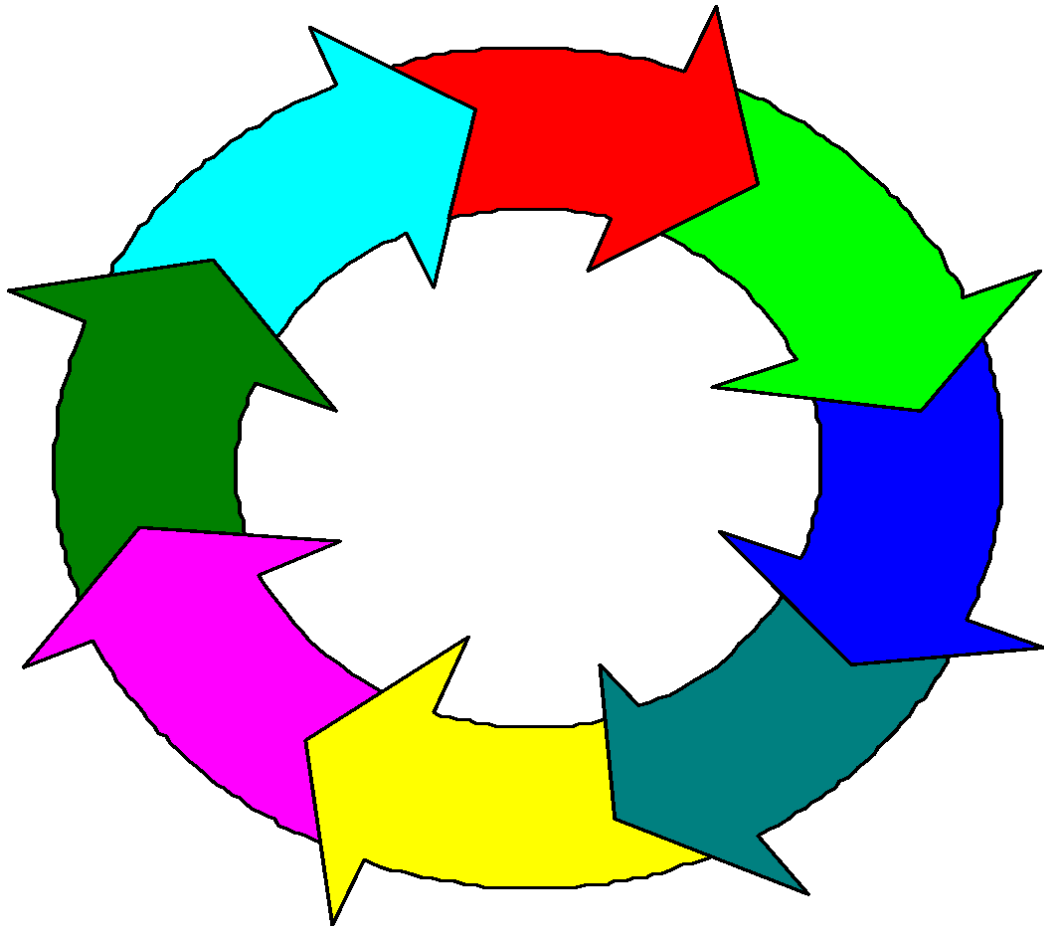




FOLEY PUBLIC SCHOOLS

I.S.D. #51, Foley Public Schools
Foley, MN 56329

Curriculum Review Cycle



September 2016

Foley Public Schools Curriculum Review Cycle
September 2016

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**Faculty and Administration Involved in Creating and Revising of the Cycle
under the direction of the District Staff Development Committee**

Years	FES	FIS	FHS	District
Revised in 2016	Alecia Hageman Maria Erlandson Kathi Sims Mike Crowell	Amanda Kivel Shawn Hovland Trent Robertson Brad Kelvington	Jamie Score Andrea Pelowski Shayne Kusler Rod Hommerding Barb Koester	Paul Neubauer
Revised in 2012	Alecia Hageman Jane Miller	Mary Bentley Amanda Kivel Tammy Zimmer	Stephanie Amberg Michelle Hartmann	Darrin Strosahl
Revised in 2011	Alecia Hageman Jane Miller	Amanda Kivel Todd Kobienia Tammy Zimmer	Shelly Chambers Michelle Hartmann Jen Monroe Erin Stock	Darrin Strosahl
Revised in 2009	Alecia Hageman Jane Miller Connie Oosterhuis	Mary Bentley Todd Kobienia Tammy Zimmer Brad Kelvington	Stephanie Amberg Jen Monroe Al Niemann	Fred Nolan
Revised in 2007	Jill Erickson Alecia Hageman Jane Miller Maria Erlandson	Chris Erickson Todd Kobienia Teresa Jansen Sylvia McLean Tammy Zimmer Amanda Zawacki	Sue Nystrom Al Niemann	Fred Nolan
Created in 2003	Jane Miller Almaree Anderson	Sylvia McLean Pam Premo Sandy Backowski	Chris Rasmussen	Fred Nolan

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Foley Public Schools Curriculum Review Cycle Defined

1. The Curriculum Review Cycle will
 - a. be continuous, E-13 process.
 - b. involve all faculty and administration and will call upon their expertise and experience.
 - c. result in clear expectations for student achievement.
 - d. describe the assessment of student learning and the reporting to the public.
 - e. be based on best practices instructional strategies grounded in educational research.
 - f. embed technology skills, tools and resources in every curriculum as appropriate.
 - g. be coordinated with support resources: Special Education, Title I, Staff Development, Technology Plan and Tech Support, District Budgeting Process and Timelines.
2. Curriculum maps form the basis of the curriculum and are pacing guides. (To Be Determined)
 - a. ~~The Content, Skills, Assessments, and Adopted Resources are the required parts of the curriculum maps. Essential Questions and Activities are optional.~~
 - b. ~~Other resources and activities are recommended in the maps.~~
 - c. ~~Whenever Content, Skills and Assessments, adopted instructional resources, supplemental materials, or instructional techniques are added, the maps should be updated.~~
 - d. ~~Curriculum teams may revise the content, skills, essential questions, adopted resources, and district assessments as needed.~~
 - e. ~~Teachers and grade levels may revise activities, essential questions, and resources as needed.~~
3. Curriculum Teams
 - a. The District has the following curriculum teams: Art/Music, Health/PE, Math, Reading/Language Arts, Science, Social Studies, Special Education, Vocational, World Language
 - b. Teachers are not to be on more than one curriculum team with one exception:
 - i. Special Education teachers will be on the Special Education Curriculum Team and will be assigned as Special Education Representatives on other curriculum teams during years 3 and 4.
 - c. Each Team will be assigned an Administrative Liaison.
 - d. K-6 grade levels will first assign one teacher to each of the core academic teams (reading/ LA, math, science, & social studies) before assigning members to other curriculum teams.
 - e. FIS and FES will assure a distribution of classroom teachers on arts/music and health/PE curriculum teams from grade levels with five or more teachers during years 2-5.
 - f. Make recommendations to the DACCS and School Board
4. The School Board upon recommendation of the District Advisory Committee for Curriculum and Standards (DACCS)
 - a. Adopts and revises Policy 603
 - b. Adopts the Curriculum Improvement Plan (CIP) in Year Three which is the approval to move forward to significantly revise the curriculum and purchase new curriculum materials.
 - c. Adopts, purchases of instructional and supplemental resources as a result of the CIP. These are a District Curriculum expense. All other times they are building level expenses.
 - d. Adopts Curriculum Portfolio in Year 5 empowering Curriculum Teams to make adjustments as needed prior to the next CIP approval.
5. The District Staff Development Committee and its designees will be responsible for monitoring and implementing this plan and for adjusting the plan as needed within the framework of Policy 603 and the annually adopted District Staff Development Plan.

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School Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Major Tasks	Assessment Data	Research/ Beliefs	Research/ Resources/ CIP	Implement Resources (Purchased Resources)	Pacing/ Standards/ Targets/Vocab	Pacing/ Standards/ Targets/Vocab	Tech Integration	Tech Integration
2016/17		Read/LA	Art/Music	Health/PE	Vocational	Social Studies	Science	Math/ WL
2017/18	Math/ WL		Read/LA	Art/Music	Health/PE	Vocational	Social Studies	Science
2018/19	Science	Math/ WL		Read/LA	Art/Music	Health/PE	Vocational	Social Studies
2019/20	Social Studies	Science	Math/ WL		Read/LA	Art/Music	Health/ PE	Vocational
2020/21	Vocational	Social Studies	Science	Math/ WL		Read/LA	Art/Music	Health/PE
2021/22	Health/PE	Vocational	Social Studies	Science	Math/ WL		Read/LA	Art/Music
2022/23	Art/Music	Health/ PE	Vocational	Social Studies	Science	Math/ WL		Read/LA
2023/24	Read/LA	Art/Music	Health/PE	Vocational	Social Studies	Science	Math/ WL	
2024/25		Read/LA	Art/Music	Health/PE	Vocational	Social Studies	Science	Math/ WL
2025/26	Math/ WL		Read/LA	Art/Music	Health/PE	Vocational	Social Studies	Science
2026/27	Science	Math/ WL		Read/LA	Art/Music	Health/PE	Vocational	Social Studies
2027/28	Social Studies	Science	Math/ WL		Read/LA	Art/Music	Health/ PE	Vocational

\$90,000 is allocated for an annual adoption cycle

An additional budget will be made available during the Math/WL adoption to equitably purchase curriculum materials

Art/Music will split \$90,000

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*Beginning in 2009/10, math, science, reading/LA and social's curriculum cycle line up with the State's revision of standards cycle. The curriculum cycle has been adjusted to reflect that alignment. The following Standards Revision Cycle is specified in Minnesota Statutes 120B.023

<u>Curriculum Area</u>	<u>Revision 1 (Draft Completed)</u>	<u>Implementation 1 (Rule Adopted Prior</u>
to:)	<u>Revision 2</u>	
Mathematics 2015-16	2006-07	2010-11
Arts 2016-17	2007-08	2010-11
Science 2017-18	2008-09	2011-12
Language Arts 2118-19	2009-10	2012-13
Social Studies 2019-20	2010-11	2013-14
Health and Physical Education	(Locally determined periodic review cycle)	
Career and Technical Education	(Locally determined periodic review cycle)	
World Languages	(Locally determined periodic review cycle)	

Responsibilities of Curriculum Team Members

Members of particular teams will be drawn from the FES, FIS and FHS faculty who teach in that content area except as noted on page two. Final determination of team membership will be left FES, FIS and FHS.

Team members will be expected to:

1. Be in attendance at curriculum review team meetings.
2. Abide by the following team norms
 - a. review agenda prior to the meeting
 - b. be on time
 - c. come prepared for the meeting
 - d. stay on task without sidebar conversations, correcting papers, or taking cell calls/texting
 - e. ask clarifying questions
 - f. participate positively and constructively
 - g. be clear on follow up responsibilities
3. provide information from current curriculum practice as is available to them. This would include test results, lesson plans, curriculum map, and any other curriculum information currently being used in the department or grade level represented.
4. investigate curriculum alternatives by examining curriculum as it exists on a state and national level and also as it is being used in other school systems. Information may be gathered electronically, through site visits or correspondence with other teachers and curriculum specialists.
5. inform colleagues in their respective departments and/or grade levels as to the workings of their curriculum review team. The wishes of the non-team “constituency” will be communicated to the team via team members who will serve as representatives for these individuals. So too will the decision of the team be relayed by team members back to those expected to implement the curriculum.
6. collectively choose one Chair or multiple Co-Chairs as it deems will be most effective for its curricular responsibilities
7. submit compensation request form for curriculum team meetings outside of their duty day.

Ultimate responsibility for monitoring the implementation of each

curriculum rests with the building principals.

Responsibilities of the Curriculum Team Chairperson(s)

Job Summary: The Chair or Co-Chairs will have overall responsibilities for facilitating the curriculum review team through the Curriculum Review Cycle. The chair(s) will be chosen by the curriculum teams.

The Chair or Co-Chairs will be expected to:

1. be prepared to make a 3-5 year commitment to being a chair or co-chair.
2. communicate with other Co-Chairs and the Admin Liaison to create an agenda for each meeting. Agendas must be sent out via email at least one week in advance to team members.
3. facilitate meetings as are necessary to make sure the team adheres to the task timelines and team norms.
4. ensure that team meetings have closure and team members follow-up responsibilities are clear.
5. keep a written record of team work that is completed.
6. direct team members to update maps in Years 3 & 4* See pages 14 - 16
7. email written reports to the building principals and Superintendent to keep them apprised of the curriculum work and to coordinate efforts.
8. direct teachers who are creating and revising curriculum maps to insure consistency in their development and revision.*
9. draft the annual work plan and budget of the team with the Administrator Liaison and propose it to the District Staff Development Committee.
10. make such presentations as are called for in the Curriculum Review Cycle to the DACCS, School Board, or other bodies and meetings.
11. coordinate with Administrative Liaison the investigation and team consideration of educational research and best practices in the curriculum area.
12. coordinate with Administrative Liaison when ordering and implementing adopted resources.
13. be responsible for the accuracy of the content of the Curriculum Portfolio and for producing and distributing the curriculum overview as needed*.
14. communicate with Special Education Representatives of the curriculum area team.
15. Special Education Co-Chairs will assure communication with Special Education Representatives of curriculum teams.
16. be compensated for up to thirty (30) hours per year for curriculum cycle work in years 1-2 of the cycle, up to forty-five (45) hours in years 3-5, and up to fifteen (15) hours per year in years 6-8 to be divided among the number of chairpersons.

Reports to: Administrative Liaison

*Items 6, 8 & 13- Not applicable to the Special Education Review Cycle.

Responsibilities of Special Education Representative of Curriculum Teams

Job Summary: The Special Education Representative will be responsible for representing the interests of special education on core content curriculum teams.

The Special Education Representatives will:

1. Review minutes from designated core curriculum team.
2. Report relevant information back to Special Education Curriculum Team.
3. Attend designated core curriculum team meetings in lieu of Special Education Curriculum Team meetings when the research and selection of new curriculum process is happening during the purchasing years of the Curriculum Review Cycle.

Reports to: Special Education Co-Chair(s)

Responsibilities of Administrative Liaison

Job Summary: The Administrative Liaison will have responsibility for supporting the curriculum team and chair(s) of the team and for coordinating the work of each team with other curricular teams and other aspects of the School District at the administrative level. Superintendent, principals and activities coordinator are administrative liaisons.

Admin Liaisons will be expected to:

1. attend team meetings, participate as a team member.
2. become and stay professionally current and knowledgeable on pedagogical issues and research in the curriculum area.
3. become and stay current and knowledgeable on Foley students' academic performance and Foley staff training and preparation in the curriculum area.
4. coordinate with Team Chair(s) the yearly plan for team activities and the budget proposal for those activities.
5. communicate with their co-chairs two weeks prior to scheduled team meetings to create an agenda.
6. approve all time sheets for Curriculum Team work and requisitions for travel and purchases, including E-13 instructional materials chosen by the team.
7. coordinate the review of curriculum materials and site visits.
8. communicate and coordinate the work of the Curriculum Team with the Administrative Team and Superintendent.
9. Building Principals are responsible for updating Current Curriculum Teams Chart found in the Curriculum Folder.

Reports to: Superintendent

Responsibilities of District Staff Development Committee

Job Summary: The District Staff Development Committee has the overall District responsibility for the Curriculum Review Cycle.

The District Staff Development Committee will:

1. be responsible for the development of and modifications to the Curriculum Review Cycle.
2. plan District Inservices that support the work of the Curriculum Teams and the Teams' proposals for inservice as a result of their work.
3. plan inservices and provide resources based on District's annual Instructional Strategy of focus as related to District Staff Development goals.
4. coordinate with the Building Staff Development Teams curriculum related inservice relevant to each building and follow-up activities on the instructional strategies of district-wide emphasis.

Reports to: School Board

Ultimate responsibility for monitoring the implementation of the Curriculum Review Cycle rests with the Superintendent of Schools.

Curriculum Improvement Plan (CIP) Year 3

The Curriculum Improvement Plan is what the School Board approves prior to purchasing resources and implementing the proposed curriculum changes.

Required Information in the CIP:

1. Curriculum Team members.
2. Curriculum Team Beliefs regarding the content, expectations for student achievement learning, recommended instructional strategies, and course delivery models.
3. Any attached documentation that new secondary courses resulting from this plan have all necessary approvals.
4. Summarize the materials (type, title and publisher or manufacturer and estimated prices) the team intends to order and the total dollars to be expended.
5. Summarize plans for teacher inservice and support during the first year of implementation. List time or funds identified for this purpose and the appropriate staff development committee(s).

See previously completed CIPs in the District Curriculum Folder (in specific subject area folders) .

Additional Information which is helpful or maybe needed in the CIP:

1. Summarize the state or local standards addressed by this plan.
2. Any changes in locally adopted standards recommended as a result of CIP.
3. Summarize the gaps/overlaps in the current curriculum maps to be addressed by this plan.
4. Summarize the current best practices that are incorporated into this plan.
5. Summarize plans for informing parents and the general community of these curriculum changes.
6. Describe how and when you will know whether the materials and training incorporated into this plan will address the gaps and overlaps identified in your current maps and will result in increased student learning E-13 that is aligned with the relevant state or local standards.

Curriculum Portfolio Year 5

The Curriculum Portfolio is what the district publishes on the web to inform the public of the curriculum.

The Curriculum Portfolio is a PDF file on the web consisting of the following:

1. Curriculum maps adopted by the School Board.
2. Curriculum Team Beliefs regarding the content of the discipline, expectations for student achievement, recommended instructional strategies and course delivery models.
3. Summarizes the materials, (type, title, publisher) when appropriate, for a curricular area.

See examples on the District Curriculum Web Page (found under District Information).

Academic Vocabulary

Years 5-6

Research in Best Practices from Building Academic Vocabulary Robert Marzano and Debra Pickering, 2005:

Knowledge of important terms is critical to the understanding of any subject.

Many students acquire academic background knowledge outside of school and come to subject-area classes already knowing and using terms essential for understanding content. For example, they or their families may have traveled extensively, exposing them to a variety of individuals, experiences or cultures. Such students commonly take part in conversations at home that involve abundant information that will be useful to them in school. In short, they may have quite incidentally gained academic background knowledge they need to succeed in school. By contrast, students from families with fewer resources may have lacked such opportunities and, thus, have not incidentally acquired important academic background knowledge.

These two types of students—those from academically advantaged environments and those from academically disadvantaged environments—enter school with significant discrepancies in terms of their chances for academic success. Unfortunately as time progresses, the gap in academic background knowledge grows even larger as does the gap in academic achievement between the two groups.

Given the importance of academic background knowledge and the fact that vocabulary is such an essential aspect of it, one of the most critical services that teachers can provide, particularly for students who do not come from academic advantaged backgrounds is **systematic instruction in important academic terms.**

Standards Based Instruction and Increasing Student Achievement

Four Guiding Questions

1. What do we want students to be able to know and do?
2. How will we know if they know and can do?
3. What will we do for those who don't know and can't do?
4. What will we do for those who do know and can do?

Things to consider:

- A. MCA Assessments
 1. Pacing (What is taught when)
 2. Summative (The year is over we can only respond the following year)
 3. Power Standards (Which standards are emphasized)
- B. Learning Targets
 1. Depth of Knowledge (DOK)
 2. Student Friendly Language
 3. Referred to often during the teaching session
- C. Learning Activities
 1. Purposeful
 2. Aligned to the Learning Target
- D. Formative Assessment
 1. Periodic Checks for Understanding
 2. Connects to the Learning Target
 3. Builds to the Summative
- E. Progress Reporting
 1. Standards
 2. Responsibility
 3. Student Information System (SIS)

<p>Bloom's Taxonomy of Cognitive Skills with Regard to Content and Applicable Action Verbs: Useful in Creating Curriculum Maps</p>

Knowledge recall: The student is expected to learn and remember information in much the same way as it is presented.

list	identify	locate	name	reproduce
memorize	review	match	recall	label
define	recite	describe	order	recognize

Comprehension: The student is expected to understand, translate, or interpret information.

classify	describe	discuss	explain	generalize
give examples	infer	paraphrase	produce	summarize
translate				

Application: The student is expected to make use of and relate or apply what he/she has learned or knows about.

apply	change	compute	demonstrate	illustrate
modify	operate	practice	produce	relate
solve	use	diagram	map	model
construct	diary			

Analysis: The student is expected to determine the nature of something by breaking it down into its component parts, or detecting its unique characteristics.

analyze	appraise	categorize	differentiate	discriminate
distinguish	examine	outline	question	relate
separate	test	graph	chart	abstract
compare	contrast	conclude	plan	

Synthesis: The student is expected to engage in creative thinking and produce something unique, different, or original.

arrange	assemble	combine	compose	create
design	plan	propose	reconstruct	revise
set up	write	imagine	infer	hypothesize
invent	estimate	produce	forecast	predict
create a formula	write a poem	write a story, play or media presentation		

Evaluation: The student is expected to arrive at a good or preferred solution to problems. Judgments are made according to evidence and/or standards. Conclusions are logical in nature.

decide	rate	evaluate	dispute	discuss
verify	judge	grade	choose	assess
select	appraise	compare	contrast	criticize
defend	justify	support	value	

Curriculum Mapping: Whys, What and How To's

What is a Curriculum Map?

A curriculum map records as closely as possible what is actually taught in each grade level, course and class in the District. It is every teachers' responsibility at various times in the CRC to update their map to document what and when they teach the Minnesota State Standards and Benchmarks. In general, a map is NOT a lesson plan. It is primarily designed to provide information about what students are learning and when.

What must be included in a Curriculum Map?

The map should include the knowledge you expect students to learn. Include **the Minnesota Academic Standards and Benchmarks**. The descriptions should be brief, but with enough detail so that one can judge whether the curriculum is cycling, coming back to topics with more depth and understanding than previously, or just repeating or overlapping with little or no increase in depth or understanding. Each curriculum team will make the decision whether or not to include academic vocabulary.

Skills should include the capabilities, the "how to's" that you expect students to acquire. Include the Minnesota Academic benchmarks and/or curriculum objectives.

(Optional) Essential Questions are "the heart of the curriculum.... [They are] the essence of what you believe students should examine and know in the short time you have with them." (Jacobs, H. H. Mapping the Big Picture, 197, p. 26) The answers to the questions, and sometimes the questions themselves are the enduring knowledge, the "golden nuggets" that students need to know for the rest of their lives from this unit of study. The use of a question should suggest a common inquiry of you and the students. The choice of essential questions is very important. They are a commitment of teacher(s) to focus the learning, and they become an organizer for the content. Curriculum teams, departments, grade levels, and individual teachers need to address **essential questions** and refine and define units of content with **essential questions**.

Assessments are the work to be done by students by which you will be able to judge how well, or to what degree, each student learned the content or acquired the skill you set out to teach. The choice, design, and scoring rubrics of the assessments should clearly relate to the depth and quality of understanding of the content you want students to learn and skills you want students to acquire. Bloom's Taxonomy of Knowledge: recall, application, analysis, synthesis, and evaluation is very helpful at this point in curriculum mapping and curriculum design. Two questions to ask yourself about your assessment in the context of curriculum mapping:

1. Have you prepared the students for this assessment with the content, skill and activities of this map and previous curriculum?
2. Does the assessment measure the students understanding of the essential questions?

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(Optional) Activities are what you have students do to learn the content and apply or acquire the skills you expect them to use. While this is not a required box in the curriculum map, it is helpful to list the larger activities you have the students do such as creating a quart jar terrarium, measuring and mapping the classroom, writing a research report, or creating a PowerPoint presentation. Listing **activities** is helpful both to individual teachers and curriculum teams for two reasons. First, to identify the skills you need to teach so students can be successful at your designed activity (and that skill should be recorded as a **skill** on your map) because that skill has never been taught before, and second, so that E-13 does not overly repeat one activity. This is what kids complain about.

Resources are the texts, supplemental materials, computer software, web sites, key library materials, speakers, field trips that you regularly use in this unit of study. District approved curriculums are required while other resources are not required items.

Following the Curriculum Map

The Curriculum Team will work to eliminate gaps and overlaps in our curriculum and design a spiral curriculum that returns to content and skills in increasing depth and power of understanding and increased capabilities on the part of students. The Curriculum Team will recommend materials and have them purchased. It is the responsibility of every teacher to teach the content and skills included in the curriculum. If the curriculum team has done its work well, the recommended materials will be found by each teacher to be effective in helping students to learn the content and acquire the skills.

While the content, skills, adopted resources, and assessments must be followed, teachers are free to add and subtract activities, and add supplemental materials that also work to help students learn the curriculum. If additional content and skills can be taught without sacrificing student learning of the curriculum's content and skills, teachers can do that as well. Because all the maps will be available for inspection on the network, a teacher can check to see if the activity he/she is planning to do has been done in a previous grade level or in a subsequent grade level to avoid over using one type of activity.

Foley Schools Curriculum Review Cycle Year One: Assess and Update Pacing Guide

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goal(s): Determine current status of curriculum and gather data on student achievement, determine relevant research questions on curriculum and pedagogy				
Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums)	Who is Responsible?	Timeline	Resources (Time/money/other)	Status (Not started, In progress, Completed)
1. Organize or reorganize team membership, select Chairperson(s), review team norms, discuss goal and desired outcomes for the year, and tasks for the year.				
2. Team members independently review the Pacing Guide (Curriculum Map if Pacing Guide not yet created) and update as needed.				
3. Team reviews E-13 Pacing Guide for vertical alignment (identify gaps, overlaps, and significant grade level or course inconsistencies).				
4. Resolve inconsistencies on content, skills, or assessments.				
5. Team accepts new Pacing Guide revisions to inform team's work over next four years.				
6. Assess student learning: Identify & gather relevant achievement data. Examples may include the following: -MCA scores and sub group scores -Student work samples examined by teachers using protocols				

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Check List of Activities	Responsibility	Timelines	Resources	Status
6 (continued) -Minn. Student Survey -Student Surveys -ACT test results -Grade patterns and failure rates -Formal or informal assessments -Other data as relevant				
7. Develop research questions regarding content, course delivery design, best practice and instructional strategies.				
8. Collect research and identify benchmark (exemplary) programs to visit.	Co-Chairs & Administrative Liaison	Summer between years 1 and 2		
9. Co-Chairs will lead discussion (evaluation) of team's work in relation to the desirable outcomes/visions of the future for that year. (see below)				
10. Preview next year's task list. Co-Chairs build Year 2 Action Plan and Forward to District Staff Development Committee or designee.		By May 15		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

The Curriculum Team will feel comfortable that it has a good handle on the current status of the curriculum and student achievement, or at least the team has identified how it will assess student achievement based on current curriculum. The team is looking forward to learning the best current practices and research on important questions regarding the curriculum area and the teaching and learning of the curriculum area.

Foley Schools Curriculum Review Cycle Year Two: Research/Beliefs

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goal(s): Compare current curriculum strengths, weaknesses, gaps and overlaps in student learning to research on State and National content standards and best instructional practices. Identify curriculum team beliefs on curriculum, and establish material selection criteria.

Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums)	Who is Responsible?	Timeline	Resources (Time/money/ other)	Status (Not started, In progress, Completed)
1. Organize or reorganize team membership, select Chairperson(s), review team norms, discuss goal and desired outcomes for the year, and tasks for the year.				
2. Reading/LA, Math and Science review achievement test data trends, make adjustments in curriculum and/or instruction.				
3. Review applicable standards to inform decisions regarding materials purchase (MN Academic Standards (MAS), State and National Framework documents).				
4. Review of research, examination of best practices and exemplary schools.				
5. Visit or contact exemplary programs.				
6. Develop additional research questions, collect and review results.				
7. Compare current status of curriculum with research of best practices and standards. Identify areas needing improvement from the analysis of data of student learning, Pacing Guide reviews, state standards, and research.				

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Check List of Activities	Responsibility	Timelines	Resources	Status
8. Develop updated team beliefs regarding the content of the discipline, expectations for student achievement of E-13 learning, recommended instructional strategies, and course delivery models.				
9. Identify and begin collecting available materials and programs for core instruction or for supplementary materials/strategies.				
10. Co-Chairs will lead discussion (evaluation) of team's work in relation to the desirable outcomes/visions of the future for that year. (see below).				
11. Preview next year's tasks. Co-Chairs build Year 3 Action Plan and Forward to District Staff Development Committee or designee.		By May 15		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

The Curriculum Team will feel confident that it knows the strengths, weaknesses, gaps and overlaps of current curriculum especially in relation to Minnesota Academic Standards, and feels comfortable that they are knowledgeable of current research in their curriculum's content and instructional strategies, and that they have thoroughly hashed out their beliefs. Team members are looking forward to reviewing new materials.

Foley Schools Curriculum Review Cycle Year Three: Research/Select Resources/Develop CIP

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goal(s): Review available instructional materials, delivery models and instructional strategies, and recommend best combination of the above within the budget and training resources available for successful implementation.				
Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums)	Who is Responsible?	Timeline	Resources (Time/ money/ other)	Status (Not started, In progress, Completed)
1. Organize or reorganize team membership, select Chairperson(s), review team norms, discuss goal and desired outcomes for the year, and tasks for the year. ✓ Notify representatives from technology (integration) and special education to become part of the committee for this year.				
2. Finish collecting curriculum materials for review.				
3. Reading/LA, Math and Science review MCA test data trends, make adjustments.				
4. Review District Curriculum Materials Checklist for selection of instructional materials/ instructional strategies/course delivery models, integrate team beliefs and revise as needed.				
5. Compare available instructional materials/ recommended instructional strategies/course delivery models to District Curriculum Materials Checklist in phase 1 and 2 as revised in step 4 to match curriculum.				
6. Present belief statements, standards and preliminary plan to DACCS. Recommend to building course approval process and to DACCS on course delivery model if change proposed.		By December 1		
7. Forward budget estimate for inclusion in Operating Capital and other expenses to Superintendent.	Chair persons/ Administrative Liaison	By February 1		
8. Superintendent approves or dialogues with chairs and administrative liaison about the budget. The request is forwarded to the Admin Team for inclusion in the Capital Budget to be presented to the Board for approval.				
9. Determine implementation plan and training for recommended course delivery, materials and instructional strategies. Forward to District and Building Staff Development Committees and Sup.		By April 1		

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Check List of Activities	Responsibility	Timelines	Resources	Status
10. Communicate with other teachers affected by these decisions but who are not on the team.				
11. Staff development committees and Superintendent approve or dialogue with Chairs and administrative liaison about allocation of staff development time and resources for curriculum implementation & training.				
12. Sequence MN Academic Standards with new materials and course delivery model.				
13. Co-Chairs Assemble Curriculum Improvement Plan (CIP) for review and approval by DACCS and School Board. See outline on page 7 of CRC.	Chairpersons/ Administrative Liaison	March-April	District template	
14. Report to DACCS on CRC results to date and Curriculum Improvement Plan (CIP).	Chairpersons/ Administrative Liaison	April-May	District template	
15. Report to the School Board on CRC results to date and Curriculum Improvement Plan (CIP). School Board acts on CIP.	Chairpersons/ Administrative Liaison	April-May	District template	
16. Forward requisitions to Business Office.	Chairpersons/ Administrative Liaison			
17. Co-Chairs will lead discussion (evaluation) of team's work in relation to the desirable outcomes/visions of the future for that year. (see below)				
18. Preview next year's tasks. Co-Chairs build Year 4 Action Plan and Forward to District Staff Development Committee or designee.		By April 1		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

The Curriculum Team will feel confident that it has thoroughly reviewed available instructional materials, delivery systems and instructional strategies and has recommended to the School Board the best combination of the above within the budget and training timelines and resources available for implementation.

Foley Schools Curriculum Review Cycle Year Four: Implement Resources

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goal(s): Implement adopted curriculum materials, delivery system and instructional strategies. Begin to update grade level and course maps and to assemble Curriculum Portfolio.				
Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums).	Who is Responsible?	Timeline	Resources	Status
1. Organize or reorganize team membership, select Chairperson(s), review team norms, discuss goal and desired outcomes for the year, and tasks for the year.				
2. Reading/LA, Math and Science review MCA test data trends, make adjustments.				
3. Implement core curriculum materials, instructional strategies or course delivery models including training.				
4. Update the Curriculum Maps/Pacing Guide at the Grade and Course Level as the new materials are implemented (2016-17 thru 2020-21 <u>begin</u> creation of Pacing Guide).	All teachers teaching the curriculum			
5. Monitor the implementation of the curriculum to support teachers and begin to identify areas for potential adjustment in Year 5.				
6. Co-Chairs will lead discussion (evaluation) of team's work in relation to the desirable outcomes/visions of the future for that year. (see below).				
7. Preview next year's tasks. Co-Chairs build Year 5 Action Plan and forward to District Staff Development Committee or designee.		By May 15		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

The teachers teaching the curriculum will believe that the materials, delivery and instructional strategies have improved their ability to have students learn the curriculum's content and skills. The Curriculum Team will feel proud of its work so far, yet realizes there will be more to do as a result of a year's worth of teaching. Students will notice a difference in what and how they are learning.

Foley Schools Curriculum Review Cycle Year Five: Curriculum Portfolio

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goal(s): Update Pacing Guide. Review and make adjustments for gaps and overlaps as needed. Agree on the Pacing Guide and assemble Curriculum Portfolio. Recommend Curriculum Portfolio to DACCS and School Board for approval.				
Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums).	Who is Responsible?	Timeline	Resources (Time/money/other)	Status (Not started, In progress, Completed)
1. Organize or reorganize team membership, select Chairperson(s), review team norms, discuss goal and desired outcomes for the year, and tasks for the year.				
2. Reading/LA, Math and Science review MCA test data trends, make adjustments				
3. Team creates Pacing Guide or continues work if begun in year 4.				
4. Team reviews E-13 Curriculum maps/Pacing Guide for inconsistencies, gaps and overlaps.				
5. Team resolves inconsistencies, gaps and overlaps and insures that the MN Academic Standards are addressed in sequence.				
6. Develop and place in the Pacing Guide curriculum based assessments for locally adopted and State Standards which are not assessed by MN Comprehensive Assessments. (Art/Music, Health/PE, Vocational, World Language, Social Studies).				
7. Develop and place student assessments in Reading/LA, Math and Science in addition to the MN Comprehensive Assessments to aid teachers/students in designing learning to meet state proficiency standards.				
8. Provide curriculum overview to teachers teaching the curriculum which includes team beliefs, recommended materials, recommended instructional strategies, course delivery model, standards and benchmark integration.		August-September		
9. Co-Chairs will lead discussion (evaluation) of team's work in relation to the desirable outcomes/visions of the future for that year. (see below)				
10. Preview next year's tasks. Co-Chairs build Year 6 Action Plan and Forward to District Staff Development Committee or designee.		By May 15		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

The Curriculum Team will feel their vision is getting closer to reality in teaching and learning and feel relieved that the heavy lifting of the past several years of the Curriculum Review Cycle is completed. The School Board will have confidence that the Curriculum Team has been making good professional decisions in the best interests of student learning.

Foley Schools Curriculum Review Cycle Year Six: Pacing Guide/Maintain Academic Vocabulary

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goal(s): Develop a scope and sequence of academic vocabulary to be instructed in each grade and course.				
Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums)	Who is Responsible?	Timeline	Resources (Time/money/other)	Status (Not started, In progress, Completed)
1. Organize or reorganize team membership, select Chairperson(s), review team norms, discuss goal and desired outcomes for the year, and tasks for the year.				
2. Reading/LA, Math and Science review MCA test data trends, make adjustments.				
3. Team finishes Pacing Guide.				
4. Maintain the academic vocabulary for your curriculum using <u>Building Academic Vocabulary</u> (Marzano and Pickering), MN Academic Standards, and the current district curriculum.				
5. Develop and place student assessments in Reading/LA, Math and Science in addition to the MN Comprehensive Assessments to aid teachers/students in designing learning to meet state proficiency standards.				
6. Team accepts new Curriculum Maps/Pacing Guides with all the above revisions. This will become the adopted curriculum for the District.				
7. Co-Chairs assemble the Curriculum Portfolio which will include the Team Beliefs and the E-13 course and grade level Pacing Guide.				
8. Co-Chairs present the curriculum portfolio to DACCs for their review of and recommendation to the School Board.		May		
9. Co-Chairs present the curriculum portfolio to the School Board for adoption.		May-June		
10. District office publishes the portfolio to the web.		July-August		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

Team feels confident that the vocabulary lists, when taught, will prepare students for a higher level of understanding and achievement.

Foley Schools Curriculum Review Cycle Year Seven: Technology Integration

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goals: Develop a scope and sequence of academic vocabulary and the definitions. Research and develop an improvement plan for better integration of technology in the curriculum.				
Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums)	Who is Responsible?	Timeline	Resources (Time/mon ey /other)	Status (Not started, In progress, Completed)
1. Organize or reorganize team membership, select Chairperson(s), review team norms, discuss goal and desired outcomes for the year, and tasks for the year.				
2. Reading/LA, Math and Science review MCA test data trends, make adjustments.				
3. Assess the current curriculum and its use of technologies currently at grade levels and buildings. Determine needs for expanded use of current technologies and action steps to implement that expanded use.				
4. Scan the curricular uses of technology which are not currently in the district at grade levels and departments and set priorities based on effectiveness for improving learning, district and staff readiness for the technology, and costs.				
5. With the Technology committee create an action plan for improving the curriculum's use and application of technology in Year 8 of the curriculum cycle.				
6. Co-Chairs will lead discussion (evaluation) of team's work in relation to the desirable outcomes/visions of the future for that year. (See Below)				
7. Preview next year's tasks. Co-Chairs build Year 7 Action Plan and Forward to District Staff Development Committee or designee.		By May 15		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

The Curriculum Team is excited and challenged by the technology added to the curriculum activities. The team members are proud of the improvements made to the curriculum in vocabulary instruction over the last three years and that these changes will be maintained over time.

Foley Schools Curriculum Review Cycle Year Eight: Technology Integration

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goal(s): Implement academic vocabulary instruction at each grade level, **and implement the technology integration plan. Record changes in curriculum maps for vocabulary and technology.**

Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums)	Who is Responsible?	Timeline	Resources (Time/money/other)	Status (Not started, In progress, Completed)
1. Organize or reorganize team membership, select Chairperson(s), review team norms, discuss goal and desired outcomes for the year, and tasks for the year.				
2. Reading/LA, Math and Science review MCA test data trends, make adjustments.				
3. Implement technology integration plan.				
4. Update Curriculum Map/ Pacing Guide at the grade and course level based on changes in technology (wherever applicable).				
5. Co-Chairs will lead discussion (evaluation) of team's work in relation to the desirable outcomes/visions of the future for that year. (see below)				
6. Preview next year's tasks. Co-Chairs build Year 1 Action Plan and Forward to District Staff Development Committee or designee.		By May 15		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

The Curriculum Team is excited and challenged by the technology added to the curriculum activities. The team members are proud of the improvements made to the curriculum in vocabulary instruction over the last three years and that these changes will be maintained over time.

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Belief Statements: What Are They and How Are They Constructed
Year 2, Step 8

What Are Belief Statements	How are Belief Statements Constructed Continued
1. Belief statements combine the best current research filtered by the experience of the teachers on the team.	4. Each triad takes one topic and drafts a belief statement as a starting point. These should be typed into a word document to display on an LCD projector so all can see the statement.
2. Belief statements are declarative statements. Each is an individual statement and can stand on its own.	5. The facilitator needs to be content neutral. If that is not possible within the team, bring one from outside the team.
3. Belief statements answer the “why” questions and the broadly constructed “What,” “How,” “When,” “How well” questions within a curriculum area.	6. Start the process with a statement which the facilitator or team feels is most likely upon which to reach consensus. Put up the statement on the LCD display.
4. There should be a sufficient of belief statements to address the major issues within a curriculum.	7. The facilitator gives each triad a green card and yellow card. Each triad discusses the statement as it appears. If they agree with it as written, they put out a green card. If they wish to modify it in any way, they are to put out a yellow card.
5. Belief statements guide the curriculum team throughout the curriculum process and should provide guidance to individual teachers and grade levels. It should answer the question, “Am I on the right track?” when faced with instructional decisions.	8. The facilitator takes the first yellow card triad and has that triad modify the statement as they wish (one modification only). Use color or underlining to show the change. The modified statement is now subjected to the green-yellow process.
6. Belief statements are presumed to be E-13 in scope unless the statement specifically limits the scope.	9. The facilitator takes the first yellow card. They modify the statement as they see fit, even to change it back to the original.
How Does a Curriculum Team Construct Belief Statements	10. This process goes on until there are all green cards around the table. For the first statement, this will take a long time. In fact the group may quit on a statement to think about it for a while. But it does go more quickly as the team moves through the statements.
1. The goal is consensus of the curriculum team although not unanimity.	11. Sometimes the team will explore all the issues in a belief statement and appoint a sub-committee to work on wording before the next curriculum team meeting.
2. Break the team into triads. Each triad should have only one of each role of team members.	12. When a team has team beliefs from a previous cycle, each triad can start with one and keep it the same or modify it.
3. The team lists the topics for which there should be belief statements.	13. This may take additional time and the work should be completed when the thinking is fresh (within a month of starting).

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**Foley Public Schools Curriculum Materials Checklist
Year 3, Task 4-5, Phase I**

This checklist is designed to help Curriculum Teams evaluate and highlight differences among instructional materials so as to inform the professional discussion and final recommended selections by the curriculum Team. This check list is separated into two phases. Phase I is designed to eliminate all but the top three sets of materials and can be done individually. Phase II is to make the final selection and needs to be done as the full team.

- Phase I: 100 points possible in four categories: consistency with beliefs and standards, accessibility for students, teacher usability, and the relationship to other district policies, curriculums, and instructional supports and resources.
- Phase II: 40 pts: consistency in instructional design,

Rating scale is 0-5, with 0= unacceptable, and 5= Outstanding, meets every aspect of criteria
being rated

NA = average score for the section

Grade(s) ____ **Title/Publisher** _____ **Reviewer**

_____ **Date** _____

Beliefs/Standards/ Outcomes	Details or Instructions:	Rating	Remarks
1. To what degree do the materials implement the Curriculum Team Beliefs?	<u>Paste Belief Statements here</u>	__ x 2 = ____	
2. To what degree do the materials teach the MN Standards?	Compare the materials scope and sequence with the standards identified in the current curriculum maps or from the Minnesota Academic Standards for your grades	__ x 2 = ____	
3. To what degree do the materials teach the gaps in content/skills in the curric maps?	List the gaps identified in year 2. How well do the materials address the gaps in the current curriculum maps?		
Total (Max 25)	Beliefs, Standards and Outcomes		

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Grade(s) _____ Title/Publisher _____ Reviewer _____

Date _____

Student Accessibility	Details or Instructions:	Rating	Remarks
1. How readable are the materials?	How readable is the text to students at your grade level? (Read it.) Are there multiple entries to the text? Is the text well written: clear, well organized, with voice? Is the vocabulary clearly identified with definitions provided?		
2. Do the materials teach from a variety of learning modalities?	For visual learners are there diagrams and graphic organizers? For aural learners are there clear phrases and sentences for the teacher? For tactile learners are there projects or constructions that can demonstrate the concepts and skills to be learned?		
3 Do the materials move students effectively to skills proficiency and to acquisition of content knowledge?	Are clear examples and vignettes provided to which students can relate? Is there sufficient number and variety of ways for students to process new content and relate it to their current knowledge and experience? Are there ways to self assess on skills? For quick teacher assessment?		
4. How well do the materials lend themselves to differentiated instruction among students of different abilities or knowledge of prerequisite skills?	Are core knowledge and skills separated from extensions? Are there activities and practice geared to different levels of skills? Are there extra practice suggestions to recycle through the content? Is there additional practice for extended learning time?		
5. How self contained are the instructional materials?	Can the student materials be used by EA's or parents to assist students to learn materials independently of classroom instruction in the case of absences or to fill in gaps in the knowledge of transfer students?		
Total (Max 25 points)	Student Accessibility		

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Relationships to other District policies and curriculums	Details or Instructions	Ratings	Remarks
1. Materials as a whole are consistent with District Policy on multi-cultural, gender fair educational materials.	The curriculums developed shall reflect an appreciation of all cultures' heritage, human dignity, cultural pluralism, and development of individual self-worth for students and staff. It will provide students with the knowledge, skills, and affect to live successful and appreciative lives in a multicultural, pluralistic society		
2. Materials are consistent with the District technology vision statement and can be used within the current status of technology support.	Foley Public Schools envisions an inter-active learning environment where technological resources support a student's quest for learning, where complex thinking and problem solving are used to produce quality performance and products.		
3. Alignment or "flow" with curriculum expectations and materials adopted at earlier grade level(s).	As students move through the P-13 grades, curriculum materials should flow from one level to another, even though one publisher may not produce the best materials for each level, or may not even produce materials for every level. Issues such as vocabulary, concepts, and skills should build on previous knowledge without gaps, overlaps or contradictions. It is important to have discussions with team members in grades lower than yours to be sure there is flow upwards to your levels, and how to prepare students for the transitions in an efficient manner.		
4. Alignment or "flow" with curriculum expectations and materials adopted at the next grade level(s).	As students move through the P-13 grades, curriculum materials should flow from one level to another, even though one publisher may not produce the best materials for each level, or may not even produce materials for every level. Issues such as vocabulary, concepts, and skills should build on previous knowledge without gaps, overlaps or contradictions. It is important to have discussions with team members in grades higher or with post secondary institutions to be sure that these materials form the foundations necessary for students to be successful at the next levels of learning.		
5. Materials lead to extensions of learning that can be supported by building media centers	Do the media centers have the needed resources currently? Can the media centers get the materials from their budgets?		
Max 25 points	Relationship to other curriculum levels and district policies		

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Teacher usability	Details or Instructions:	Rating	Remarks
1. How well is the manual laid out?	Are the units laid out in a logical sequence to build on prior learning? Are the unit objectives laid out in a clear manner? Are all the pieces (lessons, skill practice, discussion and reflection questions, activities and assessments) easy to find and reproduce?		
2. How well is each lesson laid out?	Are the teacher instructions on the same page with the student's pages? Are the parts of the lesson well laid out and clear? Do the lessons lend themselves for different teaching styles, from direct to constructivist, or are they more one dimensional?		
3. How well developed are instructions to build students' vocabulary and math reading skills?	Are vocabulary words explained in graphic organized formats? Are reading strategies suggested in the manual to be incorporated into the lessons?		
4. How well do the lessons provide questions and activities to develop class discussions reflective learning?	Do lessons open with an overview that provide an essential question to hook new knowledge and make clear the objective of the lesson? Are there open ended questions for discussion of essential content?		
5. How well aligned are the pre and post assessments with the units and lessons?	Do the assessments test the content taught in the lessons and units? Do the assessments separate core knowledge and skills from extensions? Are the assessments easy to score and record?		
Total (Max 25 points)	Teacher usability		
Max 25 points	Beliefs, Standards and Outcomes		
Max 25 points	Student Accessibility		
Max 25 points	Teacher usability		
Grand Total	Maximum of 100 points		

Publisher _____ **Ranks**
_____ **out of** _____

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Reminder, Don't Evaluate Textbooks based on . . .

- Supplementary Materials – They are the glitz to make the product sell; you are vitally interested in the content of the core program for this will impact the day to day instruction in your classroom.
- Copyright – This is less reliable since the “state adoption” state of FL, TX, and CA require materials that have a “new” copyright; just a few changes will provide a textbook company with a new copyright date. Your concern is that the content is accurate and reliable.
- Durability – Only a few printers exist and thus they are used by all the textbook companies.
- Authorship – Textbook authors often has less to do with textbook now than in the past; some books are “ghostwritten.” Focus instead on the quality of the content.
- Price – Textbook companies maintain competitive pricing; know the textbook company’s policies.
- Visual Appeal – Textbooks may be designed for the “ten second flip test” or “thumb test” meaning that the color pages and appealing designs are placed on the right hand pages.
- Ease of Use – Everyone wants ease of use; focus on how well the material will work with your student population.
- Labels – Does it have ?????? While the textbook company will tell you that they have “_____”, analyze the materials to determine this fact for yourself. Do not trust their label!!!
- Readability – This is a difficult area; in many cases the new vocabulary of the content will increase the level of the readability formula report. Focus more on quality of writing and content. Identify areas of problems.

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Foley Public Schools Curriculum Materials Checklist
Year 3, Task 5, Phase II

Phase II: consistency in instructional designTeam discussion and decision based on instructional alignment and flow from curriculum’s below and to the next levels.

Grade(s)_____ **Title/Publisher** _____

Reviewer _____ **Date** _____

Instructional Design	Details or Instructions:	Remarks
1. Vertical alignment of teacher instructions, student instructions, practice and assessment. Look for a clear triangulation of these three parts to instructional materials.	<u>Essential or difficult to teach concept/topic/skill through the grades:</u> _____ -Photocopy pages published on the selected topic—focus on assessment, teacher instruction in the teacher’s manual, and student practice (alignment of teaching, learning, assessment). -Post the copies to a sheet of newsprint (tape/staple). Label the three parts photocopied along with the grade level and the name of publisher/textbook. -Display the pages to create a sequence. -Walk by the displayed copies and make notes/observations again using the team beliefs. This allows everyone to see the progression of the content. -Share comments, grade by grade.	
2. Horizontal alignment of teacher instructions, student instructions, practice and assessment. Repeat process comparing 3 sets of curriculum materials.	-Complete this same process (as stated above) for the second and for the third textbook publisher’s materials. -Make sure that you focus on what students will need to know in order to demonstrate their competence at the end of the instructional period. -Match the testing to the initial presentation/instruction outlined by the teacher’s presentation. -Trace through the lessons up to the test. -Determine alignment quality; text/instruction/practice. -Continue to focus on matching the quality of instruction to the team beliefs	
3. Identifying the curriculum materials with the best instructional alignment.	-After discussing two of the three and doing the walk around on the third, each team member is given a note card to rate the materials in rank order. -The debrief on the third materials is done. -The rankings are revealed and discussion ensues often leading to a consensus choice. -If not, steps 4-6 are completed and then rankings are redone.	
4. Insure there is alignment or “flow” with curriculum expectations and materials at earlier grade level(s).	As students move through the P-13 grades, curriculum materials should flow from one level to another, even though one publisher may not produce the best materials for each level, or may not even produce materials for every level. Issues such as vocabulary, concepts, and skills should build on previous knowledge without gaps, overlaps or contradictions. It is important to have discussions with team members in grades lower than yours to be sure there is flow upwards to your levels, and how to prepare students for the transitions in an efficient manner.	
Instructional Design	Details or Instructions:	Remarks

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5. Insure there is alignment or “flow” with curriculum expectations and materials at the next grade level(s).	As students move through the P-13 grades, curriculum materials should flow from one level to another, even though one publisher may not produce the best materials for each level, or may not even produce materials for every level. It is important to have discussions with team members in grades higher or with post secondary institutions to be sure that these materials form the foundations necessary for students to be successful at the next levels of learning.	
6. Information from other schools.	-Visit other schools using the materials. -Review data from other schools using the materials.	
7. Making the final curriculum recommendation.	-Using the information from steps 1-6 in the phase II, each member ranks the three sets of materials. -Discussion ensues hopefully leading to consensus choice, -As a last resort, three co-chairs and admin liaison make final recommendation.	
8 Move on to steps 4-18 in	Year Three of the Curriculum Review Cycle.	

Recommended Curriculum Materials

Adoption: _____

Foley Schools Curriculum Review Cycle: Special Education Year One

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goal(s): Determine current status of curriculum and gather data on student achievement, determine relevant research questions on curriculum and instruction, while meeting all due process requirements (CIMP – continuous improvement monitoring process).				
Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums)	Who is Responsible?	Timeline	Resources (Time/money/other)	Status (Not started, In progress, Completed)
1. Organize or reorganize team membership, select Chairperson(s), review CRC and Year One Tasks.	Co-chairs and team	First curriculum meeting of the school year	½ hour	In progress
2. Team members review regular education pacing guides (curriculum maps if pacing guides not available) to identify updated needed for assessments, resources and activities to align with regular education and standards Pre-12 on topics of focus.	Disability Groups District/Building	First curriculum meeting of the school year	2-3 hours	In progress
3. Special education teachers will apply updated information from curriculum reviewed in # 2 to address individual student needs (IEP goal and objective banks).	Individual/ Small Groups Special Education Teachers			
4. Assess student learning: Identify & gather relevant achievement data. Examples include the following: Work Sampling, Study Island, MCAs, DIBELS, informal assessments within curriculum and Student/Parent Survey (Transition, Interest, etc.)				
5. Review researched-based materials and evidence-based practices and strategies for targeted disabilities/disorders.	Individual, disability groups, or building			

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Check List of Activities	Responsibility	Timelines	Resources	Status
6. Review research materials, methods, and technology for instruction and assessments based on the newly adopted core curriculum of purchasing curriculum team on the Curriculum Review Cycle.	Special Education Curriculum Team Representatives	Subject Years 3&4 of regular education CRC		
7. Identify resources needed to support students with special education needs based on newly adopted curriculum and relevant grade level or subject area.	Special Education Team Representatives	Subject Years 3&4 of regular education CRC		
8. Discuss research-based materials, methods and technology for instruction and/or assessment via workshops, classes, graduate courses, professional literature, site visits, etc. Topics of Focus: Math, Behaviors (Emotional and Conduct), and Articulation	Disability groups			
9. Share research-based materials, methods and technology for instruction and/or assessment via workshops, classes, graduate courses, professional literature, site visits, etc. Topics of Focus: Math, Behaviors (Emotional and Conduct), and Articulation	Curriculum Team			
10. Receive information and training regarding current special education due process laws, rules and regulations to ensure every student receives a free and appropriate public education (FAPE).	Curriculum Team			
10. Review and inventory special education curriculum, materials, assessments and technology for relevancy.				
11. Share curriculum activities team members have designed based on District's annual Instructional Strategy of focus as related to District Staff Development goals.				
12. Preview next year's tasks. Co-Chairs build Year 2 Action Plan and Forward to District Staff Development Committee or designee.		By March 1		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

The Special Education Curriculum Team will develop team cohesiveness, continuity of services throughout the district and better communication, to improve student success. The team will exemplify best practices to comply with all due process requirements in accordance with special education law (PL 94-142 MN Rule 3525). We believe that participating in a Special Education Curriculum Team that supports the common goal of improving learning for students with special education needs.

Foley Schools Curriculum Review Cycle: Special Education Year Two

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goal(s): Compare current curriculum strengths, weaknesses, gaps and overlaps in student learning to research on State and National content standards and best instructional practices.				
Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums)	Who is Responsible?	Timeline	Resources (Time/ money/ other)	Status (Not started, In progress, Completed)
1. Organize or reorganize team membership, select Chairperson(s), review team norms, discuss goal and desired outcomes for the year, and tasks for the year.				
2. Team members review regular education curriculum maps to identify updated information needed for assessments, resources and activities to align with regular education and standards Pre-12 on topics of focus.				
3. Special education teachers will apply updated information from regular education curriculum maps to address individual student needs (IEP goals and objectives).				
4. Assess student learning: Identify & gather relevant achievement data. Examples include the following: Work Sampling, Study Island, MCAs, DIBELS, informal assessments within curriculum and Student/Parent Survey (Transition, Interest, etc.)				
5. Review researched-based materials and evidence-based practices and strategies for targeted disabilities/disorders	Individual, disability groups, or building			
6. Share research-based materials, methods and technology for instruction and/or assessment via workshops, classes, graduate courses, professional literature, site visits, etc. Topics of Focus: Reading, Social Skills, and Receptive and Expressive Language				
7. Receive information and training regarding current special education due process rules and regulations to ensure every student receives a free and appropriate public education (FAPE).				

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8. Share curriculum activities team members have designed based on District's annual Instructional Strategy of focus as related to District Staff Development goals.				
9. Assess student learning – review and inventory special education standardized testing tools.				
10. Co-Chairs will lead discussion (evaluation) of team's work in relation to the desirable outcomes/visions of the future for that year. (see below)				
11. Review reasearch materials, methods, and technology for instruction and assessments based on the newly adopted core curriculum of purchasing curriculum team on the Curriculum Review Cycle.	Special Education Curriculum Team Representatives	Subject Years 3&4 of regular education CRC		
12. Identify resources needed to support students with special education needs based on newly adopted curriculum and relevant grade level or subject area.	Special Education Team Representatives	Subject Years 3&4 of regular education CRC		
13. Preview next year's tasks. Co-Chairs build Year 3 Action Plan and Forward to District Staff Development Committee or designee.		By April 1		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

The Special Education Curriculum Team will develop team cohesiveness, continuity of services throughout the district and better communication, to improve student success. The team will exemplify best practices to comply with all due process requirements in accordance with special education law (PL 94-142 MN Rule 3525). We believe that participating in a Special Education Curriculum Team that supports the common goal of improving learning for students with special education needs.

Foley Schools Curriculum Review Cycle: Special Education Year Three

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goal(s): Compare current curriculum strengths, weaknesses, gaps and overlaps in student learning to research on State and National content standards and best instructional practices.				
Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums)	Who is Responsible?	Timeline	Resources (Time/money/other)	Status (Not started, In progress, Completed)
1. Organize or reorganize team membership, select Chairperson(s), review team norms, discuss goal and desired outcomes for the year, and tasks for the year.				
2. Team members review regular education curriculum maps to identify updated information needed for assessments, resources and activities to align with regular education and standards Pre-12 on topics of focus.				
3. Special education teachers will apply updated information from regular education curriculum maps to address individual student needs (IEP goals and objectives).				
4. Team accepts new map revisions and publishes to the web.				
5. Assess student learning: Identify & gather relevant achievement data. An example includes the following: Pre referral interventions.				
6. Review researched-based materials and evidence-based practices and strategies for targeted disabilities/disorders	Individual, disability groups, or building			

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Check List of Activities	Responsibility	Timelines	Resources	Status
7. Receive information and training regarding current special education due process rules and regulations to ensure every student receives a free and appropriate public education (FAPE).				
8. Share curriculum activities team members have designed based on District's annual Instructional Strategy of focus as related to District Staff Development goals.				
9. Review and inventory special education curriculum, materials and technology for relevancy.				
7. Co-Chairs will lead discussion (evaluation) of team's work in relation to the desirable outcomes/visions of the future for that year. (see below)				
8. Preview next year's tasks. Co-Chairs build Year 4 Action Plan and Forward to District Staff Development Committee or designee.		By April 1		
11. Review reasearch materials, methods, and technology for instruction and assessments based on the newly adopted core curriculum of purchasing curriculum team on the Curriculum Review Cycle.	Special Education Curriculum Team Representatives	Subject Years 3&4 of regular education CRC		
12. Identify resources needed to support students with special education needs based on newly adopted curriculum and relevant grade level or subject area.	Special Education Team Representatives	Subject Years 3&4 of regular education CRC		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

The Special Education Curriculum Team will develop team cohesiveness, continuity of services throughout the district and better communication, to improve student success. The team will exemplify best practices to comply with all due process requirements in accordance with special education law (PL 94-142 MN Rule 3525). We believe that participating in a Special Education Curriculum Team that supports the common goal of improving learning for students with special education needs.

Foley Schools Curriculum Review Cycle: Special Education Year Four

The mission of the Foley Public Schools is to bring together students, parents, staff and community to provide a quality education with emphasis on developing the full potential of the individual.

Goal(s): Compare current curriculum strengths, weaknesses, gaps and overlaps in student learning to research on State and National content standards and best instructional practices.				
Check List of Activities (Activities in bold must be done. Activities in plain text useful or helpful, and may be more helpful in certain curriculums)	Who is Responsible?	Timeline	Resources (Time/money/other)	Status (Not started, In progress, Completed)
1. Organize or reorganize team membership, select Chairperson(s), review team norms, discuss goal and desired outcomes for the year, and tasks for the year.				
2. Team members review regular education curriculum maps to identify updated information needed for assessments, resources and activities to align with regular education and standards Pre-12 on topics of focus.				
3. Special education teachers will apply updated information from regular education curriculum maps to address individual student needs (IEP goals and objectives).				
4. Review researched-based materials and evidence-based practices and strategies for targeted disabilities/disorders	Individual, disability groups, or building			
5. Discuss research-based materials, methods and technology for instruction and/or assessment via workshops, classes, graduate courses, professional literature, site visits, etc. Topics of Focus: Transition, Organization, Voice & Fluency, and Assistive Technology				
6. Share research-based materials, methods and technology for instruction and/or assessment via workshops, classes, graduate courses, professional literature, site visits, etc. Topics of Focus: Transition, Organization, Voice & Fluency, and Assistive Technology				

Foley Public Schools Curriculum Review Cycle
September 2016

Check List of Activities	Responsibility	Timelines	Resources	Status
7. Share curriculum activities team members have designed based on District's annual Instructional Strategy of focus as related to District Staff Development goals.				
8. Assess student learning – review and inventory special education standardized testing tools.				
9. Co-Chairs will lead discussion (evaluation) of team's work in relation to the desirable outcomes/visions of the future for that year. (see below)				
10. Preview next year's tasks. Co-Chairs build Year 1 Action Plan and Forward to District Staff Development Committee or designee.		By April 1		
11. Review reasearch materials, methods, and technology for instruction and assessments based on the newly adopted core curriculum of purchasing curriculum team on the Curriculum Review Cycle.	Special Education Curriculum Team Representatives	Subject Years 3&4 of regular education CRC		
2. Identify resources needed to support students with special education needs based on newly adopted curriculum and relevant grade level or subject area.	Special Education Team Representatives	Subject Years 3&4 of regular education CRC		

Desirable outcomes/visions of the future (What do you imagine will change? What will it look like, feel like, etc?)

The Special Education Curriculum Team will develop team cohesiveness, continuity of services throughout the district and better communication, to improve student success. The team will exemplify best practices to comply with all due process requirements in accordance with special education law (PL 94-142 MN Rule 3525). We believe that participating in a Special Education Curriculum Team that supports the common goal of improving learning for students with special education needs.

Tech/Media Curriculum/Coordination Team Charge Statement

May, 2007

The Tech/Media Curriculum and Coordination Team is charged with recommending, assisting, monitoring the uses of technology in the Foley Public Schools to improve student learning, broaden educational opportunities, and to improve adult communications and organizational efficiencies.

This charge encompasses the following:

1. Recommending the implementation of locally adopted technology standards and benchmarks to curriculum teams, and assisting teams with their implementation.
2. Assisting curriculum teams in implementing the state technology benchmarks and standards within state adopted curriculum standards.
3. Carrying out the specific tasks identified in the District Technology Plan by researching, planning, recommending and assisting in implementation.
4. Reviewing annually the budget and implementation plan in the District Technology Plan, modify as needed, and forward to the Admin Team, District Staff Development Committee and School Board.
5. Monitoring formally at least twice in a four year period the effects of students' and adults' use of technology in Foley Public Schools.
6. Scanning technology uses in schools and communities, evaluating their uses for Foley, and adjusting the Technology Plan as needed.
7. Choosing a minimum of three Minnesota School Districts to use to benchmark Foley Schools prior to the creation of the next four year technology plan.
8. Carrying out other related tasks related to the charge not specifically listed.

Team Membership:

1. Teachers assigned by principals as per Curriculum Plan.
2. Admin Liaison assigned by Admin Team as per Curriculum Plan.
3. School Board representatives assigned by School Board at Organizational Meeting.
4. Representative from district technology support contractor.
5. Representative from the District paraprofessionals who support technology.
6. The Team can bring in the following persons for reference as needed:
 - a. Business Manager or director level administrator for technology affecting their department,
 - b. Administrative Assistant for policies and data privacy and records issues,
 - c. Superintendent and/or Business Manager for budgeting,
 - d. Curriculum Co-chairs, District Staff Development Chair, and Superintendent for curriculum/instruction,
 - e. Principals and Building level committee chairs for specific building implementation issues,
 - f. Other staff and committees as needed.

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~~Committee Status:~~

~~This committee will be compensated similarly to the District Staff Development Committee. This is a staff development expense.~~

~~Reference: Foley Public Schools Technology Plan 2008-2011~~