new instructional materials;</li> <li>• Implement curriculum;</li> <li>• Develop survey(s) for evaluation.</li> </ul> <p style="text-align: center;"><b><u>PRODUCT</u></b></p> <ul style="list-style-type: none"> <li>• Evaluation Survey to address new materials selected, assessments, and scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Review assessment data.</li> <li>• Review staff, parent, and student evaluations of the curriculum.</li> <li>• Make recommendations for further study.</li> <li>• Provide for on-going training for new and current teachers.</li> </ul> <p style="text-align: center;"><b><u>PRODUCT</u></b></p> <p>A summary report with recommendations is submitted to the Assistant Superintendent of Teaching and Learning, providing a basis from which the cycle review continues.</p>

#### **4. Steps for Approval of Curriculum Implementation**

- A. The Curriculum Review Team submits the following documents to the Assistant Superintendent of Teaching and Learning or his/her designee for initial review based on the Curriculum Review Checklist (See Appendix):
  - The scope and sequence document with its philosophy and belief statements;
  - New Courses/Deletion Proposal (if applicable);
  - Proposed budget; and
  - Staff development plan.
- B. The Assistant Superintendent of Teaching and Learning brings the Curriculum Proposals to the District Administrative Team for review.
- C. If no changes are recommended, the Assistant Superintendent of Teaching and Learning approves the documents to go forward to the Curriculum and Accountability Council for review.
- D. The Curriculum and Accountability Council reviews the documents based on the Curriculum Review Rubric (See Appendix). Any recommendations by the Curriculum and Accountability Council are submitted to the Assistant Superintendent of Teaching and Learning who will bring them back to the Curriculum Review Team for consideration.
- E. The Assistant Superintendent of Teaching and Learning brings the documents to Superintendent's Cabinet for final review before they are submitted to the School Board for approval.
- F. The School Board approves and budgets for the proposed curriculum changes.

**5. Roles and Responsibilities**

Teacher, student, administrator, and community input into the development and implementation of curriculum is valued and important. The chart below denotes the roles and responsibilities of those groups.

Person/Group	Role/Responsibility
<p>Assistant Superintendent of Teaching and Learning (or his/her designee where appropriate)</p> <p>Assistant Superintendent of Teaching and Learning (or his/her designee where appropriate) cont.</p>	<ul style="list-style-type: none"> <li>• Ensures Curriculum Framework is implemented and followed;</li> <li>• Determines appropriate staff to carry out the curriculum policies and procedures as approved by the Board of Education;</li> <li>• Keeps all constituents informed of policies, processes and procedures for Curriculum Review;</li> <li>• Provides appropriate training for Curriculum and Accountability Council to enhance its role in the review process;</li> <li>• Keeps appropriate decision makers informed of the progress of the Curriculum Review Team (Cabinet, Building Administrators, Curriculum and Accountability Council, School Board);</li> <li>• Sets Curriculum Review Cycle by learning area;</li> <li>• Monitors and oversees the work of the Curriculum Review Teams;</li> <li>• Evaluates the work of the Curriculum Review Team and makes recommendations for changes in process, procedures or policy;</li> <li>• Proposes budget as part of the annual Teaching and Learning Division Budget;</li> <li>• Manages approved budget; and</li> <li>• Ensures appropriate staff development for curriculum implementation.</li> </ul>
<p>Chair of the Curriculum Review Team</p>	<ul style="list-style-type: none"> <li>• Works with the Assistant Superintendent of Teaching and Learning or his/her designee to set meeting dates;</li> <li>• Works with the Assistant Superintendent of Teaching and Learning or his/her designee to select review team;</li> <li>• Articulates the work of the team and its timelines;</li> <li>• Communicates charter, norms and working protocols for the review team;</li> <li>• Sets the agenda for team meetings;</li> <li>• Regularly reports to the Assistant Superintendent of Teaching and Learning for direction and assistance; and Presents results and recommendations to Curriculum Accountability Council.</li> </ul>

Curriculum and Review Team Members	<ul style="list-style-type: none"> <li>• Attend all meetings;</li> <li>• Perform individual duties as determined by the team;</li> <li>• Communicate with colleagues and get input as the process progresses;</li> <li>• Keep building administrator informed of progress and seek input;</li> <li>• Be informed on best practice, current issues that affect the curricular area, and district needs and expectations;</li> <li>• Address all elements of the Framework; and</li> <li>• Present results and recommendations to Curriculum and Accountability Council</li> </ul>
Curriculum and Accountability Council	<ul style="list-style-type: none"> <li>• Establishes criteria for curricular review;</li> <li>• Assesses curricular proposals based on those criteria;</li> <li>• Ensures that curricular proposals align with district mission and goals;</li> <li>• Represents the voices from community, staff, students and administration; and</li> <li>• Recommends changes and/or approval.</li> </ul>
Principals	<ul style="list-style-type: none"> <li>• Work with their building representatives to ensure that teachers in their buildings are kept informed of the progress of the review team;</li> <li>• Communicate to their building representative or the Review Team Chair any concerns or suggestions that comes from staff; and</li> <li>• Review the work of the Curriculum Review Team prior to its submission to the Curriculum and Accountability Council</li> </ul>
District Cabinet	<ul style="list-style-type: none"> <li>• Performs final review of the proposals from the Curriculum Review Teams and makes recommendation for Board approval;</li> <li>• Recommends budget.</li> </ul>
School Board	<ul style="list-style-type: none"> <li>• Gives final approval of curricular recommendations from the Curriculum Review Team;</li> <li>• Provides appropriate budget allocations to ensure effective implementation.</li> </ul>

## APPENDICES

- A. Resource List
- B. Curriculum Review Cycle Detail Elaboration
- C. Curriculum Review Team Charge and Operating Norms
- D. Outline of Training for Curriculum Review Team
- E. Minnesota State Graduation Standards
- F. List of Essential Skills
- G. ACT College Readiness Benchmarks
- H. Daggett's four quadrants - levels of learning and assessment
- I. Lexile Framework and explanation
- J. Course Approval/Deletion Procedures and Template
- K. Curriculum Review Checklist
- L. Curriculum Review Rubric
- M. Curriculum Audit Template
- N. Definitions of Mastery
- O. Scope and Sequence Template
- P. Budget Form



## RESOURCE LIST

In the development of the proposed framework, the policies and procedures from Minnesota and nationally recognized school districts for high student achievement were examined, as well as resources from national educational professional and curriculum organizations.

### Minnesota School Districts

- Edina Public Schools – Edina, MN
- Chaska Public Schools – Chaska, MN
- White Bear Lake Public Schools – White Bear Lake, MN
- Elk River Public Schools – Elk River, MN
- Wayzata Public Schools – Wayzata, MN
- Spring Lake Park Public Schools – Spring Lake Park, MN
- Mounds View Public Schools – Mounds View, MN
- South Washington County Public Schools – Cottage Grove, MN
- Forest Lake Public Schools – Forest Lake, MN
- St. Paul Public Schools – St. Paul, MN
- Rochester Public Schools – Rochester, MN

### Nationally Recognized School Districts

- Cherry Creek Public Schools, Aurora CO
- Fairfax County Public Schools, Falls Church, VA
- Adlai E. Stevenson High School, Carol Stream, IL
- New Trier High School, New Trier, IL
- Troy School District – Athens, MI

### State Frameworks

- Arkansas
- Maine
- Maryland
- Florida
- Massachusetts
- Michigan
- Missouri
- New Hampshire

### Other Resources

- *The Curriculum Handbook* - Association for Supervision and Curriculum Development
- "Thinking About Curriculum" - Association for Supervision and Curriculum Development
- *Toward a Coherent Curriculum* – 1995 ASCD Yearbook
- "Curriculum Framework Document" – The National Association for Music Education
- *Breaking Ranks II – Strategies for Leading High School Reform* – The National Association of Secondary School Principals
- ACT