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**AITKIN
PUBLIC
SCHOOLS**

CURRICULUM REVIEW PROCESS

Our Mission

Empowering students to be life-long learners and productive citizens through the use of a comprehensive curriculum with high expectations in a safe 21st Century learning environment.

Introduction

<p style="text-align: center;">Mathematics Language Arts Science Social Studies</p>	<p style="text-align: center;">Fine Arts / Media World Language / Guidance Ind Arts / Home Economics SPED / ECFE Business / Phy Ed / Ag</p>
<p>Year 1 – Program Review/Research</p> <ul style="list-style-type: none"> ● Research best practices in content area ● Review current curriculum alignment to revised State Standards (draft) ● Review district assessment data ● Identify current program strengths and weaknesses ● Identify Program Goals (including technology) <ul style="list-style-type: none"> ○ Including resources to be replaced <p>Year 2 – Resource Selection /Program Planning and Mapping</p> <ul style="list-style-type: none"> ● Create guidelines/rubric for curriculum purchase ● Select/order resources for review ● Resource review ● Present resource recommendation for board approval (Order/receive resources) ● Develop revised content curriculum map ● Plan staff Development <p>Year 3 – Implementation</p> <ul style="list-style-type: none"> ● Continued Staff Development ● Continued documentation in Rubric ● Develop interventions/enrichment ● Review implementation, quarterly with review committee <p>Year 4/5 – Monitor</p> <ul style="list-style-type: none"> ● Revision/addition to curriculum map ● Staff development as needed ● Review program goals ● Supplement/modify/adjust as needed ● Identify/implement cross-curriculum lessons/units ● Review/plan integration of career/work readiness ● Staff development as needed 	<p>Year 1 – Program Review/Research/ Planning / Mapping</p> <ul style="list-style-type: none"> ● Research best practices in content area ● Review current curriculum alignment to revised State Standards (draft) ● Identify current program strengths and weaknesses ● Identify Program Goals (including technology) <ul style="list-style-type: none"> ○ Including resources to be replaced <p>Year 2 – Resource Selection / Implementation</p> <ul style="list-style-type: none"> ● Create guidelines/rubric for curriculum purchase ● Select/order resources for review ● Resource review ● Present resource recommendation for board approval (Order/receive resources) ● Develop revised content curriculum map ● Plan staff Development

What products will be developed through the common curriculum review process?

At the conclusion of the common curriculum review, the following products may be available:

- Identification of strengths & weaknesses of
- the program Identified goals / needs to
- improve program area Alignment with
- standards
- Curriculum map - yearly overview identifying objectives / skills / vocabulary to be mastered Understanding of k-12 scope of skills
- Rubric to measure quality of curriculum

Curriculum Review Schedule

Aitkin Public Schools

	Yr 1 - Review Research	Yr 2 - Planning/Mapping	Yr 3 - Implementation	Yr 4 - Monitor	Yr 5 - Monitor
2012-2013	Mathematics				
2013-2014	Fine Art / Media	Mathematics			
2014-2015	Language Arts	Fine Art / Media	Mathematics		
2015-2016	World Language/Guidance	Language Arts	Fine Art / Media	Mathematics	
2016-2017	Social / Health / PhyEd	See 2017-2018	Language Arts	Fine Art / Media	Mathematics
2017-2018	Ind Arts / HomeEc / Ag / Bus	Social / Health / PhyEd	World Language/Guidance	Language Arts	Fine Art / Media
		World Language/Guidance	(not completed in 2016-2017)		
		Ind Arts / HomeEc / Ag / Bus	(added this to Planning/Mapping because of CTE class review requirement)		
2018-2019	Science	See 2017-2018	Social / Health / PhyEd	World Language/Guidance	Language Arts
2019-2020	Language Arts	Science	Ind Arts / HomeEc / Ag / Bus	Social / Health / PhyEd	World Language/Guidance
2020-2021	Social / Health / PhyEd	Language Arts	Science	Ind Arts / HomeEc / Ag / Bus	Social / Health / PhyEd
2021-2022	Mathematics	Social / Health / PhyEd	Language Arts	Science	Ind Arts / HomeEc / Ag / Bus
2022-2023	Fine Art / Media	Mathematics	Social / Health / PhyEd	Language Arts	Science
2023-2024	World Language/Guidance	Fine Art / Media	Mathematics	Social / Health / PhyEd	Language Arts
2024-2025	Ind Arts / HomeEc / Ag / Bus	World Language/Guidance	Fine Art / Media	Mathematics	Social / Health / PhyEd
2025-2026	Science	Ind Arts / HomeEc / Ag / Bus	World Language/Guidance	Fine Art / Media	Mathematics
2026-2027	Language Arts	Science	Ind Arts / HomeEc / Ag / Bus	World Language/Guidance	Fine Art / Media
State Reviews Standards:	Science 2017-2018 (includes EC)	English Language Arts 2018-2019 (includes SpEd ELA and EC)	Social Studies 2019-2020 (includes SpEd social skills and EC)	Mathematics 2020-2021 (includes SpEd Math and EC)	
Other: Nat'l Standards (10 yr cycle)	Fine Art / Media	World Language/Guidance	Ind Arts/ Home Economics	SPED/ECFE/	Business/ Phy Ed/Ag

Aitkin Public School Curriculum Review and Development Cycle

<p>Research and Review “How does what we are doing now correlate with what we know about teaching & learning in this content area?”</p>	<p>Appropriate Materials & Instruction “What are we going to do, how are we going to do it, and how will we know that we got it done?”</p>	<p>Implementation “What does it look like in the classroom?”</p>	<p>Implementation Monitor and Adjust “How well is it working and how can we make it work better?”</p>	<p>Assessment and Evaluation of Improvements “Is what we set out to do happening – are students learning?”</p>
<p>TASKS</p> <ul style="list-style-type: none"> * Analysis local, state, and national Assessment data. This analysis Should include all student groups. * Review existing curriculum maps & align with standards * Research instructional methods and content area * Implement Best Practices at district/site level * Integrate technology * Use data to develop an improvement plan * Summarize work for schools & School Board <p>PRODUCTS</p> <ul style="list-style-type: none"> * Updated/aligned curriculum maps – fixes * Summaries of assessment data by standard/strand * Summary of research Improvement plan * Best Practice staff development – reflect on practice * Summary of work 	<p>TASKS</p> <ul style="list-style-type: none"> * Collect, review and summarize evidence of student learning * Update maps – propose fixes * Develop performance indicators for bench marks * Develop criteria for the selection of instructional methods and materials * Develop Implementation Plan * Implement Best Practices at grade/course level * Select appropriate materials * Summarize work for Admin/ Board <p>PRODUCTS</p> <ul style="list-style-type: none"> * Updated/aligned curriculum maps - fixes * Summaries of assessment data by standard/strand * Implementation Plan * Best Practice/Implementation staff development - – reflect on practice * Selection of appropriate materials * Summary of work 	<p>TASKS</p> <ul style="list-style-type: none"> * Collect, review and summarize evidence of student learning * Update maps – propose fixes * When appropriate distribute materials * Implement Best Practices at grade/course level – linked to data * Review Implementation Plan * Summarize work for Schools and Board <p>PRODUCTS</p> <ul style="list-style-type: none"> * Updated/aligned curriculum maps - fixes * Summaries of assessment data by standard/strand * Best Practice/Implemented on staff development - – reflect on practice * Summary of work 	<p>TASKS</p> <ul style="list-style-type: none"> * Collect, review and summarize evidence of student learning * Update maps – propose fixes * Implement Best Practices at grade/course level – linked to data * Review Implementation Plan * Summarize work for Schools and Board <p>PRODUCTS</p> <ul style="list-style-type: none"> * Updated/aligned curriculum maps - fixes * Summaries of assessment data by standard/strand * Best Practice/Implementations on staff development - – reflect on practice * Updated Implementation Plan * Summary of work 	<p>TASKS</p> <ul style="list-style-type: none"> * Collect, review and summarize evidence of student learning * Update maps – propose fixes * Survey graduates * Implement Best Practices at grade/course level – linked to data * Evaluate success of implementation and other data * Summarize work for Schools and Board, include learning data, and recommendations <p>PRODUCTS</p> <ul style="list-style-type: none"> * Updated/aligned curriculum maps - fixes * Summaries of assessment data by standard/strand * Summary of survey data * Summary of implementation success * Summary of work

- Review teams will analyze instructional practices and content materials for inclusion, technology integration, differentiation and diversity.
- Review teams will analyze outcomes, materials, instruction and assessments to assure that they are multicultural and gender fair.
- Special education teachers should be a part of the review process.

Aitkin Public Schools Curriculum Review and Development Cycle

After a review of the district's student performance data, instructional methods and content materials, each district/site must determine how they will best accomplish their goals.

The following models for professional development are recommended:

- **Study groups**

Study groups are collegial, collaborative groups of problem solvers who convene to mutually examine issues of teaching and learning. They are conducted within a safe, nonjudgmental environment in which all participants engage in reflection on learning and develop a common language and vision of education in a content area. The topics addressed in these groups vary from current issues to whole-school reform. Regardless of the topic or issue being addressed, study groups provide a forum in which teachers can be inquirers and ask questions that matter to them, and are based on improving student learning, over a period of time, and in a collaborative supportive environment.

- **Action research**

Through action research, teachers reflect on their practices and student results by studying teaching and learning. When teachers conduct action research, the emphasis is on practice-based professional inquiry. Its main tenet is that practical reasoning and problem solving are adequate for generating scientific knowledge and the natural language of practitioners is just as suitable for creating scientific understanding as an empirically derived statement framed in technical language. This form of knowing comes from experience and direct interaction with students. The strength of action research as a professional development strategy is that teachers either define the research questions or contribute to their definition in a meaningful way. Therefore, they have ownership over the process and are committed to promoting changes in practice indicated by the findings. Action research supports teachers to examine their teaching practices in a systematic, ongoing way with the purpose of improving those practices. Central to the collaborative work of these inquiry groups is the opportunity for "teachers to share ideas, gain the benefit of one another's teaching experience, engage in common study to enrich their subject knowledge, learn more about technology and design ways to incorporate local, state and national educational developments in their teaching.

- **Case study**

Case studies offer groups of teachers the opportunity to reflect on teaching and learning by examining narrative stories or videotapes that depict school, classroom, teaching, or learning situations. Cases are narratives (print or video) that offer a picture of teaching and reflection. They are not simply stories about teaching or learning but are focused on events such as a teaching dilemma, students engaged in investigation, images of student thought processes, or teaching strategies in action. By analyzing children's thinking and how their ideas are developing and by identifying what they understand and where their confusions lie, teachers become aware of how children construct their ideas. Being able to see the content through the child's eyes helps teachers know and anticipate how students may misunderstand certain concepts and enables them to choose instructional experiences that can capitalize on the child's thinking.

- **Examining student work and thinking about and scoring assessments**

As teachers and entire faculties turn to examining student work as a means of enhancing their own and their students' learning, collaborative learning communities develop and teachers are becoming more reflective of their practice. Teachers share actual student work and responses to assessments. They come together in teams to study and discuss the student work. As a result of their discussions, the teachers are better able to "see" the students' work and understand their thinking. The kinds of misunderstandings that the assignments and assessments seemed to tap and kinds of problems they saw in students' work are listed. These lists guide subsequent discussions of how they could help students improve their performance on assignments, assessments and their understandings of important ideas.

- **Lesson study**

Lesson study comes to the United States from Japan. Lesson study is a structured process through which teachers' develop lessons to enhance student learning. Use of lesson study results in teachers developing a thorough understanding of how a particular lesson should be conducted and why. Groups of teachers meet regularly over long periods of time (several months to several years) to work on the design, implementation, testing and improvement of one or several lessons. Research lessons are at the core of lesson study – groups of teachers

discussing, teaching, observing and revising specific lessons that are designed to enhance student learning of specific concepts and content. In Japan lesson study and the accompanying research lessons are supported and advocated by all educators and are seen as an inherent part of being a teacher.

