

## MODIFIED CURRICULUM WORKSHOP GUIDELINES

### 1. **Reminder of Mission of Teaching and Learning Committee:**

- To work with the District's Curriculum, Instruction, Assessment Committee (CIA), guiding development and review of curricular goals as outlined in the District's Curriculum Management Plan (CMP), consistent with the goals and objectives of the Districts
- To inform and direct the Board's annual approval of learning goals, in support of the District's educational mission
- To guide the Board in periodic assessment of progress toward achievement of these goals
- To make sure work is being communicated to parents and community
- To make sure that the budget process is driven by these goals

### 2. **Curriculum Workshop Objectives** (*What will be most helpful to board to advocate effectively for our schools when allocating resources*):

- To present to School Board a clearly delineated explanation of program costs and associated value. The purpose of this is:
  - ⇒ To aid Board in making sound budgetary decisions that support curricular goals.
  - ⇒ To inform the Board in order that they may fulfill their responsibility to approve curriculum most effectively.
  - ⇒ To inform the Board so that they can comprehensibly explain to community members how their tax dollars are being spent and what they are getting for it

### 3. **Product from Curriculum Leaders (Expectation of Board of what is to be delivered in Workshop)**

- **For Upcoming November ELA Workshop:** An executive level summary presented by Alan and the appropriate CIA leaders/staff for that particular discipline to include:
  - ⇒ Status of curricular development work- specifically, timeline progress simply showing that completion of each phase is on target and, if not, why. (this could be a simple handout or very brief overview)
  - ⇒ General overview of key goals and relationship to district goals (this could be a handout of primary and secondary learning goals with brief discussion of relationship to district goals)
  - ⇒ A spreadsheet of costs associated with the specific curriculum area broken down in the following manner:

#### *Pond Cove*

##### *Salary Expense (Total \$)*

- *# of Regular ed teachers*
- *# of Support teachers*
- *# of Instructional Support Teachers*

*Textbook*  
*Supplies*  
*Equipment*  
*Support Programs*  
*Instructional Support (Alan to have discussion with Dominic to define)*  
*TOTAL*  
*Middle School (same as above)*  
*High School (same as above)*  
*TOTAL Costs for K-12 broken down (same as above)*

- ⇒ Staff Development (Alan to explain what is currently happening around staff development in alignment with district goals)
  - ⇒ A brief overview of curriculum strengths and more in-depth discussion of weaknesses. How is this helpful to Board:
    - A closer look and explanation of areas where assessment is generating questions about effectiveness of programs (regular or support) or where educators believe a change could produce improved student learning or cost-savings, will lead to a better informed board who in turn can more effectively advocate and allocate resources
  - ⇒ If area of weakness is identified- how is it being addressed, what are recommendations and what is cost associated with proposed solution?
  - Overall...a better understanding of how the spending produces real value with an eye toward continual improvement and innovation. (Presentation/explanation should be kept between 1 1/2 – 2 hours allowing 30 minutes for discussion). Given importance of this work and time asked of staff to prepare, the necessary time to listen and ask questions should be given. It is unrealistic and unfair to place an unreasonable time frame on workshop. Ideally workshop will not need to run over 2 1/2 hours but Board should be flexible when we have asked staff to work hard on our behalf.
  - **For Future Curriculum Workshops: All of the above and...**
    - ⇒ The T&L Committee will evaluate using an IEP format for presentation
    - ⇒ The T&L Committee will create a template to be completed by curriculum leaders as part of the preparation for the workshop (*or retroactively*). The completed template will serve as a record of where we are (“a snapshot in time”) for each curriculum area. This written document will be available for review by the Board and the Public and will be kept in the Superintendents office in a binder as well as be posted on the school website.
- 4. How is this different from what we currently do?**
- It is a vertically structured accounting approach that aligns costs with value by curriculum areas. This approach makes it easier to understand the

costs of things like specific programs and necessary support and resources- the tangible stuff that is necessary to do curriculum well.

- It engages the School Board in a more meaningful way and, hopefully, provides an opportunity for curriculum leaders and staff to take a slightly different look at the K-12 work they are doing from a budgetary perspective. Ideally we all learn during the process and it becomes a helpful and worthwhile educational exercise.

**5. What will make these workshops more successful and worthwhile?**

- An open and honest approach and dialogue between all involved. If something isn't working in the process- let's talk and modify what we are doing so that it does work as intended.
- A willingness to take risks and to think creatively: admitting what the weaknesses are, determining where we need to improve and testing new approaches and/or programs based on solid inquiry and research. Always looking to improve curriculum or find cost savings without compromising student learning.
- Board members and Community members being realistic that this is a work in progress and one that takes time if done well.

**6. Recommendation:**

- Specific and highly detailed questions about particular programs, decision models, assessment tools, etc. by school board members and Superintendent should serve to generate discussion among Superintendent and Curriculum leaders as they delve into the complexities of strengthening and improving K-12 curriculum. This discussion should take place in CIA meetings and K-12 curriculum specific meetings with leaders and staff. Superintendent and Teaching and Learning Committee can determine how best to answer questions of individual Board members following workshops. School Board members will be mindful to avoid micromanaging District Curriculum Work.