

**Cape Elizabeth Schools
Curriculum Management Plan**

June 2008

Acknowledgements

Thank you to members of the following groups for the efforts in developing this document:

Curriculum Management Plan Working Group

Linda Alfiero
Carrie Apanovitch
Joanne Bearor
Gretchen McNulty
Jamie Michaud
Sarah Simmonds

Curriculum, Instruction, and Assessment Team

Pond Cove
Linda Alfiero
Janet Amberger
Tom Eismeier
Marianne Harrington

Middle School
Joanne Bearor
Steve Connolly
Jamie Michaud

High School
Carrie Apanovitch
Gretchen McNulty
Jeff Shedd
Joel Shroder

District
Dominic DePasty
Alan Hawkins
Shari Robinson
Sarah Simmonds

School Board
Rebecca Millett

School Board
Patricia Brigham
Karen Burke
Peter Cotter
Rebecca Millett
Katharine Ray
Linda Winker

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I Introduction

A. Rationale for Curriculum Management Plan

In keeping with the goals and objectives of Cape Elizabeth's Future Directions Plan, we will create, use, and maintain a plan for curriculum development and review. As stated in the Maine Department of Education's Guidelines for The Curriculum Development and Review Plan:

The purpose of the Curriculum Development and Review Plan is to establish a process through which curriculum is developed, implemented, reviewed, evaluated, and revised on a regular cycle. This process should ensure that:

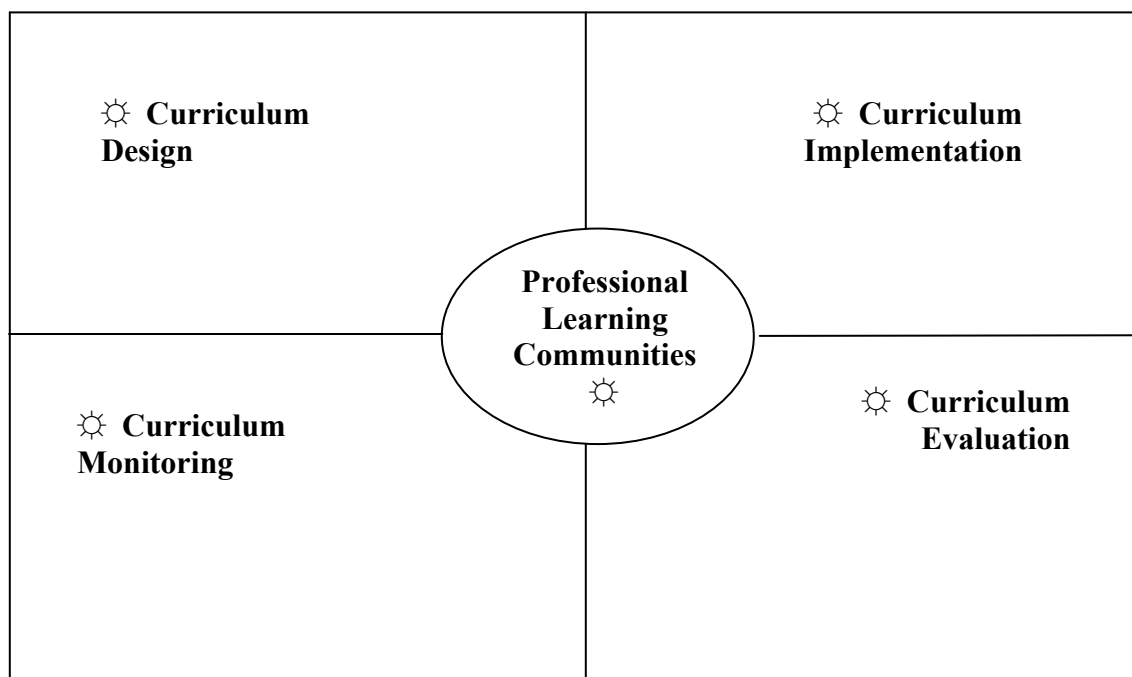
- *the curriculum helps the district realize its vision for educating its young people;*
- *there is a method to achieve K –12 alignment of curriculum, instruction and assessment to the Maine's Learning Results [in addition to national and local standards]; and*
- *all students have meaningful and reasonable opportunities to learn, achieve and demonstrate the body of knowledge and skills represented in Maine's Learning Results [in addition to national and local standards]*

B. Curriculum Management Plan (CMP) Overview

1. General Explanation of Components

Figure 1:

Components of the Curriculum Management Plan (CMP) include:



Definitions

Curriculum Design – The philosophical and practical framework for the development of curriculum – to include the timing, scope, and procedures for curriculum creation and review (See Section IV).

Curriculum Implementation – Comprehensive staff development designed to empower and ensure teachers have the knowledge and skills necessary to deliver the written, taught, and tested curriculum (See Section V).

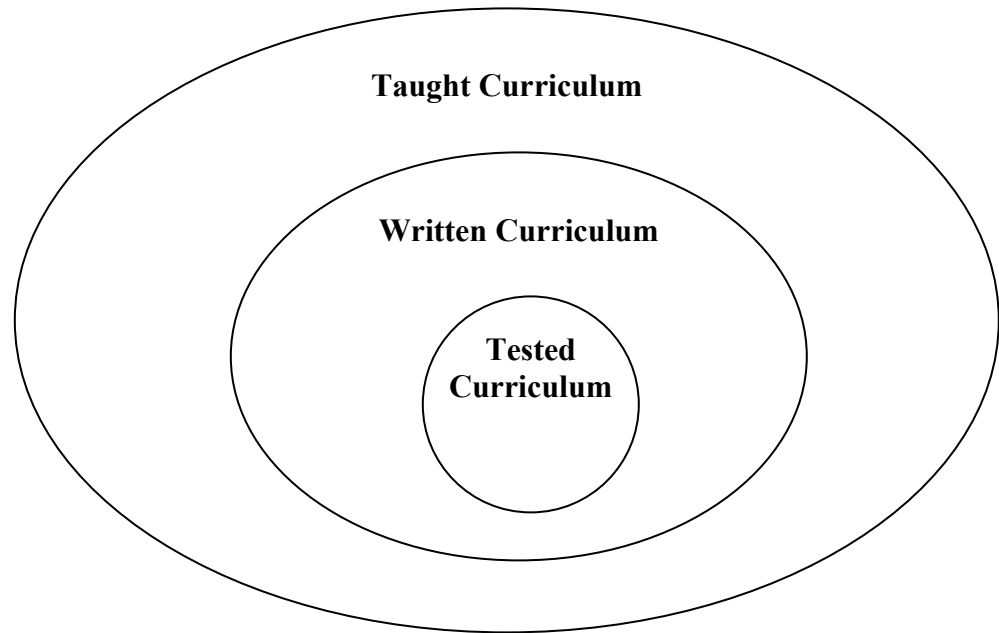
Curriculum Monitoring – Procedures for ensuring curriculum delivery in order to determine whether approved curriculum is implemented consistently in classrooms (See Section VI).

Curriculum Evaluation – Procedures to determine curriculum effectiveness and approaches by which assessment data will be used to strengthen curriculum and instruction (See Section VII).

Professional Learning Communities (PLC) – Teams of educators systematically working together to improve teaching practice and student learning. PLC's are the means by which the previous four components of the CMP are developed and carried out (See Section III).

Figure 2:

The Curriculum Management Plan is designed to achieve **alignment** between:



Definitions

Curriculum Alignment – A process of coordinating the K-12 written, taught and tested curriculum across disciplines. Alignment exists when teachers are instructing using the written curriculum; assessments are aligned to the written and taught curriculum, and the written curriculum is used to guide decisions about materials, texts, and staff development.

Taught Curriculum – The delivery of the written curriculum; including the units of study, lesson plans, and/or approaches to instruction for teaching the written curriculum.

Written Curriculum – Learning goals (aligned to designated standards) students are to achieve and teachers are to teach, including assessments, suggested methods and resources (See Curriculum Template in Appendix).

Tested Curriculum – That portion of the written and taught curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum.

II Philosophy

The district's Philosophy of Curriculum, Mission and Beliefs, Future Directions Plan, and Profile of a Graduate inform every facet of curriculum.

A. Philosophy of Curriculum

The Cape Elizabeth School District believes that curriculum must:

1. Be collaboratively designed to coordinate and connect instruction horizontally and vertically K-12
2. Be informed by research and data, developed with an awareness of future trends, and aligned to designated standards
3. Guide teaching and learning with an emphasis on high expectations for student achievement
4. Emphasize quality instruction, both teacher-directed and student-centered, that is aligned with written, taught, and tested curriculum in order for teachers to accommodate the needs of all students.
5. Delineate essential student learning, define depth and breadth of instruction, include aligned assessments, and provide scope and sequence as appropriate to guide instruction
6. Be regularly developed, amended, and improved based on evolving student needs, assessment data and changing goals.
7. Serve, at different levels, as a guide for parents, students and teachers

B. District Mission and Beliefs

The Cape Elizabeth School District's beliefs about education, teaching and learning are embodied in the District Mission, Values & Beliefs and Goals:

Mission

Ensure that all our students develop the knowledge, skills, behaviors and attitudes to become successful individuals and citizens.

Values and Beliefs

What we value, what we believe and therefore how we do things.

About **Students and Learning**, we believe that:

- All students can learn.
- All students should be challenged and supported in their learning.
- Every student has abilities and talents that are worthy of being recognized and developed.
- Students benefit when they are held to clear and appropriate expectations.
- By providing meaningful and engaging education, we will connect with the strengths and passion for learning of each student.
- Education must prepare students to become competent individuals and productive citizens.

About **Teachers and Teaching**, we believe that:

- In order to produce the highest levels of learning teachers need time for collaboration, reflection and professional development on a regular, consistent basis.
- Teachers must understand and address the different learning styles of their students.
- It is important that our community expects, values, and supports excellence in teaching.

About **Schools as Learning Communities**, we believe that:

- Students and staff have the right to a safe, respectful and challenging environment conducive to learning.
- Education is a shared responsibility between students, teachers, parents and the community.
- We must provide a wide range of learning opportunities for our students and staff to be successful.
- The quality of the student-teacher relationship directly impacts learning and achievement.

C. Future Directions Plan Goals and Objectives (June 4, 2007)

Long Term Goal 1: The district will ensure that the learning needs of all students are met

1. Instructional programs and additional support will be designed to meet the needs and enhance the educational program for each student in grades K-12.
2. The District will identify, implement and continually assess student progress toward a clear set of K-12 student learning outcomes.
3. The school calendar will be adjusted as needed to meet the learning and development needs of teachers and students.
4. The district will ensure that students and staff experience a safe, comfortable and ethical school and district environment.
5. The district will design an annual process of district and school goal setting and reporting, based on systematically collected academic and survey data measuring district, student and school performance.
6. Create a K-12 curriculum that is coordinated, implemented, evaluated and refined on a regular basis.

Long Term Goal 2: The district will attract, retain, develop and supervise the best possible staff for Cape Elizabeth Schools

1. Offer competitive compensation and professional employment opportunities.
2. Plan and implement an induction support system for new teachers and those with new teaching assignments.
3. Review and update the district wide framework for supervision and evaluation of professional staff.
4. Review and update the district wide framework for professional development in order to support the District's goals and priorities.
5. Extend and enhance collaborative professional development experiences and opportunities
6. Participate in professional development opportunities which support the professional growth of staff and the District's goals and objectives.

D. Profile of a Graduate

In keeping with the State of Maine's Guiding Principles for the Learning Results, a graduate from Cape Elizabeth Schools will achieve the Academic, Civic and Social Expectations established by the High School's Mission and Expectations:

All students entering Cape Elizabeth High School will graduate equipped with a personal plan for the future and with well-rounded skills and knowledge. CEHS will challenge students to reach their potential; to demonstrate self-confidence, respect for others, and responsibility for their community; and to embrace and welcome diversity.

Academic Expectations

All students will learn to...

- write proficiently
- read well and reflectively
- conduct appropriate and in-depth research
- express themselves clearly in oral presentations
- analyze information and solve problems

Before graduation students will demonstrate proficiency in each required content area as measured by school wide assessments.

Civic and Social Expectations

All CEHS students will:

- demonstrate ethical and responsible behavior
- treat others the way they would like to be treated
- demonstrate a spirit of cooperation and teamwork in a climate that embraces diversity

-Cape Elizabeth High School Mission Statement

III Professional Learning Communities (PLCs)

A. Description

When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes. (DuFour, 2006)

B. Rationale

1. When all stakeholders are actively involved in all phases of the curriculum, support for, and successful implementation of a higher quality curriculum will follow
2. PLCs are layered to promote community involvement, grade level content, interdisciplinary, and K-12 curriculum spiral support
3. PLCs support professional development, curriculum revision/implementation/evaluation, and best teaching practices

C. Elements of Highly Successful PLCs (Kruse, Louis, and Bryk, 1995)

1. Critical elements of PLCs include: reflective dialogue, collective focus on student learning, deprivatization of practice, collaboration, and shared values and norms
2. Structural conditions for PLCs include: time to meet and discuss, physical proximity & cyberspace, interdependent teaching roles, teacher empowerment/school autonomy, and communication structures
3. Human/social resources for PLCs include: openness to improvement, trust and respect, supportive leadership, socialization, and cognitive/skill base
4. Tools & strategies in PLCs in order to ensure alignment of written, taught, tested curriculum include: looking at teacher and student work, use of protocols as appropriate, collaborative inquiry, internal & external “experts”

D. Facilitating A PLC

1. Each PLC needs a Facilitator
2. PLC Facilitators receive professional development in facilitating PLCs
3. PLCs operate using the guidelines of highly successful PLCs (see Section III. C)
4. PLCs document their work according to the PLC Reflection Sheet (See Appendix)

E. Curriculum Related PLCs: The Groups Involved in the Process of Developing Curriculum

1. District Curriculum, Instruction, and Assessment (CIA) PLC
 - a. Purpose: To facilitate the entire curriculum process, ensure rigorous and relevant K-12 content specific curricula, support strong interdisciplinary connections between content areas, and ensure curriculum materials meet district criteria

- b. Membership: Facilitator of Curr. & PD, Superintendent, Director of Instructional Support, principals, School Board representative(s), representatives from each school (grade level, content area representation as appropriate)
- 2. K-12 Content Area PLCs
 - a. Purpose: To provide content area expertise, serve as a conduit for communication between schools and grade levels, oversee the K-12 flow of curriculum, serve as a clearinghouse for the grade level/department curriculum materials, build and strengthen collegiality within the discipline and across disciplines, and ensure a rigorous and relevant K-12 curriculum
 - b. Membership: Teachers from each grade level with content area expertise/responsibility
- 3. Building Level Interdisciplinary PLCs
 - a. Purpose: To build stronger interdisciplinary connections, ensure continuity, and coordinate workloads, topics/units, assessments and rubrics.
 - b. Membership: Teachers from each content area
- 4. Grade Level/Department PLC
 - a. Purpose: To provide input to the K-12 Content Area PLC reps and Building Level Interdisciplinary PLC reps, create and/or revise curriculum materials and templates (See Appendix), and monitor curriculum implementation
 - b. Membership: Teachers from the same grade level or department

IV Curriculum Design

The philosophical and practical framework for the development of curriculum - to include the timing, scope, and procedures for curriculum creation and review. Curriculum Approval Criteria (See Appendix) are based on the Philosophy of Curriculum (Section II. A) and Phi Delta Kappan Curriculum Guide Audit Criteria.

A. Curriculum Development Process: Getting to the Formal, Written K-12 Coordinated, Connected Curriculum

1. District Curriculum, Instruction, and Assessment (CIA) PLC designates:
 - a. K-12 Content Area PLCs
 - b. Building Level Interdisciplinary PLCs
 - c. Timeline and goals/priorities for the year (See Curriculum Design Timeline in Appendix)
2. Grade level/department PLCs meet:
 - a. Share ideas, concerns, questions, issues with their K-12 Content Area PLC rep.
3. K-12 Content Area PLC engages in:
 - a. Professional development on the CMP (curriculum process, roles, responsibilities...)
 - b. Examination of state and national standards
 - c. Examination of existing curriculum templates and related materials/resources (textbooks, other support resources, common unit plans, common assessments, common rubrics...)
 - d. Examination of student learning data (from various classroom, common, district, and state level assessments)
 - e. Examination of relevant content area research
 - i. Best practices (content & processes)
 - ii. Intervention strategies for students who struggle
 - iii. Feedback from other stakeholders (administrators, teachers, students, community, other content area experts/consultants, other districts' curricula...)
4. Building Level Interdisciplinary PLC meets to:
 - a. Hear from K-12 Content Area PLC reps
 - b. Share curriculum ideas, materials, information, possible issues/changes
 - c. Build and enhance interdisciplinary curriculum connections
5. After completing the above items, the K-12 Content Area PLC will:
 - a. Define the specific K-12 Priority Learning Goals (see Curriculum Template in Appendix) for each grade level
 - i. Ensure alignment with state/national standards
 - ii. Ensure appropriate sequencing and coordination K-12
 - iii. Ensure connections to Cape Elizabeth Interdisciplinary Expectations
6. Grade Level/department PLCs meet to:
 - a. Approve K-12 Priority Learning Goals for submission to CIA PLC (See step 7)
 - b. Send concerns back to K-12 Learning Goals to K-12 Content Area PLC (return to step 5)
7. Submit "K-12 Learning Goals Continuum" to CIA PLC for approval
8. Submit "K-12 Learning Goals Continuum" to School Board for approval and publication
9. Grade level/department PLC revise and update existing curriculum templates per Curriculum Approval Criteria (See Appendix)
10. K-12 Content Area PLC approves grade level/course curriculum template per Curriculum Approval Criteria (see Appendix) or return to step 9 with feedback
11. Curriculum templates are forwarded to CIA for approval using district Curriculum Approval Criteria (see Appendix) and publication

B. Making Changes to Formal, Written Curriculum

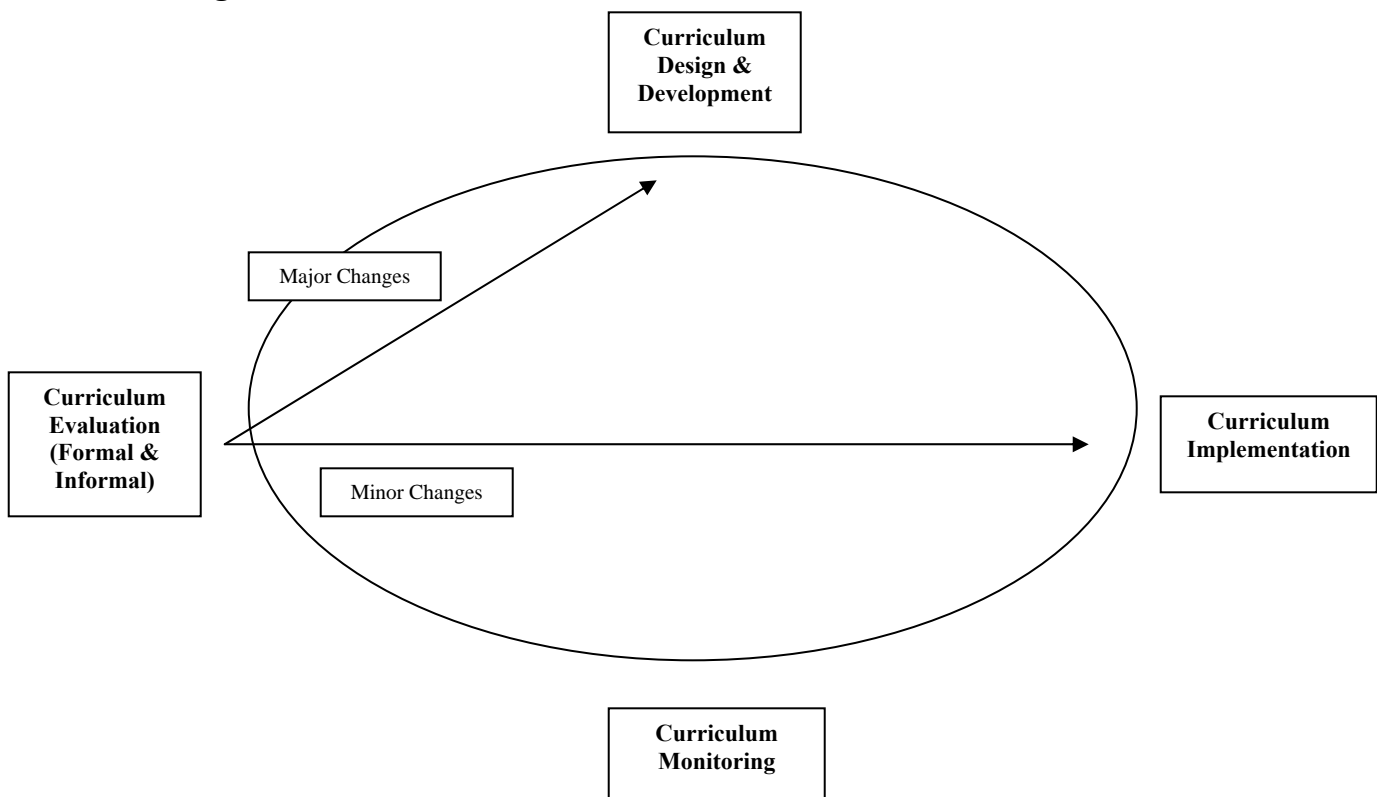
1. Changes to Priority Learning Goals
 - a. Submit Curriculum Change Proposal Form (See Appendix) to Facilitator or Curr. & PD to be forwarded to K-12 Content Area PLC to proceed through steps 5-11 under Curriculum Development Process (See Section IV. A)
2. Changes to Other Information on Curriculum Template (see Appendix)
 - a. Changes to major units, primary/core resources, second tier/exposure knowledge and skills, links to district and school expectations must go through a more formal change process that begins by submitting a Curriculum Change Proposal Form (See Appendix) to the Facilitator of Curr. & PD

C. Introducing or Eliminating Courses or Programs

1. Curriculum Change Proposal Form (See Appendix) is submitted to Facilitator of Curr. & PD and presented to District CIA PLC
2. District CIA PLC may refer continued study and/or curriculum development to K-12 Content Area PLC, or may ask for continued work on proposal
3. If referred for continued study and/or curriculum development, see Section IV.B

D. Curriculum Design Overview

Figure 3:



V Curriculum Implementation

Comprehensive staff development designed to empower and ensure teachers have the knowledge and skills necessary to deliver the written, taught, and tested curriculum, as needed.

- A. The CIA PLC, in conjunction with the Professional Development Team, draws on feedback from all PLCs regarding professional development necessary to implement curriculum.
- B. The Professional Development Team prioritizes professional development goals and develops a plan, taking into consideration opportunities/programs, use of time, funding, available expertise (within and outside of district), technology needs, etc.
- C. Implementation of professional development plan.
- D. Teachers incorporate knowledge and skills gained from professional development into classroom practice.

VI Curriculum Monitoring

Procedures for ensuring curriculum delivery in order to determine whether approved curriculum is implemented consistently in classrooms. Essential Question: Is the *taught* curriculum the same as the *written* curriculum?

- A. During curriculum implementation, building administrators and K-12 Content Area PLC teachers stress the importance of the new curriculum, ensure that resources are available, and provide needed staff development in collaboration with Professional Development Team.**
- B. As part of their induction and mentoring programs, and in conjunction with their grade level/department PLC, new teachers receive professional development on the curriculum.**
- C. The building administrators, as a part of their regular role, and K-12 Content Area PLC teachers make brief, informal classroom visits, in an effort to systematically observe, support, and enhance curriculum implementation.**
- D. The building administrators, as a part of their regular role, and K-12 Content Area PLC teachers examine classroom and common assessments, in an effort to systematically observe, support, and enhance curriculum implementation.**
- E. Implement the policies and procedures as outlined in the Cape Elizabeth Supervision and Evaluation Plan.**
- F. The grade level/department PLCs continuously gathers and analyzes data about student learning in order to enhance curriculum implementation.**

VII Curriculum Evaluation

Procedures to determine effectiveness of the formal, written curriculum and approaches by which assessment data will be used to strengthen curriculum and instruction.

A. Who

1. K-12 Content Area PLC

B. Procedure

1. Gather evidence of current levels of student learning
 - a. Required state assessment data
 - b. External standardized assessment data
 - c. Locally developed, curriculum embedded classroom and common assessment data
 - d. Assignments assessed with common rubrics
 - e. Teacher feedback
 - f. Student feedback where appropriate
2. Analyze data
 - a. What questions do we have about the data?
 - b. What are possible contributing factors/issues?
 - a. Development?
 - b. Implementation?
 - c. Curriculum?
 - d. Monitoring?
 - e. Instructional Strategies?
3. Identify strengths and weaknesses of the formal written curriculum based on student learning data
4. Make recommendations for changes
5. Minor changes (no impact to curriculum template) can be implemented directly by the grade level/department PLCs
6. If major changes to the formal written curriculum are necessary, see Sections IV. B or IV. C

VIII Roles & Responsibilities

A. School Board

1. Approves a budget that supports the Curriculum Management Plan in its entirety
2. Approves K-12 Learning Goals

B. Superintendent

1. Communicates the meaning and importance of the CMP and related work to all Stakeholders
2. Oversees implementation of Curriculum Management Plan and related policies
3. Allocates resources needed to implement CMP
4. Provides support to administrators in modeling instructional leadership
5. Fosters and supports a collaborative and reflective culture in the school district

C. Facilitator of Curriculum and Professional Development

1. Supports Superintendent in carrying out CMP and related policies
2. Oversees implementation of Curriculum Management Plan and related policies
3. Leads the CIA PLC
4. Allocates resources needed to implement CMP
5. Communicates and works with District Leadership Team
6. Communicates and works with the District Data Facilitator
7. Work with building-level teacher leaders and members of various PLCs in the
8. implementation of the CMP
9. Works with Professional Development Team to share/develop opportunities and time to train and support teachers
10. Fosters and supports a collaborative and reflective culture in the school district

D. Principals

1. Communicate the meaning and importance of the CMP and related work to all stakeholders
2. Support and sustain the CMP
3. Foster and support a collaborative and reflective culture in the school
4. Understand curriculum in all subjects/courses in their building
5. Provide instructional leadership
6. Support the district's Professional Development Plan
7. Utilize the policies, tools and strategies outlined in the district's Supervision and
8. Evaluation Plan
9. 8. Participate in various PLCs as directed by the CMP

E. Teacher Leaders or PLC Facilitators (dependent upon staffing and funding)

1. Facilitate various PLCs as directed by the Facilitator of Curr. & PD and the CMP
2. Communicate/meet with principal and Facilitator of Curr. & PD to support and sustain the CMP
3. Foster and support a collaborative and reflective culture in the school
4. Have knowledge of state and national standards, district curriculum, and instructional materials in the appropriate content area in order to support professional development
5. Support teachers through curriculum implementation and monitoring processes

F. Teachers

1. Participate in various PLCs as directed by the CMP to develop, implement, and monitor curriculum
2. Develops deep understanding of the curriculum and effective ways to teach it to meet the needs of all learners
3. Participate in school and district professional development that support all of the above responsibilities

G. Parents

1. Develop an understanding of K-12 curriculum
2. Provide feedback as appropriate

H. Students

1. Develop an understanding of the curriculum as appropriate
2. Provide feedback as appropriate

IX Communication

- A. All core documents relevant to implementing and maintaining the CMP will be readily available, via various methods, to all stakeholders, with supporting details and information to allow a wide range of stakeholders to access and understand the materials**
- B. Documentation of the work of various PLCs (meeting minutes, resulting documents, questions/issues, important data, necessary changes...) will be maintained by designated member(s). Tools and templates for documentation will be developed to assist with this process (See draft PLC Reflection Sheet in Appendix)**
- C. Communication links between and among groups are described in Sections III-VII**
- D. Time will be allocated for communication between and among PLCs and relevant school and district leadership**
- E. Technology will be utilized whenever possible to facilitate, support, and enhance communication and documentation**

X Resources

- “About PLCs.” *All Things PLC*. March 12, 2208. Solution Tree. Retrieved May 22, 2008, from <http://www.allthingsplc.info/about/aboutPLC.php>
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XI Appendix

Curriculum Design Timeline June 2008

	English Lang. Arts	Math	Science	Social Studies	Health Ed.	Phys. Ed.	World Lang.	Performing Arts (Vocal)	Performing Arts (Instrumental)	Visual Arts	Guidance	Indust. Arts & Tech.
Priority Learning Goals Developed	Jan-March 2008	Jan 2008-August 2008	Jan 2008-August 2008	2008-09	2008-09	2008-09	2008-09	2008-09	2008-09	2008-09	2008-09	2008-09
Priority Learning Goals Approved (School Board)	June 2008	Sept. 2008	Sept. 2008	June 2009	Sept. 2009	Sept. 2009	June 2009	Sept. 2009	Sept. 2009	Sept. 2009	Sept. 2009	June 2009
Curriculum Templates Developed	Summer 2008	Sept. 2008-March 2009	Sept. 2008-March 2009	Summer 2009 & 2009-2010	2009-2010	2009-2010	Summer 2009 & 2009-2010	2009-2010	2009-2010	2009-2010	2009-2010	2009-2010
Curriculum Templates Approved (CIA Team)	Sept. 2008	March 2009	March 2009	June 2010	Sept. 2010	Sept. 2010	June 2010	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010	June 2010
Professional Development Cycle Initiated	Sept. 2008	Summer 2009	Summer 2009	Summer 2010	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010
Curriculum Implementation & Monitoring Initiated	Sept. 2008	Sept. 2009	Sept. 2009	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010	Sept. 2010
Formal Evaluation Process Initiated	2011-2012	2012-13	2012-13	2013-14	2013-14	2013-14	2013-14	2013-14	2013-14	2013-14	2013-14	2013-14

Curriculum Approval Criteria

June 2008

The following questions must guide the CIA PLC's discussion leading to the review and approval of the K-12 content area curriculum template documents. These questions are based on the elements described in the Philosophy of Curriculum section of the Curriculum Management Plan (Section II).

1. Has the curriculum been collaboratively designed?
2. Has the development of the curriculum been informed by research, data and consideration of future trends?
3. Is essential student learning delineated clearly?
4. Are common assessments that are aligned with essential student learning included?
5. Does essential student learning coordinate and connect vertically (across grades K-12)?
6. Does essential student learning coordinate and connect horizontally (across content areas)?
7. Are learning goals aligned to designated (national/state) standards?
8. Is there sufficient detail to guide the development of teaching materials (unit/lesson plans, assessments, scoring guides, book lists...)?
9. Are there appropriate expectations for student achievement?
10. Are there rigorous and relevant expectations for student achievement?
11. Is there emphasis on quality instruction (both teacher-directed and student-centered) that is aligned with written and tested curriculum?
12. Are there strategies to accommodate the needs of all students?
13. Are depth and breadth of instruction described?

**Cape Elizabeth Schools
K-12 Curriculum Template**

Date:

Grade Level / Course:

Content Area:

Brief Course Description:

Cape Elizabeth Interdisciplinary Academic Expectations:

1. Write proficiently
2. Read well and reflectively
3. Conduct appropriate and in-depth research
4. Express themselves clearly in oral presentations
5. Analyze information and solve problems
6. Apply effective organization and study skills

Priority Learning Goals	Assessment	MLR	Cape Elizabeth Interdisciplinary Academic Expectations
Example: Students are able to read at Level 40 or beyond, independently according to DRA2 criteria (which include accuracy, fluency, and comprehension)	DRA2	ELA A.1	2
Example: Students summarize stories sequentially with appropriate detail	<ul style="list-style-type: none"> •DRA2 •Written work (ie role sheets, book projects) 	ELA A.1	1

Secondary Learning Goals	Assessment	MLR	Cape Elizabeth Interdisciplinary Academic Expectations

Instructional Strategies:

Resources:

Topics or Unit Descriptions and Timeframes:

Support Information for Completing the Curriculum Template

The following information is intended to more clearly describe the information to be contained in the context of the template.

Brief Course Description:

May include:

- Brief narrative overview
- Possible Essential Questions (Will move toward requiring this in future curriculum review cycles.)
- Information from Program of Studies (HS) or Course Overviews (MS)
(Course Overviews will be phased out as curriculum templates are adopted.)

Priority Learning Goals:

The primary goals for student learning. These are the knowledge and skills that are the focus of curriculum, instruction, and assessment.

These items must be the same as those listed on the “K-12 Priorities Learning Goals Continuum” document for each content area. Development of these began with ELA in 2007-08 and will continue over the next few years until all content areas have formally and collaboratively developed these goals, and they have been approved by the School Board, as outlined in the Cape Elizabeth Curriculum Management Plan (June 2008).

Secondary Learning Goals:

The knowledge and skills to which students will be introduced/exposed. The knowledge and skills serve as a foundation for future learning.

Assessment:

Any assessments that are aligned to the primary or secondary learning goals and are common to every class in the grade/course. These assessments may be either formative or summative. They may be selected from external sources or developed locally.

MLR:

Identifies the alignment to Maine’s *Learning Results*.

Cape Elizabeth Interdisciplinary Academic Expectations:

The skills that a graduate from the Cape Elizabeth Schools will possess upon graduation. These skills are developed and reinforced across all disciplines. Identify the connection using the number(s) from the list.

Instructional Strategies:

The agreed upon specific instructional strategies that will be used grade/course-wide for all students.

Examples: Literature Circles, Socratic Seminars, Six-Trait Writing, Writers’ Workshop, formative assessment tools/strategies, various methods/tools/strategies to differentiate instruction (meet the needs of all learners)

Resources:

The agreed upon common tools, materials (texts), technology/software, and/ or community resources (people, field trips...) that are necessary to achieve the goals of the curriculum.

Examples: Textbooks, common novels, graphic organizers, visual thinking maps, manipulative tools, product descriptors/checklists

Topics or Unit Descriptors & Timeframes:

A description of how the larger curriculum is organized into manageable pieces. This will vary across the district and by content area. Some will articulate specific instructional units, others will organize according to central themes, essential question, skill, topic or issue. The specific details of each of these smaller units does not need to be articulated here and the particular organizing framework for this level of detail is the purview of the grade level/department. What is needed here is an overview or summary of these smaller units with information about general calendar/schedule/time frame.

Curriculum Change Proposal Form
June 2008

Name(s) of PLC or Individual(s) Proposing Change:

Content Area(s) and Course(s) or Grade Level(s) Impacted:

- Type of Change:
- Major Change to Priority Learning Goal(s)
 - Major Change to Template
 - Introducing New Course/Program
 - Eliminating Course/Program

Please describe in detail the nature of the change you wish to make:

Please provide the research/data/rationale that supports the need for this change:

Submit this completed form to the Facilitator of Curriculum & Professional Development.

PLC Reflection/Documentation Sheet
June 2008

PLC Member Name(s):

Facilitator:

Recorder:

Date/Time:

Purpose/Question/Point of Inquiry:

What data/information/materials guided your inquiry?

Briefly describe the conversation (issues, questions, “sticking points”, common ground...)

What conclusions did you come to as a result of the conversation? What will happen next (changes to materials, templates, assessments)?

Who will take care of these items? Action step? Time frame(s)?

What support do you need from outside of the PLC? From whom? Time frame(s)?