

# Greenwich Public Schools

## Curriculum Services Handbook

Development and Renewal for Continuous Improvement



[www.greenwichschools.org](http://www.greenwichschools.org)

Academic Office for Curriculum, Instruction and Professional Learning

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Dear Colleagues,

I am pleased to introduce Greenwich Public Schools' approach to providing curriculum services. It is designed to support building-level administrators as they work to successfully implement and monitor a viable curriculum for all students.



Greenwich Public Schools prides itself in developing and implementing a rigorous, transdisciplinary curriculum that meets the diverse needs of all students in all content areas (inclusive of and aligned with the Common Core state and national standards, and the Greenwich PS Vision of the Graduate). The Curriculum Development, Review and Renewal Process described in this handbook supports our mission of transforming teaching and learning within Greenwich PS.

Our Curriculum Development, Review, and Renewal process is a cyclical one comprising six phases (*see Figure 1*):

1. Curriculum Development/Design
2. Curriculum Alignment
3. Curriculum Implementation
4. Curriculum Analysis
5. Curriculum Evaluation
6. Curriculum Renewal

This publication is a compendium of processes, procedures, and resources that answers the following questions:

What is the definition of curriculum?

1. How does Greenwich PS define curriculum?
2. How is the curriculum developed?
3. Who develops the curriculum?
4. What are the expectations for curriculum implementation?
5. How can Greenwich PS educators collaborate in curriculum development and provide feedback?
6. Where do I access the Greenwich PS curriculum?
7. What is the Greenwich PS curriculum review schedule as described in BOE policy E-001?

It is the goal of the Office of Curriculum, Instruction, and Professional Learning to provide teachers and administrators with easy access to the written horizontal (same grade level and/or same discipline) and vertical (different grade levels and/or different disciplines) curricula for the present school year, bringing innovation and coherence to improving teaching and learning in Greenwich Public Schools. We developed this handbook with that in mind and hope you find it indispensable.

Sincerely,

Irene E. Parisi  
Chief Academic Officer

## Curriculum Development, Review, and Renewal Process in Six Phases



Figure 1



## Curriculum, Instruction and Professional Learning (CIPL) Services

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# Greenwich Public Schools

## Curriculum Management Plan

### *Curriculum Defined*

The term “curriculum” is used to describe a collection of courses offered by an educational institution. The role of curriculum is to provide a roadmap to “what” is taught. Greenwich PS’ district-written curriculum provides intentional alignment between standards, instruction, and assessment.

### Curriculum Alignment

Curriculum alignment is the agreement of what is **written, taught, and assessed**. It is expected that all central administration, building administration, and teaching staff will commit to the implementation of the standards-based, written curriculum to support increased student learning and student success.

### Curriculum Definitions

The **written curriculum** is the framework that supports development of the taught curriculum. The written curriculum is defined by non-negotiable standards, objectives, and expectations that students are expected to meet within a given school year. The written curriculum will be developed utilizing the Understanding by Design framework and is aligned to the Connecticut Core Standards, state frameworks, and approved national standards. The Board of Education officially approves the course objectives outlined in a content-specific curriculum.

The **taught curriculum** refers to the process by which teachers develop units of study, lesson plans, and approaches to instruction using district-identified strategies and models based on the written curriculum. The main goal of the taught curriculum is to engage students in a rigorous, standards-based approach to learning that provides multiple and varied opportunities for them to achieve the tenets of the Vision of the Graduate.

The **assessed curriculum** is the “testing” of the taught curriculum. It is used to measure the success and impact of the taught curriculum as well as students’ mastery of the articulated standards.

### Curriculum Principles (Written)

The following core principles guide use of the **written curriculum** in Greenwich Public Schools:

- The curriculum design (written, taught, and assessed) establishes the framework and parameters that guide educational decision-making at all levels of Greenwich Public Schools.
- The curriculum shall be developed utilizing the Understanding by Design (UbD) framework.
- Only a tightly aligned, well-written, and thoroughly assessed curriculum will help negate the challenges low socio-economic status (SES), minority status, etc. pose to elevating student performance.
- Curriculum development is a participatory process involving curriculum cadres/teams that include various stakeholders: teachers, principals, administrators, students, parents, and/or community as appropriate.
- The curriculum is based on a core set of commitments, relevant and rigorous student expectations that guide decisions about teaching and learning, and which are aligned both vertically (PK-12) and horizontally (within an instructional level). The core of these expectations will be the CT Core Standards, state Grade Level Equivalents (GLEs), national standards, Digital Learning Goals, and the Vision of the Graduate.
- The curriculum is developed to ensure that as students move from teacher to teacher and school to school, they have the opportunity to learn the same core of significant objectives at a particular instructional level.
- The curriculum is accessible and manageable.
- The curriculum maps are living documents, renewed on an annual basis with input from students, teachers, administrators, and community as appropriate.
- The curriculum is assessed regularly at all levels: district, campus, classroom, and individual student.

### **Instructional Principles (Taught)**

The following core principles guide use of the **taught curriculum** in Greenwich Public Schools:

1. The design and implementation of teaching and learning processes hold the greatest promise for improving student achievement.
2. Pre- and post-assessments are critical components of the curriculum.
3. Teachers are encouraged to use flexibility and creativity in determining the “how” of teaching (instruction), not the “what” of teaching (curriculum expectations outlined in district maps).
4. Teachers may arrange the order of subjects as they see fit within their school day. However, it is expected that all teachers in a grade level will follow the same sequence/pacing within each subject. The Instructional Data Team (IDT) with the guidance of the building administrators, Program Coordinators, and or Assistant Superintendent will determine appropriate changes to the sequence/pacing.
5. Teachers plan instruction within district-supported frameworks such as the Workshop Instructional Model and the TEPL indicators.

6. An identified curriculum cadre with the district Curriculum Council per Board Policy E-001 selects **primary** instructional resources, such as textbooks, digital tools and resources, and other materials.
7. Professional learning is designed and implemented to support all educators to teach the curriculum.
8. Students share responsibility for their learning. We will offer multiple means for students to demonstrate their learning; however, it is the responsibility of students to self-regulate and advocate for what they need to be successful.
9. Teachers use the TEPL indicators as a set of expectations to drive their instruction.

### **Assessment Principles (Assessed)**

The following core principles guide the development and use of **student assessments** so that they support the acquisition, analysis, and communication of student achievement and process data to:

1. Understand the impact curriculum design and instructional plans have on student achievement
2. Determine what students don't know relative to the content
3. Measure student achievement
4. Guide teachers' design and redesign of instruction at appropriate levels of complexity
5. Guide students' learning
6. Guide district or school improvement of curriculum alignment or programmatic decisions
7. Communicate progress to parents to support the school-to-home connection

All teachers are expected to use **formative assessment**. Formative assessment is a process used by teachers *and* students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes.<sup>1</sup>

Key features to remember about formative assessment include:

- It is a ***process***, not any particular test
- It is used not just by teachers but by students also
- It takes place *during instruction*
- It provides *assessment-based feedback* to teachers and students

The function of assessment-based feedback is to help teachers and students make *adjustments* that will improve students' achievement of intended curricular aims. The formative assessment process should help teachers individualize instruction for students.

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<sup>1</sup> Council of Chief State School Officers (CCSSO), Washington D.C. 2010

## Curriculum *Expectations*

### The Written Curriculum

The district-written curriculum is developed with the students in mind. It is a tightly aligned, vertically and horizontally articulated framework used to promote consistency, continuity, and cumulative acquisition of concepts and skills from grade to grade and from school to school. With this expectation, the PK-12 curriculum shall be developed based on a core set of commitments that are clearly articulated and aligned to the state and national standards of each discipline or course, the Greenwich PS Vision of the Graduate, and the Digital Learning Goals.

### Curriculum Maps

Content- and course-specific curriculum maps shall be developed for all grade levels and subjects by **spring 2016**. Upon development, content- and course-specific curriculum maps shall be distributed as follows:

- District Core Curriculum Maps will be warehoused in the Aspen Curriculum Mapper
- All teachers will have the ability to view the curriculum maps through **Schoology**
- Principals will have curriculum overview guides for all courses taught on their campuses
- Public view of the curriculum maps will be made available to the community through **Schoology** and the district website
- Curriculum Overviews/Guides will be made available to parents

Curriculum Maps shall contain the following:

1. Content/Course Overview
2. Unit Title/Topic
3. Big Ideas/Enduring Understandings
4. Essential Questions
5. Concepts (What students should know)
6. Skills (What students should do)
7. Misconceptions



8. Spelling/Vocabulary
9. Instructional Resources
10. Assessments
11. Standards

Embedded in each map is the district scope and sequence with the expectation that the taught curriculum is planned through the written curriculum.

Identified instructional resources include both physical and digital tools, and resources aligned to district primary resources and the digital toolbox.

Assessment practices are aligned to the district definition of the formative process ([see pg. 7](#)). Unit assessment processes are varied and provide a blend of selected response and performance tasks. All assessments are designed to measure what students should know and do relative to each standard.

### **The Taught Curriculum**

District Curriculum Maps provide the framework of “what” should be taught — the written curriculum, from which teachers develop units of study, lesson plans, and/or approaches to instruction that will meet the needs of all students’ in a differentiated and personalized manner. All teachers have an obligation to remain committed to the development and/or refinement of the written curriculum through reflection upon teaching a unit. Feedback to the district program coordinators or to the Assistant Superintendent for CIPL is expected through discussion threads in Schoology and other programmatic tools.

Teachers are expected to assess the identified concepts and skills articulated within each unit of the curriculum map. Instructional support personnel, interventionists, and administrators are expected to be knowledgeable about the written curriculum so they can support teachers in the implementation of the taught curriculum. This expectation provides an assurance that we are engaging all teachers and students in a rigorous, transdisciplinary curriculum that meets the diverse needs of all students in all content areas inclusive of and aligned with the CT Core Standards, state and national standards, the Greenwich PS Vision of the Graduate, and the DLE Goals.

### **The Assessed Curriculum**

The assessed curriculum is the one aligned to the tests developed by the state, national consortiums, Greenwich PS, and teachers. The assessment practices are varied to provide multiple opportunities to assess students’ proficiency of the standards and to engage in the format of standardized assessments. Both the written and taught curricula influence what is assessed and how.

The use of assessment data aligns with the district data team process and Professional Learning Community (PLC) Learner Cycle. Appropriate and timely data should be used to inform “data-driven” instruction. Assessment allows for the analysis of the curriculum and student achievement to:

- Evaluate the impact of the written and taught curriculum on student achievement.
- Determine student readiness for concepts.
- Measure student progress.
- Identify gaps in learning.
- Inform and guide teachers in the design and redesign of instruction in order to personalize the learning.
- Inform and guide the district in the continuous improvement and renewal of the district-written curriculum and programmatic decisions.
- Communicate progress to support a school-to-home connection.

## **CONTINUOUS IMPROVEMENT PROCESS**

Greenwich PS has revitalized the curriculum review process to support its goal of continuous improvement. The process of continuous review requires an analysis of the curriculum in relation to the Indicators of Rigorous and Relevant Curriculum. Those indicators serve as the key criteria from which teams judge the progress of development and determine plans for improvement and renewal. Focusing on curriculum areas annually also creates opportunities for more public sharing of our progress, through monitoring reports and updates.

### **Continuous Improvement**

At the close of each school year, vertical PK-12 grade-level curriculum cadres meet to analyze the curriculum relative to Indicators of Rigorous and Relevant Curriculum. A cadre represents a cross section of grades, levels, and courses from across the school system. They consider evidence and data related to: content, skills, and understandings; map, unit or guide development; curriculum alignment; assured learning experiences; and assessments/data collection. They then use the analysis of the indicators to shape and determine short-term and long-term goals—specific entry points for renewal—to recommend to the curriculum cadres, and to guide program/CIPL development plans. In order to continue to evaluate our effective implementation of content, skills, and understandings across the disciplines, the curriculum cadres and programs annually evaluate the progress of curriculum implementation. The evaluation of curriculum is a continuous process also, one in which written curriculum is continuously assessed and examined to determine what needs improvement, alignment or balancing. The criteria and related rubric for curriculum development are outlined in the Indicators of Rigorous and Relevant Curriculum.

### **The Indicators of Rigorous and Relevant Curriculum include:**

1. **Content, Skills, and Understandings:** What students are expected to know, understand, and do is clearly defined and is meaningful, focusing on the fundamental and relevant knowledge and skills necessary to succeed in a global community, and reflecting high expectations for all students.

2. **Maps, Units, and Pacing Guides:** The written documents for each grade include key, required components/map elements, including the scope or breadth of material (how much of what is to be taught should be taught at that particular level within that particular context) and the progression (the succession of when the information is presented), providing an articulated curriculum across the grades.
3. **Assured Learning Experiences:** Key, cognitive learning experiences (i.e., specific pedagogical strategies or instructional tasks) that help students perceive, process, rehearse, store, and transfer new learning. Experiences may include tasks that create authentic opportunities for students to demonstrate mastery of the grade-level content and understandings. These tasks promote coherence and alignment across the grades/courses, and reflect high expectations for all students.
4. **Assessment/Data:** Given the need to measure content knowledge, process skills, and understandings, the specified assessments provide the means to determine the level of student learning as delineated in the curriculum documents. Assessments (formative and summative) and performance tasks are specified, aligned, and represent high expectations.
5. **Curriculum Alignment:** There is a clear match between the written, taught, and assessed curriculum (including local and state assessments) that is consistent with external and internal standards, assessments, and best practices, creating coherence within and across the grades.

## UNIT REFLECTION AND FEEDBACK

Teachers should engage in the reflection process upon the completion of a given unit.

Written feedback as well as data collected on student performance and engagement all contribute to the decision made when renewing the annual curriculum

Teacher reflection and feedback can be shared collaboratively in the Aspen Curriculum Mapper. Ideas, strategies and additional instructional resources or digital tools can be recorded by clicking in any or all cells of the unit curriculum map. When sharing, teachers should use the naming process listed below:

School Name, Grade Level Team, Content (if necessary)



## Development Cycle

The curriculum development cycle includes six phases:

- Phase I – Development
- Phase II – Alignment
- Phase III – Implementation
- Phase IV – Analysis
- Phase V – Evaluation
- Phase VI - Renewal

Per board policy E-001, the development cycle should require 18 months to complete, depending on the current status of the curriculum, age of the standards, and further complexities of the task. The Assistant Superintendent or designee will review curriculum maps on an annual basis during the Summer Curriculum Institute, or as directed.



For the purposes of continuously improving student performance, all curriculum-based programs will be continuously updated and improved upon as well as periodically reviewed in their entirety. The success of a revised curriculum will be determined by how well it achieves its targets within a specified time frame.

It should be expected that a curricular area could overlap phases of development, weaving in and out of phases in an effort to continuously improve and update the curriculum. The enduring goal is to engage teachers and students in a rigorous, standards-based curriculum that supports the personalization of learning.

The six phases of Curriculum Development, Review, and Renewal are described in detail on page 14.

## Phases of Curriculum Development and Renewal

### PHASE I: CURRICULUM DEVELOPMENT

**Purpose:** To revise and/or develop essential curriculum elements of Scope and Sequence, Big Ideas, Enduring Understandings, Essential Questions, Learning Targets, and Assessments of Learning. To ensure alignment to Connecticut and national frameworks. Through the curriculum maps, the district or cadre will:

- Recommend evidence-based instructional materials and practices in each discipline: Differentiated Instruction, Universal Design for Learning (UDL), and Enrichment;
- Establish/Revise assessment system and data-driven instructional process;
- Identify professional learning and development needs to support student learning.

### PHASE II: CURRICULUM ALIGNMENT

**Purpose:** To align curriculum to district, state and national standards and resources, and to district goals so the curricular units of study provide:

- Statements that define what all students need to know, understand, and be able to do;
- The framework of the curriculum by stating the most important big ideas, concepts, and skills;
- Connectivity of standards with themes or subject area topics in an orderly sequence alongside instructional methods that give students ample opportunities to learn content and skills.

### PHASE III: CURRICULUM IMPLEMENTATION

**Purpose:** To implement the revised curriculum, instructional practices, and resources while monitoring the implementation to:

- Ensure professional development and support necessary for effective implementation and improved learning for all students;
- Ensure the alignment of the intended, taught, and assessed curriculum;
- Monitor data and progress towards intended results.

### PHASE IV: CURRICULUM ANALYSIS

**Purpose:** To reflect on critical questions in an effort to;

- Assess existing program using data. Assess current curriculum to identify evidence-based best practices in the discipline;
- Identify the current essential learning outcomes, assessments, and instructional practices in the discipline;
- Analyze the effectiveness of current practices in the discipline;
- Analyze our curriculum against the district rubric for curriculum design.



**PHASE V: CURRICULUM EVALUATION**

**Purpose:** To review and evaluate student outcomes and determine program effectiveness. The evaluation will determine which phase of curriculum development to pursue next.

**PHASE VI: CURRICULUM RENEWAL**

**Purpose:** To provide a continuous process at regular intervals to assess the effectiveness of the curriculum in any content area. Each program will take responsibility for acquiring feedback to ensure the curriculum responds to:

- Students' current and anticipated needs for knowledge and skills in the particular discipline;
- Emerging trends in content and modes of instruction outside of Greenwich;
- Opportunities for collaboration within and across disciplines;
- Opportunities to use off-campus resources to enrich the classroom education, provide real-time exploration, and apply competencies;
- The role of technology in supporting teaching and learning;
- Appropriate assessment strategies.

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Curriculum Review Schedule for **2015-16**. This table outlines the phases of curriculum development that are identified to support continuous instructional improvement within each content area.


**Greenwich PS Curriculum Model for Instructional Improvement 2014 – 2020: 5-Year Plan**

Year	Phase I Curriculum Development and Design (BOE Approval required)	Phase II Curriculum Alignment	Phase III Curriculum Implementation and Monitoring	Phase IV Curriculum Analysis	Phase V Curriculum Evaluation	Phase VI Curriculum Renewal
<b>12-13</b>	PK-5 Core Mathematics	PK-5 Core Mathematics				
<b>13-14</b>	6-9 Core Mathematics	PK-8 ELA 6-9 Core Mathematics	PK-5 Core Mathematics			PK-12 Social Studies Career and Technical Education (6-12)
<b>14-15</b>	PK-12 Social Studies Career and Technical Education (6-12) Media	PK-12 Social Studies Career and Technical Education (6-12) Media	PK-8 ELA 6-9 Core Mathematics Fine Arts/Music	PK-5 Core Mathematics 6-9 Core Mathematics	PK-12 Science	K-12 World Language K-12 Physical Education, Health and Wellness PK-5 Core Mathematics 6-9 Core Mathematics
<b>15-16</b>	PK-12 Physical Education, Health and Wellness (Pending BOE Approval)	Career and Technical Education (6-12) PK-12 Physical Education	PK-12 Social Studies 9-12 Core Mathematics K-12 World Language Media PK-5 Core Mathematics 6-9 Core Mathematics	PK-12 ELA PK-12 Fine Arts/Music PK-12 Visual Arts 9-12 Theater Arts		PK-12 Science

<b>16-17</b>			Career and Technical Education (6-12) PK-12 Physical Education	Media	PK-12 ELA Fine Arts/Music 9-12 Theater Arts	Fine Arts/Music
<b>17-18</b>	PK-12 Fine Arts/Music 9-12 Theater Arts	PK-12 Fine Arts/Music		PK-12 Social Studies PK-12 Science PK-12 Mathematics K-12 World Language		PK-12 ELA 9-12 Theater Arts Media
<b>18-19</b>	PK-12 ELA	9-12 Theater Arts	PK-12 Fine Arts/Music	Career and Technical Education (6-12) PK-12 Physical Education	PK-12 Social Studies PK-12 Science PK-12 Mathematics K-12 World Language	
<b>19-20</b>			PK-12 ELA 9-12 Theater Arts		Career and Technical Education (6-12)	PK-12 Social Studies PK-12 Science PK-12 Mathematics K-12 World Language

Aligned to Phases of Curriculum Development, Review and Renewal as described on page 14

## **Curriculum Roles and Responsibilities**

### **Board of Education**

The Board of Education is responsible for establishing and upholding the policies for Program Services and Curriculum. Policy E-001 ensures that the district shall offer a comprehensive educational program that leads to the achievement of the district Mission and Vision, and also meets or exceeds the requirements of state and federal legislation. This program will be delivered in a manner that assures consistency and comparability of services within schools and across the district; provides for appropriate [and equitable] allocation of resources among schools; and is organized, funded and monitored to address the learning and developmental needs of all students.

For the purposes of continuously improving student performance, the Board of Education expects all curriculum-based programs will be continuously updated and improved upon as well as periodically reviewed in their entirety. The district will make use of Monitoring Reports to update the Board on curriculum-related issues and changes and will conduct more comprehensive Curriculum Reviews according to a Board-approved schedule.

### **Superintendent and Central Administration**

The Superintendent is responsible for the implementation of the Board's policies. The Superintendent and designated central administration are responsible for:

- Setting curriculum guidelines and priorities
- Organizing and facilitating curriculum cadres to develop, evaluate, and renew the curriculum
- Providing appropriate professional learning/training and resources needed to implement the curriculum
- Providing guidance and support to principals in their role of implementing and managing the curriculum in their schools

### **Building Administrators**

The building administrators are key to implementing and monitoring the curriculum. The principals must be the instructional leaders and translate the importance of delivering the standards-based curriculum on a daily basis. To effectively support the delivery of the district-written curriculum, the principal is expected to employ strategies, such as:

- Developing working knowledge of the curriculum maps by grade and content
- Using the curriculum maps to support teacher conferences and instructional-data team meetings
- Participating in one or more curriculum-based professional learning every year
- Analyzing student assessment data, including curriculum-based measures and district assessments
- Regularly observing teaching and learning in the classroom
- Meeting with program coordinators
- Providing opportunities for teachers to share best instructional strategies and or lessons
- Helping parents understand their role in supporting the curriculum

## **Program Coordinators**

The PK-12 Program Coordinator is responsible for the design, development, and evaluation of the academic program (curriculum and instructional resources) in his/her subject area(s). In partnership with the Assistant Superintendent, the Program Coordinators plan, develop, coordinate, evaluate, revise, and provide access to the PK-12 academic curriculum in conjunction with the Curriculum Council and the 9-12 Program Administrator. Program Coordinators study and review new developments in curriculum and digital learning. Each provides organization and leadership in the adoption and use of instructional materials.

Program Coordinators can also help guide the analysis and use of assessment data to inform differentiated/personalized learning and the development of instructional strategies and interventions.

## **Instructional Coaches**

Instructional Coaches are responsible for serving Greenwich PS students by supporting all teachers. Coaches work in partnership with new and veteran teachers to promote highly effective instructional and assessment practices to increase student achievement.

Coaching is a partnership between teachers, administrators, and coaches. The Greenwich PS instructional coaching model recognizes the individual needs of each teacher. The focus of the work in which a teacher engages with a coach can be tied to the school's Strategic Improvement Plan (SIP) or the teacher's individual professional goals. Therefore, the work with a coach is not additional work. The model acknowledges coaching is a process, not an event. Coaching is transformative: it requires continual planning, data analysis, reflection, and collaborative conversation.

Instructional Coaches provide curricular expertise and data analysis to assist all educators in navigating the curriculum maps and instructional resources. Instructional Coaches can provide strategies that can support differentiated whole-class instruction and individual interventions.

## **Teachers**

Teachers are responsible for effectively planning and teaching the required curriculum as outlined in the curriculum maps. They also are responsible for assessing students for mastery using a variety of assessment tools, including district and state assessments. To support learning of the district-written curriculum, teachers should:

- Include students in the learning process
- Determine students' strengths and needs
- Communicate learning strengths and needs to students, parents, and support personnel
- Participate in professional learning modules that support implementation of the curriculum
- Plan within the district instructional framework, such as the workshop model
- Reflect on unit implementation and provide feedback to inform curriculum renewal

## **PK-12 Curriculum Council**

The PK-12 Curriculum Council is a standing committee charged with supporting the phases of curriculum development, review, and renewal. The Council engages in collaborative decision-making to ensure that all students engage in learning through a rigorous, transdisciplinary challenging, meaningful curriculum designed to prepare them for college, work and the world inclusive of and aligned with the CCSS, state and national standards and the Greenwich PS Vision of the Graduate. This document outlines the rationale, roles and responsibilities, and structure for evaluating, selecting, developing and implementing curriculum in the Greenwich Public School district. The three key components of the curriculum system include: the Curriculum Council, a standing body of stakeholders; and the Curriculum Cadres. Together, they're charged with engaging in the evaluation, selection, development or renewal based on the specific curriculum phase of development and improvement.

The PK-12 Curriculum Council membership includes Greenwich PS Educators from elementary, middle and high school; instructional coaches; one building administrator; and a Board of Education liaison.

Curriculum Council members:

- Serve as content and process specialists
- Recommend professional reading materials to members, as appropriate
- Arrange school visits as needed to research best practices
- Lead discussion groups around content or instruction, as appropriate
- Seek out specialists, as appropriate, to provide input for professional discussion in the content area
- Insure the committee incorporates ways in which technology improves instruction in the content area
- Share responsibility for the timely completion of committee-member products, materials/textbook selection, professional learning, and implementation
- Lead discussion on qualities in text/materials which are needed to support quality instruction
- Participate in the evaluation and identification of materials recommended for adoption
- Examine issues related to differentiated instruction

## **Parents**

Parents are encouraged as partners to participate in the education of their child by attending conferences, workshops and or principal-guided events. Parents are encouraged to support learning through their child's prompt and regular attendance at school.

## **Students**

Students are responsible for their learning and for understanding their learning styles, strengths and needs. Students are responsible for meeting the learning goals of the required curriculum. Students are responsible for their behavior and its impact on their learning and the learning of others. Students are encouraged to self-regulate their learning in order to self-advocate for what is required for their success.

## **Budget**

The Greenwich PS budget development process will ensure the district's strategic and program goals and priorities are considered during the budget preparation process—well before these proposals are submitted to the Superintendent. Decisions related to the reduction or increase of funding levels will be addressed in the context of the district's strategic goals and priorities. Curricular decisions will consider budgeting guidelines on an annual basis.



# Appendix




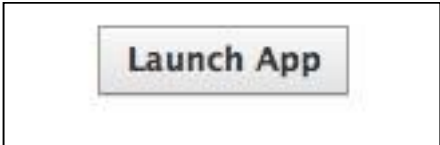
- Accessing the District Curriculum Quick Start Guide [pg. 21](#)
- Quick Start FAQs [pg. 27](#)
- New Course, Pilot Proposal Form [pg. 28](#)
- Recommendation for Instructional Resource Adoption [pg. 30](#)
- Textbook Rating Rubric [pg. 34](#)
- Curriculum Development and Renewal Glossary [pg. 35](#)

# Accessing the District Curriculum:

## Schoology to Aspen Quick Start Log in and Navigation

### How do you log into Schoology and Aspen to access the district curriculum maps?

Below are step-by-step directions for logging into Schoology to access Aspen and the district-written curriculum maps.

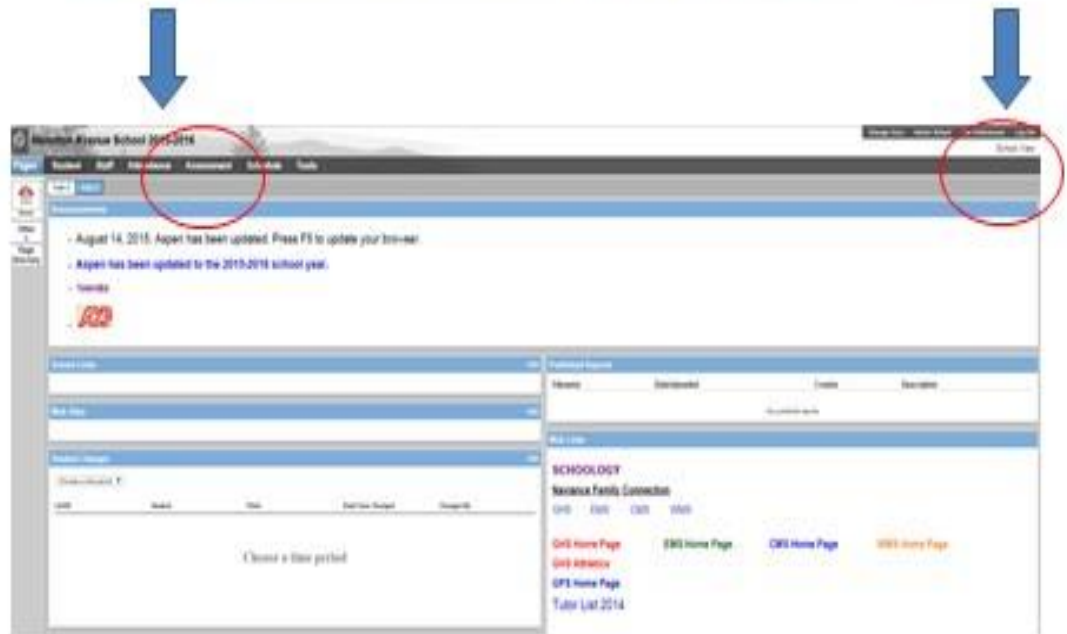
Step	What to do	What it looks like
1	Log into Schoology <a href="http://schoology.greenwich.k12.ct.us/home">http://schoology.greenwich.k12.ct.us/home</a>	
2	Go to District Curriculum and Assessment Group Access Code: <b>NFW4K-WQVFF</b>	
3	Click on the Aspen Live App	
4	Click "Launch App"	
5	Log into Aspen using your Aspen UN and PW	

# Once in Aspen

## Step 1)

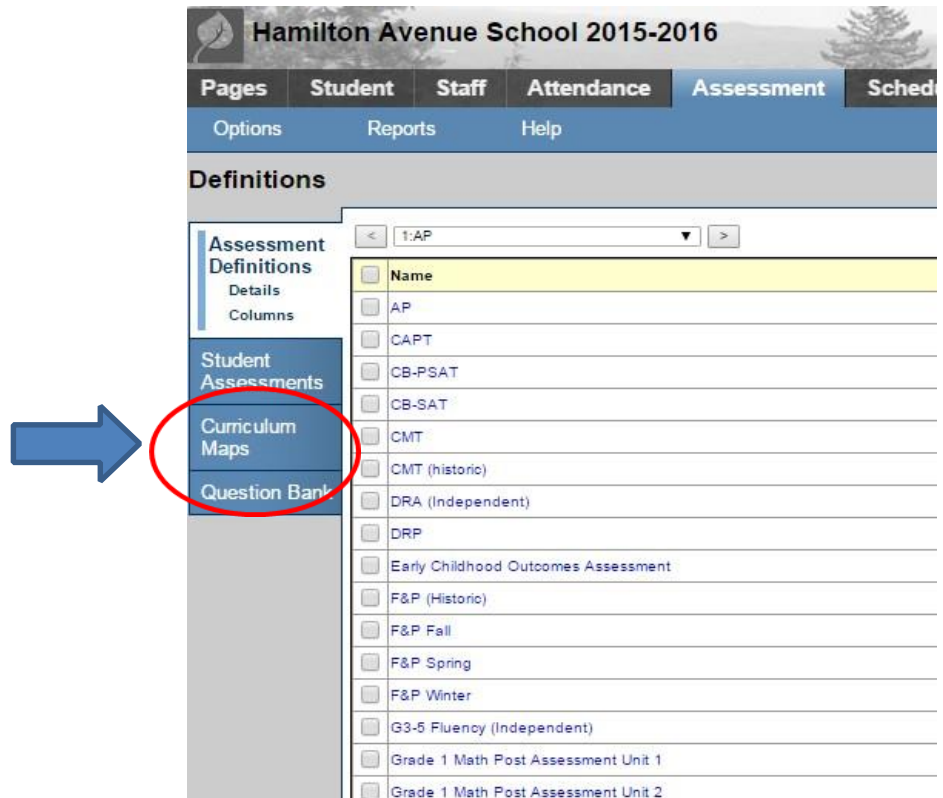
Change the  
view to  
School view

Upon login, change view to "School View" and then click on the Assessment tab



## Step 2)

Click on the **Assessment** tab to access Curriculum Maps

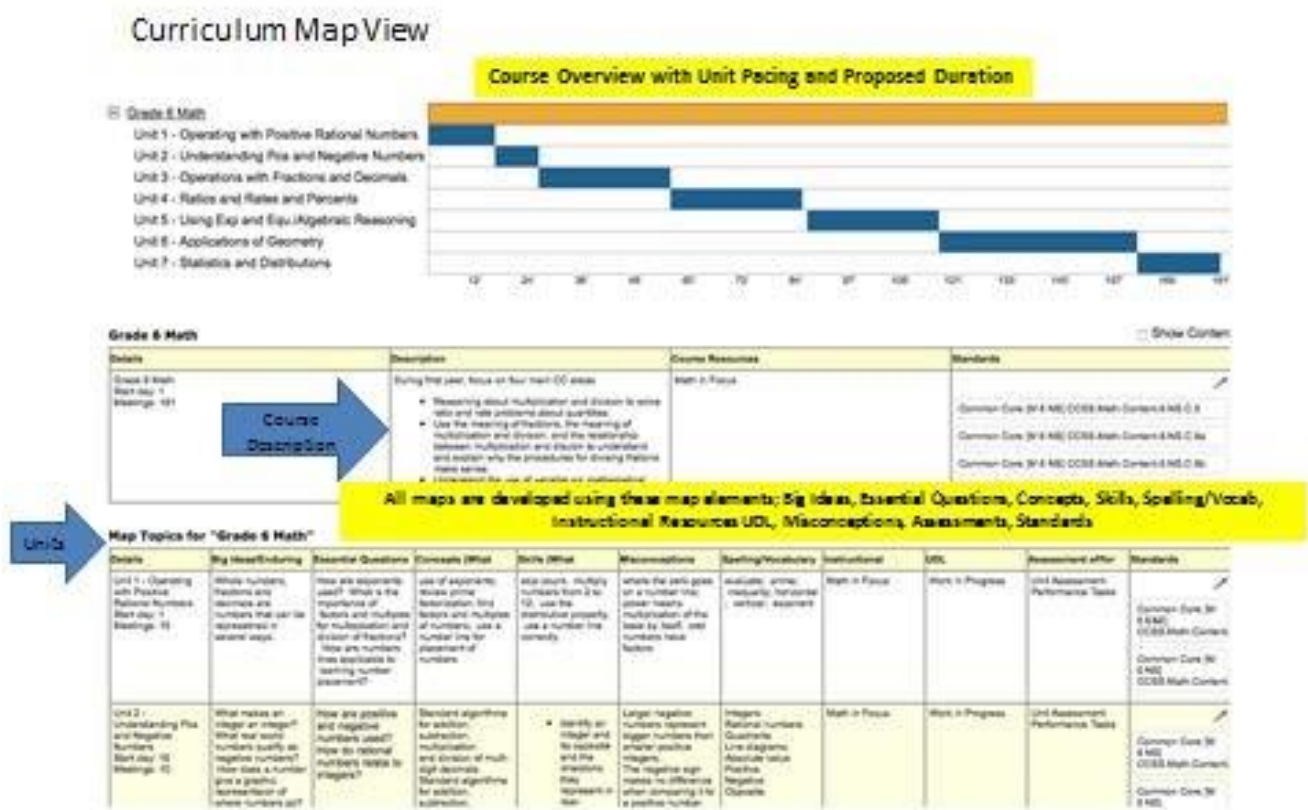


## Step 3)

Click on **Curriculum Maps** tab to view all maps.



Step 4)  
View the Curriculum Map. Click on each cell to expand the view.



## Step 5)

### Provide feedback

You will notice a **Unit Reflection column** within the map. This is to provide you with the opportunity to reflect on the victories. Unit reflection during and after it is taught is critical to the curriculum renewal process. Your input on what worked and did not work will support analysis, evaluation, renewal and further development.

Please click the link to access the Greenwich PS Curriculum Unit Reflection Form within the map to provide feedback.

Thank you!

Click for the <http://goo.gl/forms/rj2GCCSnFp>

Map Topics for "Grade 4 - Math"

Details	Big	Essential	Concepts (What)	Skills (What)	Misconceptions	Spelling/Vocabulary	Instructional	UDL	Assessment	Unit Reflection	Standards
Math Workshop Launch Start day: 1 Meetings: 7	I learn best when I can learn from others. Practice makes permanence. Being mathematically proficient can determine my future.	How do we work together in a math community? How can we develop our mathematical skills?	That Mathematicians use math tools: That there is a specific place for math tools. When using tools, we choose a tool that helps us be better mathematicians.	To maintain an organized math tool box. Use math tools and will learn procedures of getting, using, sharing and putting away those tools. Realize the			Essence of the Unit: The purpose of this unit is to build a community of mathematicians. The Math workshop instructional framework is a unique		Math Journals	Unit reflection during and after it is taught is critical to the curriculum renewal process. Your input on what worked and did not work will support analysis, evaluation,	<div>Common Core [M K-12 M] CCSS.Math.Pr.1)</div> <div>Common Core [M K-12 R&amp;] CCSS.Math.Pr.1)</div>
Unit 2: Factors and Multiples Start day: 8 Meetings: 14			<ul style="list-style-type: none"> <li>FIND (for a whole number 1-100)</li> <li>RECOGNIZE (that it's a multiple of each of its factors)</li> <li>DETERMINE (if it's a multiple of a given one-digit number)</li> </ul>	4.OA.5: <ul style="list-style-type: none"> <li>I can generate a pattern that follows a given rule.</li> <li>I can identify additional patterns within a pattern that go beyond the rule.</li> </ul>	4.OA.4: When listing multiples of numbers, students may not list the number itself. Emphasize that the smallest multiple is the number itself. Some students may think that		<b>Unit 2</b> Essence of the Unit: The theme of this unit is for students to gain familiarity with factors and		District Unit Assessments Performance Tasks	Unit reflection during and after it is taught is critical to the curriculum renewal process. Your input on what worked and did not work will support analysis, evaluation,	<div>Common Core [M 4 O&amp;AT] CCSS.Math.Cc</div> <div>Common Core [M 4 O&amp;AT] CCSS.Math.Cc</div>



## Step 6) Share and Collaborate

You are encouraged to share ideas, strategies, and resources by clicking in any or all cells. If sharing, please use the following naming process:

School Name, Grade Level Team, Content (if necessary)

### Instructional Resources



Use the toolbox to highlight text, bold, and underline ideas added to the curriculum.

#### Unit 3

Essence of the Unit: Themes of this unit are connecting Multiplication and Division and Understanding properties of multiplication and the relationship between multiplication and division. Students will engage in a problem solving context and strategies that students are expected solving word problems involving multiplication & division. Students should use a variety of representations for creating and solving one-step you divide 4 packs of 9 brownies among 6 people, how many cookies does each person receive? ( $4 \times 9 = 36$ ,  $36 \div 6 = 6$ ).

## Frequently Asked Questions:

<b>How do I expand the view of each cell?</b>	Click inside any cell to expand the view. Click save and close or cancel when finished viewing.
<b>How do I print a curriculum map?</b>	Click on the view button located in the top toolbar within Aspen. This will generate a PDF version of the map. You can choose Landscape or portrait.
<b>How do I save a curriculum map to my computer?</b>	Click on the view button to generate a PDF version of the map. Choose save PDF and then choose your location.
<b>How do I share a curriculum map with other colleagues not in my grade?</b>	Share the generated PDF map as an attachment to email, or through Schoology as an upload.
<b>Can I edit a map?</b>	The district-written curriculum maps cannot be edited at the school level.
<b>How do I provide feedback after teaching a unit?</b>	After each unit, teachers are asked to reflect and provide feedback through the Google link provided within the map. All feedback is collected and reviewed by the Curriculum Council to determine curricular changes at the end of each year during the annual Summer Curriculum Institute.
<b>How do I share lessons, instructional resources and tools with my colleagues?</b>	District staff will be able to share resources through Schoology or Google. It is preferred that teachers and grade level teams share lessons, instructional resources and recommendations through the Schoology.

**GREENWICH PUBLIC SCHOOLS**  
Greenwich, CT  
**Office of Curriculum, Instruction and Professional Learning**

**PROPOSAL FOR NEW COURSE, PILOT COURSE OR NEW PROGRAM**

**I. Recommended Course Title:**

**II. Intended Course Participants:**

**III. Rationale or Need for this Course:**

**IV. Greenwich Content Standards and Program Goals Addressed by this Course (Learning objectives):**

**V. Career Pathway**

**Method of Evaluating the Course (measures used to determine success)**

**Impact on Practice:**

**Impact on Students:**

**Impact on Professional Learning:**

**VI. Implementation Plan and Timeline:**

**VII. Estimated Cost:**

This course has been reviewed and the framework has been developed. It is now ready for submission to the Superintendent of Schools and Board of Education for Approval:

_____ Irene E. Parisi Signature, Assistant Superintendent for Curriculum, Instruction and Professional Learning	_____ Date
--	---------------

_____ Signature, Building Administrator	_____ Date
--	---------------

_____ Signature, Superintendent	_____ Date
------------------------------------	---------------

Presentation to Board of Education	_____ Date
------------------------------------	---------------

Pilot Programs are defined as modifications of the Board’s approved curriculum utilizing different textbooks, instructional materials and/or instructional technology, which are implemented across more than one classroom.

**Greenwich Public Schools**  
Greenwich, CT  
**Office of Curriculum, Instruction and Professional Learning**

**RECOMMENDATION FOR INSTRUCTIONAL RESOURCE ADOPTION**

**I. Recommended Textbook Information**

Title of Recommended Resource/Text/Digital Tool:	
Author(s):	Publisher:
Copyright Date (most recent edition):	ISBN/ISSN:
Resource/Text for use in grade(s):	
Course Title:	
Levels:	
Resource/Text is: <input type="checkbox"/> New <input type="checkbox"/> Supplementary <input type="checkbox"/> Replacement	
Resource/Text being supplemented or replaced, if applicable: <small>(Include title, copyright date, publisher and ISBN)</small>	
Justification for text adoption:	
Text Format:	
<input type="checkbox"/> Physical <input type="checkbox"/> Digital	

## II. Other Texts Considered During Review Process:

Title	Publisher	Copyright Date/ISBN

## III. Critical Areas of Curriculum Used in Selection:

*These are the challenge areas of student performance, as identified by the staff, used to select sections of textbooks for analysis. Evaluate if the resource/text provides opportunities for students to develop within each challenge area.*

	<b>Opportunities for...</b>
<b>Area 1: Literacy/Readability</b>	Appropriately leveled text, promotes language acquisition, student/teacher prompts for support or clarification, writing about the subject or experiences
<b>Area 2: Critical Thinking Skills</b>	Analysis of concepts, engaging in debate over the topic, critiquing the reasoning of others, problem solving, mathematical practices, extended thinking and/or application
<b>Area 3: Acquisition of Basic Concepts</b>	Vocabulary/domain specific words, support for the English Language Learner, writing about mathematics or experiences (embedded supports that help accelerate the acquisition or building of foundational skills and proficiencies, strategies to scaffold, pictures and hints
<b>Area 4: Learner Engagement</b>	Cooperative Learning, problem-based learning, inquiry, project based learning, creativity and innovation, interactive resources or tools
<b>Area 5: 21<sup>st</sup> Century Skills</b>	Universal skills, cooperative learning, collaboration, problem solving, critical thinking, communication (presentation and discussion) life and career (flexible, leader, productive, accountable, responsible), information, media and technology skills, creativity and innovation (mathematical practices)
<b>Area 6: Digital Learning</b>	Home-to-school connection, eResources, eBook Smart Notebook, resources, assessment bank



#### **IV. Teacher Priorities:**

*These are the priorities used in evaluating instructional resources and or textbook sections referenced in Pt. III. Evaluate if the resource/text provide opportunities for teachers to plan for student opportunities to develop within each priority area.*

<b>Priority 1:</b> Literacy/Readability
<b>Priority 2:</b> Critical Thinking Skills
<b>Priority 3:</b> Acquisition of Basic Concepts
<b>Priority 4:</b> Learner Engagement
<b>Priority 5:</b> 21 <sup>st</sup> Century Skills
<b>Priority 6:</b> 21 <sup>st</sup> Digital Learning Support
<b>Priority 7:</b> Differentiated Teaching and Learning (Tiered Support/ELL)
<b>Priority 8:</b> Home School Connection

#### **V. Supplemental Materials:**

*Sections of the resource/textbook, if any, requiring modification or supplementation for curriculum alignment:*

#### **VI. Student/Parent Response:**

*Summary of student/parent resource/textbook preferences and comments from student/parent review (if applicable):*

**VII. Date of Submission:**

This resource/text, \_\_\_\_\_, has been approved by the signed parties (*see below*) for use in Greenwich Public Schools in the following:

Course(s): \_\_\_\_\_

Grade Level(s): \_\_\_\_\_

Subject(s): \_\_\_\_\_

\_\_\_\_\_  
Irene E. Parisi  
Assistant Superintendent for CIPL

\_\_\_\_\_  
Date

**If required:**

Adoption of the above-named textbook or Digital Resource was formally approved by the Greenwich Board of Education on \_\_\_\_\_.

\_\_\_\_\_  
Date

**Greenwich Public Schools**  
Greenwich, CT  
**Textbook Rating Rubric**

Resource/textbook focuses on major objectives of course	0 1 2 3 4 5
Resource/textbook reflects key concepts/big ideas from CCSS/curriculum	0 1 2 3 4 5
Subject matter geared to interest, ability and needs of students	0 1 2 3 4 5
Resource/textbook utilizes grade-appropriate ideas, concepts, skills and vocabulary	0 1 2 3 4 5
Critical thinking and problem solving strategies are evident in the resource/Text	0 1 2 3 4 5
Resource/textbook suggests activities for multiple intelligences/learning styles	0 1 2 3 4 5
Suggested activities inspire creativity and extension where possible	0 1 2 3 4 5
Suggested activities encourage collaboration with other students	0 1 2 3 4 5
Resource/text allows for ancillary exercises to develop concept/skill mastery	0 1 2 3 4 5
Resource/text and/or support materials include suggestions for remediation/enrichment	0 1 2 3 4 5
Features of the resource/text improve and enhance clarity	0 1 2 3 4 5
Resource/text includes useful supports for students in appendi(x/ces), glossary, etc.	0 1 2 3 4 5
Resource/text incorporates the use of technology for extension	0 1 2 3 4 5
Written and pictorial content reflect the pluralistic & multiethnic nature of our society, past and present	0 1 2 3 4 5
Gender equity is evident	0 1 2 3 4 5
Content is relevant over a period of years and not quickly outmoded	0 1 2 3 4 5
Resource/text provides digital resources and opportunities (eBook, Applications)	0 1 2 3 4 5

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**Overall Instructional Resource Rating**

0 1 2 3 4 5

# Curriculum Development, Review and Renewal Glossary of Terms

## A

**Active Literacy:** The integration of critical language skills: listening, speaking, reading and writing into the daily curriculum in every class.

**Alignment:** Agreement or coherence between the essential questions, content, skills, assessments and the standards adopted by the district. Maps allow us to see three types of alignment: internal alignment, external alignment to standards, and cumulative alignment K-12.

**Articulation:** Comparing the content of like courses that are transferred between each grade; demonstrates a K-12 continuum of learning.

**Assessed Curriculum:** The **Assessed** curriculum is the assessment of the taught curriculum. It is used to measure success of and impact of the curriculum and student mastery of the articulated standards.

**Assessment Type:** The various kinds of assessments such as quiz, test, performance assessment, essay, etc. that allow students to demonstrate their learning.

**Assessments:** Demonstrations of learning aligned to the benchmarks and standards that allow students to show you what they know. They are products and performances used as evidence of skill development and content understanding.

## B

**Background Knowledge:** Background knowledge or prior knowledge is what someone already knows about a subject that will help him/her gain new information. It is considered the key ingredient to reading comprehension.

**Benchmarks:** Specific developmental statements regarding performance based standards. Benchmarks are usually defined in behavioral and observable terms.

**Bi-level Analysis:** The examination of student work and performance data on two levels – the subject matter concepts and skills, and the requisite language capacity (e.g., linguistic patterns, three types of distinctive vocabulary, and editing and revising strategies).

**Big Idea:** Important key concepts, understandings or theories that cut across all topics within a discipline. Big ideas are also referred to as Enduring Understandings. Enduring understandings like Big Ideas, are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. They articulate what students should “revisit” over the course of their lifetimes in relationship to the content area. They go beyond discrete skills and focus on larger concepts, processes, or themes.

**CAPT:** Named the Connecticut Academic Performance Test, this criterion reference test is given to 10th grade students in the areas of math, reading across the disciplines, science, and writing across the disciplines.

**CMT:** Named the Connecticut Mastery Test, this criterion reference test is given to students in grades 3-8 in the areas of math, reading and writing and in science for grades 5 and 8.

**Coaching Protocols:** Tools that include the critical criteria for exemplary products. They are used to sharpen focus and ensure quality work.

**Cognitive Domain:** One of three types of learning domains; knowledge (cognitive), skills (psychomotor) and attitude (affective).

**Common Assessments:** A broad term for assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. Common assessments may be summative or formative.

**Common Misconceptions:** Flawed ideas that many believe (e.g., being physical active means I am healthy, or humans get warts from toads).

**Common Core State Standards:** Adopted by Connecticut in July, 2010, the Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

**Consensus/Core Maps:** Agreed upon curriculum identified by teachers and administrators that determines which elements will be consistently taught in a course/or subject.

**Concept:** A relational statement that provides the focus and basis for acquiring knowledge. It is synonymous with the Enduring Understanding or Big Idea.

**Content:** Is the subject matter, key concepts, facts, topics, and important information.

**Content Specific Technology:** Instruments or digital tools that are specific to a discipline (e.g., graphing calculators for math or science).

**Culturally Responsive Text:** Texts that positively reinforce cultural identity and have affirming views of individuals of diverse backgrounds, including African Americans, Asian Americans, American Indians and Hispanic Americans. Historically, literature written by and for these groups of people generally lies outside of the literary canon, recommended book lists, and the school curriculum.

**Curriculum:** All the courses of study offered by an educational institution.

**Curriculum Mapping:** Is a systemic process that can improve student performance by sharpening the alignment of all aspects of the curriculum to reduce repetitions, gaps, and strengthen the articulation of skills.

## D

**Data-Driven:** Using data to determine strengths and prioritize areas in need of improvement to inform instruction, curriculum and policy decisions to positively affect student achievement.

**Diary Maps:** A map where data are entered on an ongoing basis. Periodically, whether every few weeks or trimester, you will stop and reflect on your work with learners and make an entry.

**Differentiation:** The process of modifying or delineating some aspect of instruction: the content, process, product, and/or learning environment to address the needs of the learners.

**Differentiated Professional Development:** Is modified professional development based on the level of understanding of the learners.

**Digital Learning Environment (DLE):** A Blended Learning environment that provides face-to-face and online learning opportunities. The DLE is designed to provide teachers with the resources necessary to both innovate and differentiate instruction according to the needs of each student and for students to personalize their own learning, making choices about how they learn and present their new knowledge.

## E

**ECE<sub>1</sub>:** Early childhood education inclusive of birth to PK programs.

**ECE<sub>2</sub>:** Early College Experience.

**ELL:** English language learners.

**Enduring Understanding:** The important understandings that have lasting value beyond the classroom ([see Big Idea](#)).

**Entry Points:** Possible openings or entrances where curriculum mapping can be integrated into the current structure or processes in a school and/or district. This allows it to become part of the system.

**Essential Questions:** Over-arching questions based on a key concept, Enduring Understanding, and/or Big Idea to prompt inquiry. They are *important questions that recur throughout one's life*. Such questions are broad in scope and perpetually arguable.

**Essential Curriculum Maps:** A revision of agreements made by teachers and administrators that determine which elements must be consistently taught in the course. Flexibility will be critical.

## F

**Formative Assessment:** Process used by teachers to determine how to adjust instruction in response to student needs, and by students to adjust learning strategies. Formative assessments are used to inform and adjust instruction and are not used to evaluate student progress for a grade.

**Front load:** To guide understanding by providing critical information prior to learning

## G

**Grade-level expectations (GLE):** A description of what students should know and be able to do at the end of a grade level. GLEs are specifically stated in CT Science Frameworks.

## H

**Hallmarks of Excellence:** The desirable features of the curriculum in that field of study: A vision, and how it is translated into the desired curriculum attributes of one subject.

**Higher Order Thinking:** Based on the idea that some types of thinking require more cognitive processing than others and also have more generalized benefits. In Bloom's taxonomy, for example, skills involving analysis, evaluation and synthesis (creation of new knowledge) are thought to be of a higher order— involving more complex judgmental skills—than the learning of facts and concepts, which require rote memory and recall. Higher order thinking is more difficult to learn or teach but also is more valuable because such skills are more likely to useable in novel situations (i.e., situations other than those in which the skill was learned).

**Horizontal Maps:** Demonstrate how learning takes place across the subjects for learners.

**HUB:** A connector or linchpin that connects all aspects of the school improvement process.

## I

**Individual Maps:** Maps developed by an individual teacher that reflect what they teach in their class or subject. They include: essential questions, content, skills, and assessments.

**Initiatives:** Programs, projects, and/or ideas implemented by schools and/or districts to improve some aspect of the system.

## L

**Languages Reflective of the Community:** Languages commonly spoken among individuals in a social group or geographical area.

**Lessons:** Organized instructional plans aligned to assessment targets. The concept of "planning backwards" suggests that you start your design work with the assessment targets and tasks fully described. Once that is accomplished, you design your lessons so students are fully instructed around the content and skills that will

be called for in those assessments. It is a reverse of the model that asked for lesson plans and then later for assessment designs. The "backward planning" provides a clear lens for examining your instructional time to make certain that it is purposeful toward benchmarks and standards.

**Like Group Reviews:** Readings that focus on a specific curricular area. For example, all of the teachers in the Language Arts Department might read through the course maps for their department to look for gaps, repetitions, and the articulation of skills.

**Long-term next steps:** Actions that require the further development of the curriculum or improvement of the curriculum development plan and training to implement the curricular changes.

## M

**Map:** A visual method for projecting yearly plans as well as monthly plans for the classroom based on a calendar sequence from month to month that describes the scope of what is taught. Maps include: essential questions, content, skills, and assessments.

**Mission Statement:** A short, written passage that clarifies the beliefs of a school district about the nature of learning and the need for educational services to meet student learning needs.

**Mixed Group Reviews:** Read-throughs of maps that involve teachers from different curricular areas. These types of reviews can help provide a better understanding of the curriculum across the school and/or district. They can also be used to identify where specific cross-curricular skills or specific school and/or district goals are included in the curriculum.

## N

**Non-Negotiable:** The core elements that must be taught in the curriculum.

## P

**Performance Task:** Authentic assessments that contribute to student learning by giving them challenging, engaging tasks that require them to use their knowledge.

**Philosophy:** A common belief system that guides policy and practice, e.g., *All students can learn.*

**Power Standards:** The most important standards. Synonymous with Priority Standards.

**Priority Standards:** Designated as essential to the content and learning. Standards that have endurance (last beyond the classroom), have leverage (cross-over application) and provide readiness for the next level of learning. Identify essential outcomes for students.

**Professional/Implementation Development Map:** Is an organizational tool that uses the mapping format to develop a yearlong plan for implementation. It includes: the training times, the essential questions, the content to be taught, the skills participants should demonstrate, the products or evidence that will be produced during the training, and the assignment(s) participants should complete prior to the next training.



**Professional Learning Communities (PLCs):** A conceptual model developed by Richard DuFour and his colleagues for transforming schools. It focuses on the following principles: A Shared Mission, Vision, Values, and Goals; Collaborative Teams; Collective Inquiry; Action Orientations and Experimentations, Continuous Improvement, and Results Orientation.

**Projected/Projection Maps:** A map that has been created prior to teaching a course or subject and then revised on an ongoing basis as the school year progresses.

**Portfolio:** A representative collection of a person's work that serves as evidence of understanding.

## Q

**Quality Lenses:** Exemplary samples (e.g., maps, standards, etc.) from other schools and states that can serve as filters when developing quality consensus maps.

## R

**Read-through Process:** The process following the development of the maps in which the teachers become editors for the maps for the entire building.

**Readability Levels:** The measurement of the textual difficulty or reading difficulty level of a book determined by a readability formula (e.g., calculated by the average number of sentences and syllables per hundred words). Some commonly used readability formulas used to determine readability levels include Fry Readability Formula, Spache Readability Formula, Dale-Chall, and the Lexile Framework for Reading.

**Rubric:** Scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product or project.

## S

**SAT:** The SAT Reasoning Test is a standardized test for college admissions in the United States. The SAT is owned, published and developed by the College Board.

**Scaffold:** Building blocks of learning; a framework. An instructional strategy that involves supporting novice learners by limiting the complexities of the context and gradually removing those limits as learners gain the knowledge, skills, and confidence to cope with the full complexity of the context.

**Scope and Sequence:** Defines what should be taught, to what depth and when it should be taught.

**Short-term Next Steps:** Actions that can be taken immediately or within this school year with minimal adjustments to the existing curriculum or curriculum development plan.

**Scientific Research-Based Interventions (SRBI):** The use of educational practices, which have been validated through research as effective, for improved student outcomes. Educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention or for early childhood, Recognition and Response).

**School based Support Structures:** Key programmatic structures that have a direct effect on curriculum, assessment, and instruction: Schedule (daily, annual, long-term), grouping of students (within classrooms, throughout the institution, and by class size), grouping of personnel (into teams, departments, and roles).

**Seven Essentials Strategies for Integrating Literacy:** Specific strategies for integrating critical language skills across the curriculum (Heidi Hayes Jacobs.) The strategies include: revising and expanding the role of all teachers, so they incorporate speaking, reading, listening, and writing activities with all learners in all subjects; organizing vocabulary into three distinctive types (high-frequency words, specialized terminology, and embellishing words [Tier I, II, III words]) with specific instructional approaches in every classroom; developing creative note-taking strategies that cause students to extract and react to information; designing and employing a consistent editing and revising framework for writing K-12; assessing formal speaking skills through the use of discussion approaches; employing technical instruction to develop the human voice and body as communication instruments; and using curriculum mapping as the school- and district-wide tool for implementing and monitoring the use of these strategies.

**Seven-Step Curriculum Mapping Review Process:** The process or sequence developed by Heidi Hayes Jacobs for creating and analyzing curriculum maps in a school and/or district. The steps include: Collecting the Data, The First Read Through, Small Like/Mixed-Group Review, Large Like/Mixed Group Review Comparisons, Determine Immediate Revision Points, Determine Points Requiring Some Research and Planning, and Plan for the Next Review Cycle.

**Skills:** Are the targeted proficiencies; technical actions and strategies.

**Standards:** Statements that reflect the larger outcomes that we expect all students to be able to demonstrate before they leave our school. Most State Departments of Education have already established standards. Districts often add to those standards based on their local needs.

**Stakeholders:** A person, group, organization, or system that affects or can be affected by an organization's actions (e.g., business, families, board members, etc.).

**Student Mapping:** Digital portfolios.

**Supporting Standards:** Standards students need to learn that support, connect to, or enhance the priority standards. They are taught within the context of the priority standard.

**Summative Assessment:** Assessments that are employed mainly to assess cumulative student learning at a particular point in time (e.g., unit tests, finals, the Connecticut Mastery Test, the Connecticut Academic Performance Test).

**T**

**Targeted Instructional Strategies:** Purposefully selecting and employing specific processes that maximize learning opportunities

**Targeted Work Groups:** Task forces that are organized flexibly to respond to specific emerging needs. When the work of the task force is completed, it is disbanded.

**Taught Curriculum:** The **Taught** refers to instruction, the process by which teachers develop units of study, lesson plans and approaches to instruction utilizing district-identified strategies and models. The main goal of the taught curriculum is to engage students in a rigorous, standards-based curriculum that provides multiple and varied opportunities for students to achieve the tenets of the Vision of the Graduate.

**Technological Literacy:** Computer skills and the ability to use computers and other technology to improve learning, productivity and performance.

**Technology Application:** Any program, whether software or online-based, that aids in the completion of a task.

**21st Century Skills:** Are skills students need to be successful in the 21st century. They include: cross-curricular skills and learning to acquire skills.

## U

**Understanding by Design:** Is a set of ideas and practices that help you think more purposefully and carefully about the nature of any design that has understanding as its goal. It is based on the work of Jay McTighe and Grant Wiggins and focuses on the principles of “Backwards Design”.

**Unit:** Curricular units aligned to standards that encompass some of the major areas of focus in a given developmental period. They include: the essential questions, content and skills that will be addressed, specific lessons that will be used, and assessments that will be required.

**Unwrapping/Unpacking Standards:** Process of clearly defining the critical content and skills embedded in a standard that students’ need to know, and be able to demonstrate to show mastery of the standard.

## V

**Vertical Alignment:** Specific learner expectations that are built upon one another to ensure that fundamental knowledge is established, skills are mastered, gaps are eliminated, and that there is increasing sophistication and rigor across grade levels. When curriculum is vertically aligned, teachers have a clear understanding of what students should have already learned, what they currently have to teach, and what students will learn in future courses or years.

**Vertical Maps:** Demonstrates how much learning takes place from one grade level to the next.

## W

**Written Curriculum:** The **Written** curriculum is defined by non-negotiable standards, objectives and expectations that students are to achieve while in school within a given year. The written curriculum will be aligned to the CT Core Standards, state frameworks and approved national standards. The written curriculum is the framework that supports the development of the taught curriculum. The Board of Education officially approves the course objectives outlined in a content-specific curriculum.

