Five Year Plan
for
Curriculum Articulation and Review
2015 – 2020

Cheshire Curriculum Council

Cheshire Public Schools

Developed: 12/06
Second Generation Plan
Updated: 6/14

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CHESHIRE PUBLIC SCHOOLS

Strategic Planning Initiative
"Planning for our children's future academic success
in partnership with parents and community."

MISSION STATEMENT

The Cheshire Public Schools, in partnership with families and the community, will prepare students to meet the challenges of an ever-changing global society by providing high quality educational opportunities that inspire lifelong learning and service to others.

STRATEGIC INITIATIVES – 2011 - 2021

Curriculum
- *Identify the essential content within the Common Core State Standards and align curriculum accordingly.*
- *Design lessons that develop the student behaviors outlined within the Cheshire Performance Standards.*
- *Integrate more web-based experiences and assignments that provide authentic problems, real world scenarios, and increasing levels of challenge that align with the essential ideas of each curricular area.*

Instructional Strategies
- *Increase the use of teaching strategies that engage learners and enhance motivation (e.g. flexible grouping, co-teaching, choice, and active learning, etc.).*
- *Expand and refine the use of effective differentiated instruction for diverse learners.*
- *Use effective intervention strategies to increase the percentage of students working at or above grade level, with a special emphasis on primary grade reading.*

Student Work
- *Engage students in rigorous learning tasks that embody the Cheshire Performance Standards.*
- *Create and implement individual student plans that begin in the intermediate grades to foster postsecondary and college guidance and support the capstone experience.*
- *Enhance student exposure, respect, and appreciation for cultural diversity in order to prepare students for global citizenship.*

Assessment and Evaluation
- *Use the Cheshire Curriculum Council review process to analyze and evaluate the extent to which curriculum revisions align with the Common Core State Standards and the Cheshire Performance Standards.*
- *Revise and implement a teacher evaluation system that aligns with the Connecticut Common Core of Teaching and focuses on the use of research-based instructional strategies, evidence of learning progress, coaching, feedback, observations, and collaboration.*
- *Analyze student assessment data and make instructional decisions that address individual student needs.*

Technology
- *Develop a plan and monitor the instructional impact of personal computing devices in the elementary, middle school, and high school classroom.*
- *Increase the use of nonfiction reading and writing materials and content-based web resources to enhance student understanding and application of essential concepts, academic vocabulary, and related world events and issues.*
- *Improve communication between families, students, and faculty using current and emerging technology.*

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CHESHIRE PUBLIC SCHOOLS
Strategic Planning Initiative
*"Planning for our children's future academic success
in partnership with parents and community."*

CORE BELIEFS

Our academic core beliefs are fundamental to the development of lifelong learners who will be successful in an ever-changing global society.

➢ *We believe the teaching and learning process is built on a strong curriculum that focuses on the fundamental skills of literacy, critical thinking and problem solving skills as articulated in the Cheshire Performance Standards.*

➢ *Each student deserves to be challenged at his/her highest level in a safe, caring and positive environment.*

➢ *Our educational excellence depends on the shared goals and high expectations for achievement by our community.*

Our social and personal core beliefs provide the foundation for a positive learning environment and are necessary for the success of the learning process.

➢ *We strive to provide a learning environment that promotes the development of social skills and emotional well-being.*

➢ *We believe that the education community has a responsibility to respect the individuality of each learner.*

➢ *We believe in the importance of promoting: character and personal responsibility; citizenship; service; and leadership.*

Our community core beliefs support partnerships that foster educational opportunities.

➢ *We believe the involvement and partnership of parents, students, staff, and community is critical to student success.*

➢ *Effective communication and accountability among stakeholders are essential to ensure a healthy school system.*

➢ *Financial support is imperative to operational success and to the achievement of our shared goals.*

VISION *- Our Vision for the Cheshire Public Schools includes:*

➢ *A curriculum built on sound foundational skills that promote lifelong learning, critical thinking, community involvement and global awareness.*

➢ *High standards of achievement for all learners based on vital concepts and skills and the Cheshire Public Schools performance standards.*

➢ *Effective, engaging and varied teaching strategies and learning tasks that promote appropriate challenge and rigor for each student.*

➢ *A learning community that embraces diversity and promotes respect, trust, and self-esteem, and is safe and free from alcohol, drugs, and violence.*

➢ *Classrooms in which learning is inspired and celebrated.*

➢ *Ongoing and effective communication and interactions between school, home, and the greater community.*

➢ *Students, teachers, parents use technology to enhance learning, teaching, and communicating.*

➢ *Facilities that are clean, well-maintained and meet the needs of today's learner.*

➢ *Appropriate resources to support the community's goal of educational excellence.*

CHESHIRE PUBLIC SCHOOLS
Performance Standards and Rubrics

Collaborative/Cooperative Worker

Performance Standard: The Cheshire student participates collaboratively as well as cooperatively as a member of a team. Collaboratively, the student gathers ideas from the group to develop an individual position. Cooperatively, the student works to resolve divergent ideas in order to achieve a common purpose

Attributes:
- A. Works toward the achievement of group goals.
- B. Demonstrates effective interpersonal skills.
- C. Contributes to group maintenance.
- D. Effectively performs a variety of roles within the group.

Community Contributor

Performance Standard: The Cheshire student exerts a high level of effort and perseverance. The student contributes to the well-being of the school and community, works well with students and staff from diverse backgrounds, and shows respect for self and others.

Attributes:
- A. Demonstrates awareness of social expectations and exhibits appropriate behavior.
- B. Demonstrates respect for property.
- C. Demonstrates respect for self and others while recognizing individual differences.
- D. Demonstrates knowledge about the school and community and assumes responsible citizenship by taking positive action.

Complex Thinker

Performance Standard: The Cheshire student uses a variety of complex reasoning skills, including inquiry, to pose and answer questions, to solve problems, and to explore ideas. The student shapes information into knowledge and knowledge into understanding.

Attributes:
- A. Effectively identifies and explores problems, situations, questions, and issues.
- B. Effectively translates issues and situations into manageable tasks that have a clear purpose.
- C. Effectively uses a variety of complex learning strategies to accomplish tasks.
- D. Shapes information and experience into a meaningful understanding of concepts.

Effective Communicator

Performance Standard: The Cheshire student communicates thoughts, ideas, and information clearly, effectively, and in an organized fashion; the student does this in multiple ways including oral, written, technical, and artistic expression.

Attributes:
A. Expresses ideas clearly.
B. Effectively communicates with diverse audiences.
C. Participates in class discussion.
D. Effectively communicates for a variety of purposes.
E. Effectively communicates using various means of expression.

Knowledgeable Person

Performance Standard: The Cheshire student accesses, processes, integrates, and applies information in order to construct knowledge. The student uses relevant skills and strategies from the disciplines to turn knowledge into understanding.

Attributes:
A. Acquires, integrates, and effectively utilizes the critical information, strategies, and skills necessary for success in academic and extracurricular activities.
B. Accesses, processes and utilizes discipline-relevant knowledge within and across disciplines.
C. Develops appreciation for the different learning approaches unique to each discipline area.

Self-Directed Learner

Performance Standard: The Cheshire student is an autonomous, reflective, and responsible learner. The student demonstrates leadership, self-regulation, independence, and an ability to set and achieve goals.

Attributes:
A. Establishes clear goals and manages progress toward them.
B. Works independently.
C. Reflects on role as a learner.

Skilled Information Processor

Performance Standard: The Cheshire student gathers information and applies concepts from the arts and humanities, sciences, and technology. The student interprets and synthesizes information and accurately assesses the value of information in any given task.

Attributes:
A. Effectively uses a variety of information gathering techniques and resources.
B. Effectively interprets and synthesizes information.
C. Accurately assesses the value of information.

Curriculum Development and Review/Articulation

Curriculum development and review in the Cheshire Public Schools is an ongoing and dynamic process in which the school system plans, implements, and evaluates educational programs in a systematic, logical, and meaningful way. This process helps ensure that the expectations for the school system and its school are reasonable, attainable, and public. In addition, it guarantees that our curriculum is current with state and national standards. Our main focus is the educational welfare of the students of Cheshire.

The Curriculum Development and Review Process include the following phases:
- Evaluation
- Analysis/Planning
- Development/Revision
- Implementation

The school system's curriculum is the organization and direct specification of what will be taught, to whom, and for what length of time, in what sequence, and how student learning will be measured. The defined curriculum, a guided plan for teaching and learning, should be based on the mission, goals and needs of the school district, state and national standards which are linked to state assessments, as well as on the aspirations of the community.

During the development and review of a curriculum it is important to consider the following:

- How are we doing in helping our students attain the performance standards as well as National Common Core State standards?

- How can we best design a curriculum to address the immediate and future demands placed upon our students?

- What is the appropriate material to be presented at the appropriate time and at the appropriate instructional and developmental level of the student that would contribute towards the student's achievement, life-long learning, and service to others?

The Role of the Curriculum Document

A curriculum guide is a structured document that delineates the philosophy, goals, objectives, learning experiences, instructional resources and assessments that comprise a specific educational program. Additionally, it represents an articulation of **what students should know and be able to do** and supports teachers in knowing how to achieve these goals. Accordingly, an exemplary guide is a tool that assists in planning and implementing a high quality instructional program. It:
- Establishes a clear mission and set of overarching goals that guide the entire program and the decisions that affect each aspect of the program;

- Establishes sequences both within and between levels and assures a coherent and articulated progression from grade to grade;
- Outlines a basic framework for what to do, how to do it, when to do it and how to know if it has been achieved;
- Allows for flexibility and encourages experimentation and innovation within an overall structure;
- Suggests methods of assessing the achievement of the program's goals and objectives;
- Promotes integration of curricula and our performance standards as appropriate;
- Provides a means for its own ongoing revisions and improvement; and
- Provides direction for obtaining materials, supplies, and resources to implement the program.

The development of such a curriculum guide should not be viewed as the culmination of the curriculum development process, but rather as an essential step in the process of ongoing curriculum implementation and review. Therefore, no guide will ever be finished and the process of refining the document will be constantly "under construction." A curriculum guide may be refined and revised at any time as a need is identified.

Components of the Curriculum

The components of our curricular programs *MUST* include: a mission statement for the content area, course overview (middle and high school), national and/or state standards, and performance standards. Curriculum developed *MUST* include:
- Content Skills and Knowledge (Student will know and be able to do…)
- Student Learning Objectives (Enduring Understandings, Essential Questions)
- Assessments (Both Formative and Summative)
- Learning Tasks (include suggested time for activities, technology integration, differentiation)
- Pacing/Time Allocations Per Unit
- Resources/Technology
- CPS' Performance Standards Indicators
- Alignment with the Common Core State Standards

Curriculum functions at different levels. Units, courses, or year long studies are articulated in daily lessons that are logical and sequential. Although the focus for curriculum development and improvement is the individual classroom and school, the district has the responsibility for ensuring structure, articulation, alignment, and high standards. Individual teachers are encouraged to continue in their use of appropriate supplementary materials to enhance and enrich the approved curriculum, to differentiate instruction based on student needs, and to search for innovative instructional strategies and effective ways to integrate technology.

Cheshire Curriculum (and Professional Development) Council - CCC

A very important component for successful curriculum development and implementation is the establishment of an organizational structure that provides for coordination and alignment between content areas and grade levels and additionally involves those affected by the curriculum. This organization would also advise as to the professional development needs of the faculty based on curricular and instructional priorities annually.

In Cheshire, this organizational structure is called the Cheshire Curriculum Council. It is a representative body with specific responsibility to formulate, recommend, review, and make decisions about curriculum, instruction, and professional development within the guidelines of Board of Education policy. The Cheshire Curriculum Council currently uses a five-year cycle for program/subject area review, evaluation, revision, and implementation. Program and subject area subcommittees use the evaluation phase of the five year cycle to collect information and evidence about their program's status. Members also analyze the impact of program and subject area goals and actions on student learning and develop a set of recommendations to guide the next five years of subject area and program development.

The Cheshire Curriculum Council consists of certified school personnel that meet during the school year. The assistant superintendent for instruction chairs the CCC. Responsibilities of the CCC are to:
- Provide feedback to principals, department leaders, learning initiative teachers, curriculum coordinator, and assistant principals for curriculum areas under review.
- Provide information for recommendation when necessary to the assistant superintendent for instruction.
- Review and discuss new state and federal mandates that impact curriculum development.
- Assist in the effort to improve effective communication across the schools related to curriculum and professional development.
- Formulate recommendations regarding the curriculum and professional development offerings.
- Monitor the suitability and applications of the Cheshire Professional Development Plan and State of Connecticut Department of Education Guidelines.

Membership guidelines for the CCC would include the following:
- Every school represented
- Elementary and secondary school principals
- Elementary and secondary school teachers (all inclusive, i.e. ELL, P.E. Arts, etc)
- Special Education and school counselors
- Department leaders and/or Division leaders
- Teacher of the Year
- Curriculum Coordinator K – 8 (permanent membership)
- Member of the Board of Education

Term of membership – 3 years, initial membership will be staggered so there is continuity.
Responsibilities of members-
- Report to faculty
- Participate in curriculum review planning sessions
- Attend 2 - 3 full-day meetings/year
- Set priorities for professional development for the district
- Research and discuss best practices, curriculum, and assessment

The assistant superintendent establishes the agenda for each of the CCC meetings. A copy of the minutes of each meeting will be sent to CCC members and Administrative Council.

Cheshire Curriculum Council Review/Articulation Process

The curriculum review process is established for the purposes of focusing on curriculum areas once every five years. The intent of the process is to provide an opportunity to continually improve the educational program for all of our students K – 12. During the initial stages of this self-evaluation process, reflection and subsequent discussions with the CCC are critical steps. The purpose of the interaction between the committee (a discipline specific review committee whose job is to complete the curriculum review in preparation for the presentation to the CCC) and the members of the CCC, is to provide a forum for curriculum review that is constructive, reflective, and interactive.

The curriculum review process is designed to be a systematic method to:
- Provide information regarding curriculum needs.
- Provide an opportunity for and encouraging teachers to address curriculum needs.
- Aid in the coordination and articulation of curriculum K – 12.
- Provide a structure that will support a comprehensive approach to curriculum development, implementation, and evaluation.
- Permit and encourage teachers and administrators to collaborate on curriculum improvements.
- Establish effective communication between teachers, administrators, the Cheshire Board of Education, and the community regarding curriculum.

During the evaluation, various discipline specific subcommittees meet under the direction of a school administrator assigned to that area. Membership on the subcommittees is determined in a manner that ensures adequate representation of all staff including appropriate special education and curriculum specialist staff. The subcommittees are convened only during the time when a specific curriculum area is due for review.

The subcommittee reviews the current mission and annual goals as well as their <u>What Was, What Is and What Will Be</u> document created at the beginning of the last cycle. Each subcommittee will collect evidence to determine the percentage of "what will be" tasks/goals accomplished and the impact of these tasks/goals on student learning. The subcommittee will also gather and review information from research in their subject area

about best practices and compare those recommendations with current practices (student and teacher work) in their field. Lastly, the subcommittee will gather survey data and feedback from parents, teachers, and students about program accomplishments and needs. The subcommittee will use this evidence to answer guiding questions about accomplishments and needs in each of the five program categories (curriculum, resources, instruction, assessment, and professional development). The subcommittee will compile their evidence and responses in a report that they will share with the Curriculum Council. In addition, each program subcommittee and grade level will write suggested, measureable goals/tasks to guide the next five years of program implementation and growth to be included in an updated "what was, is, will be" document.

The purpose and function of a subcommittee is as follows:
- To engage in planning for continuous improvement of the program of curriculum and instruction.
- To evaluate the present program/subject area by completing an internal self-study using standard criteria and evidence sources.
- To identify problems relating to curriculum development.
- To stimulate and conduct studies and research.
- To make recommendations based on the results of study and research.
- To provide a means of communication among faculty members on matters relating to curriculum and instruction.
- To provide a means of coordinating programs of curriculum and instruction.
- To propose goals/tasks to the Cheshire Curriculum Council (e.g. curriculum revision, assessment development, implementation, and analysis, instructional strategies, resources, technology, and professional development) that are likely to enhance the learning environment and student achievement.

A review of the curriculum begins with EVALUATION and ends with EVALUATION.

EVALUATION – *Second Generation*

To provide for systematic data collection and review, EVALUATION of the curriculum and programs should follow the sequence described below:

1) Refer to the Cheshire Public Schools Mission Statement, Vision, Core Beliefs, and Strategic Initiatives.
2) Determine the needs for the school system in response to the Cheshire Public Schools Strategic Plan, Common Core State Standards, federal and state mandates, our performance standards, the Connecticut Common Core of Learning, etc.
3) Consider school-based strategic planning initiatives.
4) Review current mission, annual goals, and "what was, is will be" subject area information.

5) Assess student needs in light of current research, best practices, new technology, staff insight, student input, etc. Students who are going to be affected by the curriculum change should have an opportunity for input as developmentally appropriate. Student focus groups, surveys, informational sessions, or seminars are just a few of the ways that student input may be obtained.
6) Assess the current curriculum with input from and across all levels.
7) Provide an opportunity for parent input. Parent input is an important part of the curriculum review process. Parent input may be obtained through focus groups, surveys, etc.
8) Complete the FIVE "Curriculum Information" forms: 1) Mission Statement 2) Current What Was, Is, Will Be Sheet 3) Annual Program Goals 4) "Curriculum Matrices" and 5) the Findings/Action Plan form for the curricular area.
9) Establish commendations/recommendations based on all the data analyzed aligned with the five What was, What is and What will be categories: 1) Curriculum, Objectives and Guides; 2) Texts, Resources and Technology; 3) Instructional Strategies; 4) Assessment; and 5) Professional Development.
10) Create MEASURABLE goals/tasks to guide the work for this curricular area for the next five years and document these goals/tasks on the updated What was, What is and What will be form.

Curriculum EVALUATION should focus on goals and learner outcomes. The goals and outcomes provide the basis for the assessment of student achievement. The information gathered in evaluation of the attainment of goals and outcomes will assist in making decisions regarding improvement. Evaluation takes time and effort in order to collect meaningful information and evidence of attainment.

Evidence of program success might include: gain in student achievement, observed improvement in student skills, descriptive information from teachers addressing specific student skills or work, descriptive information from students indicating which skills have improved, etc. The question as to what kind of information will provide evidence of a program's effectiveness is answered by the evaluation standards that are established.

Review subcommittees will use a variety of information sources to support their evaluation of the five program and curriculum components. These sources may include:

A. <u>What Will Be</u> document from the first evaluation cycle and the five related annual goals statements that followed
B. Assessment data (CMT, CAPT, common program assessments, common rubrics, progress monitoring data)
C. Best practices descriptions from research, the CSDE, and the various subject areas' professional journals
D. Common Core of Teaching
E. Common Core State Standards or CSDE GLEs (for subject areas that do not yet have Common Core standards)
F. Cheshire Performance Standards
G. Cheshire Strategic Planning Initiatives 2011-2021
H. Teacher, parent, and student survey data
I. Student and teacher work sample

The *administrator assigned to the subject/program area* leads the discipline specific
subcommittee to complete the following:

<div style="text-align: center;">The Curriculum Information that includes:</div>

- Current Mission Statement
- Current Program or Departmental Goals (Annual)
- Current What Was, Is, Will Be Form

<div style="text-align: center;">The Curriculum Matrices that includes:</div>

- Curriculum, Objectives, and Guides
- Texts, Resources, and Technology
- Instructional Strategies
- Assessment
- Professional Development

<div style="text-align: center;">The Findings/Action Plan sheet that includes:</div>

- Recommendations
- Measureable Tasks/Goals
- Updated What Was, Is, Will Be Form

These documents will be presented to the CCC and used in the discussion of the curriculum
review during the ANALYSIS/PLANNING phase.

ANALYSIS/PLANNING

During the analysis/planning phase of the curriculum cycle, each program subcommittee will
make a brief presentation to the CCC. This presentation will highlight the measurable
tasks/goals for each category (Curriculum, Objectives, and Guides; Texts, Resources, and
Technology; Instructional Strategies; Assessment; and Professional Development) of the
updated WHAT WAS, WHAT IS, WHAT WILL BE form. After the brief overview, the
CCC will be divided into five groups to focus on **one** category to review the evidence and
analyses presented by the subject area/program subcommittee, complete an evaluation rubric,
and provide related feedback.

The subject area/program subcommittee will meet shortly after the CCC session to review
the rubric ratings and feedback. They will write the final version of their next, five-year
What Will Be statement using measureable goal statements. They will also develop their
annual program goals aligned with the "what will be" tasks/goals as listed on the updated
WHAT WAS, WHAT IS, WHAT WILL BE form.

IMPLEMENTATION PHASES 1, 2, 3

- Plan for ongoing curriculum development during the school year and during the summer.
- Revise the curriculum guides as needed.
- Distribute new/revised drafts of curriculum to teachers and administrators as appropriate.
- Establish a procedure for monitoring the program as it is implemented
- Determine who will be responsible for implementation guidelines, keeping logs of experiences, program recommendations, and possible changes.
- Establish meetings with appropriate staff to discuss questions and review changes.
- Assure follow-up activities for professional development.
- Monitor the implementation of the changes or revisions.

CHESHIRE PUBLIC SCHOOLS
5 YEAR CURRICULUM CYCLE PLAN

E = Evaluate (A subcommittee is formed)
A/P = Analyze/Plan (Presentation to the Curriculum Council)
I1 = Implement Year I **I2** = Implement Year 2 **I3** = Implement Year 3

	15-16	16-17	17-18	18-19	19-20
AGP *Burns*	A/P	I1	I2	I3	E
Career Technical Education *Woods*	I2	I3	E	A/P	I1
Art *Vicario*	I1	I2	I3	E	A/P
Business *Solan*	A/P	I1	I2	I3	E
Health *Donnery*	I2	I3	E	A/P	I1
Language Arts/English *Reed*	I3	E	A/P	I1	I2
Library *Burns*	I1	I2	I3	E	A/P
Math *Scully*	I1	I2	I3	E	A/P
Music *Sansoucy*	I1	I2	I3	E	A/P
Physical Ed. *Landino*	E	A/P	I1	I2	I3
Science *Vicario*	I2	I3	E	A/P	I1
Social Studies *Karas*	A/P	I1	I2	I3	E
World Language *Solan*	E	A/P	I1	I2	I3
Adult Education *Detrick*	E	A/P	11	12	13
ELL *Carey*	I2	I3	E	A/P	I1
School Counseling *Silano*	A/P	I1	I2	I3	E
Special Ed. Delivery PreK-12 *Hinckley/Brown*	I3	E	A/P	I1	I2

Administrator responsible for subcommittee organization and work is listed below each area.

Application for the Cheshire Curriculum Council (CCC)

Name: _____   Position: _____

School: _____   Grade/Subject: _____

Why do you want to join the Council?

How will Cheshire and your school benefit from your membership on the CCC?

Although not essential for membership, please describe your experiences with curriculum development and revision:

Although not essential for membership, please describe your experiences with professional development (designing, presenting, facilitating):

Teacher's Signature: _____

Please return to Scott Detrick.

Curriculum Evaluation Packet of Information

Curriculum Information
Subcommittee Membership
Mission Statement
Annual Goals
Current What Was, What Is, What Will Be Sheet

Curriculum Matrices – Five Categories
- Curriculum, Objectives, and Guides
- Texts, Resources, and Technology
- Instructional Strategies
- Assessment
- Professional Development

Findings/Action Plan Sheet
Commendations
Recommendations
Measureable Goals/Tasks
Updated What Was, What Is, What Will Be Sheet

Edited 3-11-14

Curriculum/Program Area Name_____

Please list the names of the teachers who participated in the year long evaluation and review of this curriculum/program area.

Name

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Please list the names of the teachers who will participate in the CCC presentation and work session for this curriculum/program area analysis.

Name

1.

2.

3.

4.

5.

Mission Statement

The mission statement should be results oriented and reflect the needs of students and the role of the curriculum in meeting those needs.

Mission statement _____
                                                (Curriculum area)

Grade level: ☐ K-6   ☐ 7-12   Date of presentation to CCC: _____

Curriculum Information

Annual Program or Departmental Goals

Program or departmental goals: _____
                                                               (Curriculum area)

Grade level: ☐ K-6   ☐ 7-12   Date of presentation to CCC: _____

What are the goals for the program or department for this curriculum area for this year?
How do they relate to the district mission, vision, core beliefs and district strategic
initiatives?

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Curriculum Information

List Your Current
What Was, Is, Will Be Sheet

Grade level: ☐ K-6   ☐ 7-12   Date of presentation to CCC: _____

	What was	What is	What will be…
Curriculum/Objectives/Guides			
Texts/Resources/Technology			
Instructional Strategies			
Assessment			
Professional Development			

Curriculum Matrices Information

The curriculum matrices consist of five categories that align with the **What Was, What Is, Will Be sheet**:

    1) Curriculum, Objectives, and Guides;
    2) Texts, Resources (Manipulatives), Technology;
    3) Instructional Strategies;
    4) Assessment; and
    5) Professional Development.

These matrices include a status update related to the "will be" goals/tasks, clarifying questions, summary ratings, and recommendations. They provide specific details that contribute to a thorough curriculum analysis. It is imperative that the matrix/matrices be completed as outlined. Members of the CCC will review the matrix/matrices in detail during the review process.

The intent of the curriculum matrices is to provide current and accurate information to the assistant superintendent for instruction and members of the CCC by providing a K – 12 picture of program offerings for each of the organizational levels, i.e, elementary K, 1-6; middle school 7-8; and high school 9 – 12.

Please note: all forms used in this process (will be posted) on the Curriculum website. It is expected that forms will be completed electronically.

Curriculum Matrices

Area: _____ Grade Level _____

Date of Presentation to CCC: _____

Matrix Questions for the Curriculum, Objectives, and Guides Category

SECTION 1: STATUS UPDATE: WHAT WILL BE

1. List the What Will Be goals/tasks that were created for **Curriculum, Objectives, and Guides** five years ago and indicate your progress for each if it was:
      A - ACHIEVED/COMPLETED,
      NA - NOT ACHIEVED/NOT WORK ON, or
      WIP- STILL A WORK IN PROGRESS.

      <u>Goal/Task</u>   <u>Progress Indication</u>

2. What has been the impact of these goals/tasks on student learning?   (Describe impact using 3-5 bullets and complete sentences.)

3. What is the perspective of teachers about the impact of the completed goals in this area? (Use Teacher Survey Results Question #3).

4. Which **NA** or **WIP** goals/tasks does the subcommittee believe should continue?   List the goal/task and tell why it should continue?

SECTION 2: CLARIFYING QUESTIONS

The components of our curricular programs *MUST* include: a mission statement for the content area, course overview (middle and high school), national and/or state standards, and performance standards. Curriculum developed *MUST* include:

- Content Skills and Knowledge (Student will know and be able to do…)
- Student Learning Objectives (Enduring Understandings, Essential Questions)
- Assessments (Both Formative and Summative)
- Learning Tasks (include suggested time for activities, technology integration, differentiation)
- Pacing/Time Allocations Per Unit
- Resources/Technology
- CPS' Performance Standards Indicators
- Alignment with the Common Core State Standards (if relevant for your subject area)

5. Does the format of the current curriculum guides in this subject area include all curriculum component categories? If not, what components and descriptions are missing?

6. What are the sources you consulted and recommendations you gathered about best practices for curriculum and objectives in this subject area? (Include recommendations related to ELL, SpEd, and G/T students' needs.)

7. From your research in (Question 6) list the most important (3-5) curriculum recommendations and best practices that have been garnered from experts in your field within the last five years.

8. What information did you receive from teacher surveys about the quality, strengths, and needs within the current curriculum guides? (T Survey questions #5, #6)

9. What courses or units need to be revised or updated based on the research you have done? (T Survey question #7)

10. What courses or units need to be revised or updated based on the research you have done to meet the needs of gifted education, ELL, and special education students?

SECTION 3: SUMMARY RATINGS: (Use Teacher Survey Results Question # 4 to RATE 1 – 5: 1=Very Little to 5= Great Extent)

   A) To what extent do the current curriculum guides in this subject area align with the CT Common Core of Learning?
      _____1 _____2 _____3 _____4 _____5 _____NA

   B) To what extent do the current curriculum guides in this subject area align with the Common Core State Standards (CCSS)?
      _____1 _____2 _____3 _____4 _____5 _____N/A

   C) To what extent do the current curriculum guides in this subject area align with the Cheshire Performance Standards?
      _____1 _____2 _____3 _____4 _____5

   D) To what extent do the current curriculum guides in this subject area reflect technology expectations?
      _____1 _____2 _____3 _____4 _____5

   E) To what extent do the current curriculum guides in this subject area address the 2011-2021 Cheshire Strategic Planning Initiatives?
      _____1 _____2 _____3 _____4 _____5

   F) To what extent are these documents clear and understandable?
      _____1 _____2 _____3 _____4 _____5

   G) To what extent are these documents accessible to the faculty?
      _____1 _____2 _____3 _____4 _____5

   H) To what extent do teachers use these guides to plan and implement lessons?
      _____1 _____2 _____3 _____4 _____5

SECTION 4: COMMENDATIONS/RECOMMENDATIONS/GOALS

11. Based on your review, what commendations does the subcommittee have for the curriculum guides in this subject area?

12. Based on your review, what recommendations does the subcommittee have for changes and improvements to the curriculum guides in this subject area?

13. What measureable, long-term goals/tasks regarding curriculum does your subcommittee recommend? (These will be the basis for your WHAT WILL BE goals/tasks for the next five years for this area after presentation to the CCC for review and feedback.)

Matrix Questions for the Texts, Resources (Manipulatives), Technology Category

SECTION 1: STATUS UPDATE: WHAT WILL BE

1. List the What Will Be goals/tasks that were created for **Texts, Resources, and Technology** five years ago and indicate your progress for each if it was:
   > **A** - ACHIEVED/COMPLETED,
   > **NA** - NOT ACHIEVED/NOT WORK ON, or
   > **WIP**- STILL A WORK IN PROGRESS.

   Goal/Task   Progress Indication

2. What has been the impact of these goals/tasks on student learning?   (Describe impact using 3-5 bullets and complete sentences.)

3. What is the teachers' feedback about the impact of the completed goals in this area? (Use Teacher Survey Results Question #8)

4. Which **NA** or **WIP** goals/tasks does the subcommittee believe should continue?   List the goal/task and tell why it should continue?

SECTION 2: CLARIFYING QUESTIONS

5. How are resources and technology used by teachers in this subject area/program? (Use T Survey Question #10.)

6. How are resources and technology used by students in this subject area/program? (Be sure to include a question in the student survey to address this question.)

7. What feedback did you receive from parent and student surveys about the quality of current resources? (Be sure to include parent and student survey questions to address this question.)

8. What are the sources you consulted and recommendations you gathered to identify the best practices for resources and technology in this subject area? Include recommendations related to ELL, SpEd, and C/T students' needs.

9. What is your vision for the use of high quality teaching and learning resources in this subject area?

10. What types of resources still need to be provided to teachers and students to achieve this vision? (Use T Survey Question #11)

11. List the variety (e.g. text book, web pages, primary source documents, data collection, video, fiction books, nonfiction text, reference books, tools, equipment, computer, cameras, etc.) of resources used by students in this subject area, using percentages for each resource totally 100%. (Use T Survey Question #10)

SECTION 3: SUMMARY RATINGS: (Use Teacher Survey Results Question # 9 to RATE 1 – 5: 1=Very Little to 5= Great Extent)

    A) To what extent does each curriculum unit have appropriate learning resources to support the essential learning objectives?

       _____1   _____2   _____3   _____4   _____5

    B) To what extent does each curriculum unit have appropriate teaching resources to support the essential learning objectives?

       _____1   _____2   _____3   _____4   _____5

    C) To what extent does each curriculum unit embed technology and media to support the essential learning objectives? (If the subject area/program does not have curriculum units, list the common resources and rate accordingly.)

       _____1   _____2   _____3   _____4   _____5

    D) To what extent does each curriculum unit use appropriate text at each student's independent reading level?

       _____1   _____2   _____3   _____4   _____5

    E) To what extent do students use differentiated, intervention, or enrichment resources?

       _____1   _____2   _____3   _____4   _____5

    F) To what extent do the current resources in this subject area address the 2011-2021 Cheshire Strategic Planning Initiatives?

       _____1   _____2   _____3   _____4   _____5

SECTION 4: COMMENDATIONS/RECOMMENDATIONS/GOALS

    12. Based on your review, what commendations does the subcommittee have for the use of texts, manipulatives, resources, and technology in this subject area?

    13. Based on your review, what recommendations does the subcommittee have for changes and improvements to the texts, manipulatives, resources, and technology in this subject area?

    14. What measureable, long-term goals/tasks regarding teaching and learning resources does your subcommittee recommend? (These will be the basis for your WHAT WILL BE goals/tasks for the next five years for this area after presentation to the CCC for review and feedback.)

Matrix Questions for the Instructional Strategies Category

SECTION 1: STATUS UPDATE: WHAT WILL BE

1. List the What Will Be goals/tasks that were created for **Instructional Strategies** five years ago and indicate your progress for each if it was:
    A - ACHIEVED/COMPLETED,
    NA - NOT ACHIEVED/NOT WORK ON, or
    WIP- STILL A WORK IN PROGRESS.

    Goal/Task   Progress Indication

2. What has been the impact of these goals/tasks on student learning?   (Describe impact using 3-5 bullets and complete sentences.)

3. What is the perspective of teachers about the impact of the completed goals in this area? (Use Teacher Survey Results Question #12)

4. Which **NA** or **WIP** goals/tasks does the subcommittee believe should continue?   List the goal/task and tell why it should continue?

SECTION 2: CLARIFYING QUESTIONS

5. What are the various instructional strategies (e.g. lecture, discussion, tutoring, coaching, flexible grouping, differentiation, simulations, case studies, research, and feedback) that teachers implement to support student learning? (Use Teacher Survey Results Question #13 to list the common formats. Estimate percentage of time spent on each.)

6. What information did you receive from teacher surveys about the strengths and needs related to teaching strategies and learning tasks? (Use Teacher Survey Results Question #14 and #15.)

7. How does faculty incorporate literacy strategies, choice, and authentic work into your curriculum/program area?

8. What instructional strategies are used to address gaps in student learning/understanding?

9. What are student and parent perceptions about student effort and engagement in this subject area or subject area/program?

10. What sources did your subject area/program consult to identify the best teaching and learning practices in this subject area? (What are the recommendations?)

11. List a few (3-5) research-based instructional strategies that need to be emphasized in this program/curriculum area during the next five years.

SECTION 3: SUMMARY RATINGS (Use Teacher Survey Results Question # 16 to RATE 1 – 5: 1=Very Little to 5= Great Extent)

    A) To what extent (rate on a 1-5 scale) does the average student work on challenging content or skills in this subject area/program or curriculum area?

        _____1   _____2   _____3   _____4   _____5

    B) To what extent do teachers implement strategies aligned with our SRBI plan in this area?

        _____1   _____2   _____3   _____4   _____5

    C) To what extent is technology implemented to support, reinforce, and integrate learning concepts in this subject area/program?

        _____1   _____2   _____3   _____4   _____5

    D) To what extent do students work on objectives aligned with the Common Core State Standards (CCSS)?

        _____1   _____2   _____3   _____4   _____5 _____N/A

    E) To what extent do students have opportunities to improve their proficiency with regard to the Cheshire performance standards?

        _____1   _____2   _____3   _____4   _____5

    F) To what extent do students understand their learning goal and how it will be assessed, measured, and reported?

        _____1   _____2   _____3   _____4   _____5

SECTION 4: COMMENDATIONS/RECOMMENDATIONS/GOALS

12. Based on your review, what commendations does the subcommittee have for instructional strategies and learning tasks in this subject area?

13. Based on your review, what recommendations does the subcommittee have for changes and improvements in instructional strategies and learning tasks in this subject area?

14. What measureable, long-term goals/tasks regarding teaching and learning does your subcommittee recommend? (These will be the basis for your WHAT WILL BE goals/tasks for the next five years for this area after presentation to the CCC for review and feedback**.)**

Matrix Questions for the Assessment Category

SECTION 1: STATUS UPDATE: WHAT WILL BE
1. List the What Will Be goals/tasks that were created for **Assessment** five years ago and indicate your progress for each if it was:
          A - ACHIEVED/COMPLETED,
          NA - NOT ACHIEVED/NOT WORK ON, or
          WIP- STILL A WORK IN PROGRESS.

       Goal/Task   Progress Indication

2. What has been the impact of these goals/task on student learning? (Describe impact using 3-5 bullets and complete sentences.)

3. What is the perspective of teachers about the impact of the completed goals in this area? (Describe impact using 3-5 bullets and complete sentences. Use Teacher Survey Results Question #17)

4. Which **NA** or **WIP** goals/tasks does the subcommittee believe should continue? List the goal/task and tell why it should continue?

SECTION 2: CLARIFYING QUESTIONS
5. What does assessment data results indicate about students' current level of achievement (Include disaggregated data for general education and special education students)?

6. What information did you receive from teacher surveys about the quality, strengths, and needs within the assessment component of this subject area? (Use Teacher Survey Results Question #18.)

7. Which assessments give you the most useful information? Which should be kept? Which should be eliminated? (Use Teacher Survey Results Question #19.)

8. What sources did you consult to identify the best practices for assessment in this subject area? (List sources.)

9. How do subject area or subject area/program experts and researchers suggest assessments be improved? (Use research and best practices information to answer this question.)

10. What feedback did you receive from parent and student surveys about the quality of current assessments? (Be sure to include a question on the parent and student survey to address this question.)

SECTION 3: SUMMARY RATINGS: (Use Teacher Survey Results Question #20 to RATE 1 – 5: 1=Very Little to 5= Great Extent)

A) To what extent does each curriculum unit have a common, standardized (items, administration, scoring, and data collection) assessment?

_____1   _____2   _____3   _____4   _____5

B) To what extent do common assessment items align with essential content?

_____1   _____2   _____3   _____4   _____5

C) To what extent do students understand their learning goals and how they will be assessed, measured, and reported?

_____1   _____2   _____3   _____4   _____5

D) To what extent do teachers use INFORM or Power Teacher to help analyze student assessment results?

_____1   _____2   _____3   _____4   _____5

E) To what extent are assessment data used to support differentiation, intervention, compacting, enrichment, and mastery learning for all students?

_____1   _____2   _____3   _____4   _____5

F) To what extent do the current assessments in this subject area address the 2011-2021 Cheshire Strategic Planning Initiatives?

_____1   _____2   _____3   _____4   _____5

G) To what extent do the current assessments in this subject area meet Common Core State Standards (CCSS) expectations? (as applicable)

_____1   _____2   _____3   _____4   _____5

H) To what extent do assessment items measure student's cognitive behavior at the higher levels of Bloom's taxonomy (application, analysis, synthesis, and evaluation)?

_____1   _____2   _____3   _____4   _____5

I) To what extent do common assessments use restricted response (Multiple Choice, Fill In the Blank, Matching, True False, Short Answer) items?

_____1   _____2   _____3   _____4   _____5

J) To what extent do the implemented common assessments use performance tasks and rubrics to evaluate student work?

_____1   _____2   _____3   _____4   _____5

SECTION 4: COMMENDATIONS/RECOMMENDATIONS/GOALS

11. Based on your review, what commendations does the subcommittee have for the assessments in this subject area?

12. Based on your review, what recommendations does the subcommittee have for changes and improvements to the assessments in this subject area?

13. What measureable, long-term goals/tasks regarding assessment does your subcommittee recommend? (These will be the basis for your WHAT WILL BE goals/tasks for the next five years for this area after presentation to the CCC for review and feedback.)

Matrix Questions for the Professional Development Category

SECTION 1: STATUS UPDATE: WHAT WILL BE

1. List the What Will Be goals/tasks that were created for **Professional Development** five years ago and indicate your progress for each if it was:

    A - ACHIEVED/COMPLETED,
    NA - NOT ACHIEVED/NOT WORK ON, or
    WIP- STILL A WORK IN PROGRESS.

    <u>Goal/Task</u>   <u>Progress Indication</u>

2. What has been the impact of these goals/tasks on student learning?   (Describe impact using 3-5 bullets and complete sentences.)

3. What is the perspective of teachers about the impact of the completed goals in this area? (Use Teacher Survey Results Question #21)

4. Which **NA** or **WIP** goals/tasks does the subcommittee believe should continue? List the goal/task and tell why it should continue?

SECTION 2: CLARIFYING QUESTIONS

5. Provide a list of the various professional development topics offered in this subject area/program, over the last five years. Include information about the total number of hours and the total number of participants for each topic. (List can be generated at www.protraxx.com.)

6. Using percentages (that total 100 per cent), create a list that estimates the format for professional learning in this subject area over the last five years. (Formats might include, lecture, coaching, modeling, professional book clubs, coteaching, independent study, online learning, observation, lesson study, professional learning communities, data teams, etc.) (Use Teacher Survey Results Question #22.)

7. Create a list that describes the professional learning topics addressed in the last five years that have become common practice in most subject area classrooms.   (Use Teacher Survey Results Question #23.)

8. What do teachers think are the topics of greatest need for professional development? (Use Teacher Survey Results Question #24.)

9. Which CCSS or CSDE GLE standards are in greatest need of professional development? (Use subcommittee consensus.)

10. What sources did you consult to identify the current issues, trends and recommendations for instruction, learning, and assessment in this subject area? (List sources and recommendations.)

SECTION 3: SUMMARY RATINGS: (Use Teacher Survey Results Question #25 to RATE 1 – 5: 1=Very Little to 5= Great Extent)

    A) To what extent have the professional development learning activities that were planned and implemented during the four scheduled professional development days help you improve your teaching and student learning?

          _____1   _____2   _____3   _____4   _____5

    B) To what extent did you access professional development activities that were offered by our district either during the day or after school through protraxx?

          _____1   _____2   _____3   _____4   _____5

    C) To what extent did you work as a member of a collaborative team or professional learning community this year?

          _____1   _____2   _____3   _____4   _____5

    D) To what extent did you participate on school-based or districtwide committees during this school year?

          _____1   _____2   _____3   _____4   _____5

    E) To what extent did you serve as a workshop presenter, mentor, or cooperating teacher during this school year or last to support the learning of other teachers?

SECTION 4: COMMENDATIONS/RECOMMENDATIONS/GOALS

  11. Based on your review, what commendations does the subcommittee have for professional development in this subject area/program?

  12. Based on your review, what recommendations does the subcommittee have for professional development in this subject area/program?

  13. What measureable, long-term goals/tasks regarding professional development does your subcommittee recommend? (These will be the basis for your WHAT WILL BE goals/tasks for the next five years for this area after presentation to the CCC for review and feedback.)

The Findings/Action Plan sheet

- o Commendations
- o Recommendations
- o Measureable Tasks/Goals
- o Updated What Was, Is, Will Be Form

Findings/Action Plan

Curriculum area: _____

Grade level: ☐ K-6 ☐ 7-12   Date of presentation to CCC: _____

COMMENDATIONS

List at least one commendations for all five categories:

<u>Curriculum, Objectives, and Guides</u>

<u>Texts, Resources, and Technology</u>

<u>Instructional Strategies</u>

<u>Assessment</u>

<u>Professional Development</u>

RECOMMENDATIONS

List recommendations for all five categories:

<u>Curriculum, Objectives, and Guides</u>

<u>Texts, Resources, and Technology</u>

<u>Instructional Strategies</u>

<u>Assessment</u>

<u>Professional Development</u>

WHAT WILL BE:

List all measurable goals/tasks for all five categories:

<u>Curriculum, Objectives, and Guides</u>

<u>Texts, Resources, and Technology</u>

<u>Instructional Strategies</u>

<u>Assessment</u>

<u>Professional Development</u>

Updated WHAT WAS, WHAT IS, WHAT WILL BE INFORMATION

Subject/Program Area _____   **Level** _____   **Date**_____

	What was	What is	What will be
Curriculum/Objectives/Guides			
Texts, Resources, Technology			
Instructional Strategies			
Assessment			
Professional Development			

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