



Swallow School District

Curricular and Programmatic Review Process

October 2019; Cycle Revision 10/17/22

Over the past five school years, each curricular and programmatic area has been developed and reviewed using a rigorous five year cycle with volunteers from the staff serving on a committee for each curricular area. During that five year process, the full scope and sequence for all programs was established and a path for future growth in each area identified. Simultaneously, there were additional committees examining specific areas of teaching and learning aligned to District Action Plans.

Adapted Committee Structure

Beginning in the 2019-20 school year based on progress in each of these areas, as well as known areas for improvement and the District's Action Plan for Student Growth and Engagement, committees have been combined so that each staff member now participates in one committee tied to a curricular area. These committees are responsible for studying all aspects of teaching and learning related to said curricular area and are comprised of teachers from across grades 4K-8. This allows for sustained focus on improvement in each curricular area regardless of the specific year in the Curriculum and Programmatic Review (CPR) process.

Each committee will report out annually at a Board meeting so that the impact of the CPR process on student achievement and next steps on instruction, assessment, and District goals can be shared. A listing of each CPR area and where it falls in the cycle is listed below.

	Art	Guidance	Math	Music	PE/Health	Reading /LA	Science /Engineering	SOAR	Social Studies	Spanish	Special Education
2022-23	Year 2	Year 5	Year 1	Year 2	Year 5	Year 1	Year 3	Year 4	Year 2	Year 2	Year 4
2023-24	Year 3	Year 1	Year 2	Year 3*	Year 1	Year 2	Year 4*	Year 5	Year 3	Year 3	Year 5
2024-25	Year 4	Year 2	Year 3	Year 4	Year 2	Year 3	Year 5	Year 1	Year 4*	Year 4*	Year 1
2025-26	Year 5*	Year 3	Year 4	Year 5	Year 3	Year 4*	Year 1	Year 2	Year 5	Year 5	Year 2
2026-27	Year 1	Year 4	Year 5*	Year 1	Year 4*	Year 5	Year 2	Year 3	Year 1	Year 1	Year 3

Curriculum and Programmatic Review Process 2019-2024				
1	Select & Affirm Curricular Resources; Determine Next Steps with Implementation Over Coming Four Years	Evaluation and dissemination of evidence-based practices [#]	<u>Semester Curriculum Reviews</u> [*]	Data Review [^]
2	Instructional Design & Practice			
3	Assessment & Feedback			
4	Deepen Practice			
5	Deepen Practice & Curriculum Renewal and Design			

[#]May include, but not limited to, investigating new research, action research among staff, scholarly articles around teaching and learning.

^{*}Whole staff activity with information from grade level teams' discussion and then vertical 4K-8th grade discussion

[^]Continual process completed both at grade level PLCs and then the Curricular Committee reviews this information and identifies broader themes to inform CPR process

The following pages detail each phase of the CPR process within each year and offer Guiding Questions and Possible Tasks to help each committee with this process. Links to Resources and a listing of References are also provided. This document is meant to provide a solid, research-based set of approaches to guide the CPR process and staff suggestions and updates will be included over time based on going through the process so it is as helpful as strong as it can be.

Year 1: Select & Affirm Curricular Resources & Determine Next Steps with Implementation Over Coming Four Years	
<p>Select & Affirm Curricular Resources</p> <p>Building off the first part of this work in Year 5, this phase seeks to select resources to support the design of the curriculum. It also focuses on instructional best practices and includes selection of materials and development of assessments.</p>	<p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What are the changes needed in anticipated student outcomes, learning targets, etc. identified in the evaluation phase? 2. What additional assessments or modifications to current assessments are needed? 3. Ensure current resources support: <ol style="list-style-type: none"> a. Disciplinary literacy b. Technology as an instructional tool c. Education for Employment connections d. Differentiated instruction that supports/grows/reaches our spectrum of learners e. Intervention, extension, and support services – direct links to Response to Intervention (Rtl) protocols and district recommendations f. Practices that grow the level of personalization for each student 4. What teacher support will be needed to ensure implementation is viable? 5. What instructional strategies, including specific instructional technology tools, should be used? 6. What professional development will ensure increased student achievement and maximization of new resources?

Consideration will also be given during this phase to necessary professional development. Selection of instructional materials will occur with review by the School Board.

Timeline:

Recommendations for Board consideration and approval must be presented by March for implementation the following school year.

7. What is the financial impact of the recommended methods, materials, resources, and professional development?

Suggested Tasks

1. Document current state of affairs of the program and include evidence of success or identified needs. Audit how the program is supporting the current District strategic plan.
2. Update the UBD Curriculum Guide for each grade level and then the Parent/Public Curriculum Guide.
3. Develop a resource plan. This may include recommendations with respect to:
 - a. Curricular resources including classroom materials, supplies and technology.
 - b. Human resources including adjustments to job descriptions or position configurations and professional development.
4. Develop a professional development plan
5. Develop a long term implementation plan
6. Request to go on site visits or receive input/consultations as needed from outside organizations or experts

Resources:

- [Personalized Learning Elements](#) (I4PL)
- [Legacy Model Chart](#) (I4PL)
- [District's Balanced Assessment Model](#)
- [District Teaching and Assessing for Learning Model](#)
- [District Assessment Progression Model](#)
- [District UBD Template/Curriculum Guide](#)--internal document
- [District Parent/Public Curriculum Guide](#)-- external document

References:

- http://institute4pl.org/?da_image=interactive-honeycomb
- UBD Template from Wiggins and McTighe

Implementation Plan

Purpose: To implement the curricular program or enhancement with fidelity, a plan must be developed detailing the specifics of the implementation for the next four years.

Timeline: Implementation plans should be developed and completed by March for the following school year. Implementation activities

A template which encompasses the items listed below will be available for the committee to fill out for Board consideration:

- Resources: list of selected resources, timeline, and cost for purchase, if applicable, and phasing in of these resources. Resources which are being phased out also will be noted along with the sunset schedule.
- Identified professional development needs and proposed activities, associated timelines, and costs
- Key performance indicators for implementation and resultant student outcomes
- Specific progress monitoring strategies to ensure checks for progress and fidelity of

may begin in late spring, through the summer and into the next school year.

- implementation
- A plan for the roles and responsibilities of staff necessary for successful implementation
 - Communication plans for students, staff, and parents including communication methods

Year 2: Continuous Improvement: Instructional Design & Practice

Instructional Design & Practice

Instructional Design and Practice means asking how will I help students know and be able to do what is expected of them based on learning targets? This is the art of teaching—where educational professionals design engaging instruction based on who is in front of us, what their learning styles are, and what their needs are to take them to mastery of learning targets as designated in Swallow’s curriculum.

Education researcher John Hattie’s mantra to teachers is simple, “know thy impact.” Educators have a profound influence on their students, and must be deliberate in the decisions they make with the time they have in their classroom. Many of the high-leverage factors that directly influence student achievement are controlled by the actions of the teacher (Hattie, 2008).

Students all learn differently. Implementing the appropriate instructional strategy to cater to these learning styles can lead to positive learning outcomes, particularly when technology is involved (Solvie, 2007). Similarly, intervention, extension, and the chance to personalize learning to engage students in areas of particular interest and learning needs and goals should be taken into account during lesson planning.

Instructional Design is where we thoughtfully leverage available resources that will help get our students to these expected targets—resources can be varied and personalized for particular students such as different reading levels of the same book, some students using computers/apps for instruction while others still receive direct instruction, etc.

Guiding Questions

1. How are we including a wide variety of research-based instructional strategies into the design of lessons and units?
2. Is instructional planning creating an equitable classroom community?
3. How are we considering the wide range of student learning styles and individual needs when creating lessons and units?
4. How are we incorporating new tools and resources that make instruction more efficient and timely for students?
5. Is classroom instruction designed to engage each student?

Possible Tasks

1. Annual teacher self-assessment and reflection of instructional practices through the Educator Effectiveness process.
2. Understanding of students as learners through various means (annual surveys, Strong Start Conferences, parent communication)
3. Create repository of instructional tools such a graphic organizers, etc. that can be easily accessed by staff.
4. Grow and foster PLC community that includes using the District’s Curriculum Guide (UBD) to inform lesson planning, encourages peer observation and reflective conversations around teacher instruction.

Resources:

- [Danielson Framework for Teaching](#)
- [Four PLC Questions](#)
- [Marzano’s Nine Instructional Strategies for Effective Teaching and Learning](#)
- [Model for Creating the Environment for Learning - Robert Marzano](#)
- Swallow RtI Process Chart

References:

- [What is a Professional Learning Community - Richard DuFour](#)
- Danielson, C., & Association for Supervision and Curriculum Development. (2007). Enhancing professional practice: A framework for teaching. Alexandria, Va:

Just as our assessments should require students to demonstrate higher-level thinking skills, our instruction must first create an environment for students to think deeply and solve problems. Intentional instructional design is often refined during the PLC process.

Association for Supervision and Curriculum Development.

- Dean, C. B., Hubbell, E. R., Pitler, H., Stone, B. J., & Marzano, R. J. (2012). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, Va: ASCD.
- Hattie, John. (2008). Visible Learning. Abingdon, Oxon: Routledge.

Year 3: Continuous Improvement: Assessment & Feedback

Assessment & Feedback

How do I know students have met the learning targets, and to what extent have they met the learning targets (Not enough evidence, Minimally, Basic, Proficient, or Advanced)? Assessments need to be valid and reliable, allow students to demonstrate transfer of their learning to new scenarios and challenges, and should be in common across the grade level. This marries the art and science of teaching and learning—assessing, using data, and then informing follow up instruction.

Contemporary state and national standards require students a greater focus on “deeper learning;” asking students to demonstrate their ability to analyze, synthesize, prove, explain, etc. (Darling-Hammond et al., 2013). These skills are not only required to demonstrate proficiency in the standards, they are also essential for success in a modern workforce (Berson, 2017). This demands that assessments reflect this skill set.

Assessments should provide evidence of student’s mastery of learning targets and be a blend of “knowing”, “doing” and “understanding” depending on the type of assessment (pre-assessment, practice, formative, or summative).

High quality feedback is among the very most impactful components of the practice and formative assessment process with multiple studies showing an effect size of greater than 0.79 (Hattie 2008). “Feedback regarding the task, the process, and self-regulation is often effective, whereas feedback regarding the self (often delivered as praise) typically does not enhance learning and achievement.” (p. 5 Marzano, 2010). Following an assessment, feedback to each student on his/her performance should be provided using a rubric and descriptive feedback.

Students should also be provided the opportunities to share their perceptions of their learning and define the next steps they must take to continue their growth. This

Guiding Questions:

1. How do teachers ensure that they have a true understanding of the knowledge and skills that a student brings into a unit or lesson; how does this understanding drive instructional planning and engage students in learning needs?
2. Do assessments directly assess learning expectations and targets?
3. Is there a distinction between depth of knowledge assessed on formative assessments vs. summative assessments.
4. How does classroom culture and relationships between student and teacher impact the effectiveness of feedback provided to students?
5. How is specific and timely feedback used to support learning?
6. How is reflection, done by both the teacher and student, completed routinely to support learning?
7. What structures are in place that allow students to self-report learning and progress towards mastery of a topic?

Suggested Tasks:

1. Create meaningful pre-assessments that drive individual student learning during a unit.
2. Ensure overall assessment model is reflection of District’s curriculum - and data is being synthesized from multiple sources.
3. Create common assessments that can be used to evaluate the success of both resources and instructional strategies implemented.
4. Audit assessment tasks against Bloom’s or other research-based taxonomy.
5. Collaboratively analyze student work at both the grade level as

should be done throughout the learning process, not just a capstone at the end of a unit. These perceptions should be driven by both quantitative and qualitative data available to the student. (Marzano, 2006). Self reporting and monitoring of grades is a proven strategy to grow student achievement (Hattie, 2008).

Practice allows students to explore new ideas in a risk free environment. Students are given opportunities for feedback from self, peers, and the teacher. Practice develops routines and creates student confidence when learning and applying new skills.

Formative Assessment provides teachers and students with opportunities to check their understanding throughout the learning process. Formative Assessments are opportunities to assess knowledge and comprehension of content.

Summative Assessments should be driven by an authentic task that gives students the opportunity to use the application, analysis, evaluation, and synthesis skills to transfer content knowledge “learned in one situation and apply it to new situations.” (NRC, 2012)

Assessments must be *instructionally sensitive*. Assessed content is taught and learned, not a reflection of outside-of-school experiences and socioeconomic advantages (Darling-Hammond et al., 2013).

well as in vertical teams for larger summative common assessments to inform instructional and curriculum review feedback cycles.

Resources:

- District Grading Policy (will be linked once NEOLA is live)
- District Assessment Policy (will be linked once NEOLA is live)
- [District’s Balanced Assessment Model](#)
- [District Teaching and Assessing for Learning Model](#)
- [District Assessment Progression Model](#)

References:

- Brookhart, S. M. (2011). *How to Assess Higher-Order Thinking Skills in Your Classroom*. Cheltenham, Vic: Hawker Brownlow Education.
- Hattie, John. (2008). *Visible Learning*. Abingdon, Oxon: Routledge.
- Marzano, R. J. (2009). *Designing & teaching learning goals & objectives*. New York: Solution Tree.
- Marzano, R. J. (2010). *Formative assessment & standards-based grading*. Bloomington, IN: Solution Tree Press.
- Chappuis, Stiggins, Chappuis, and Arter (2012) *Classroom Assessment for Student Learning*.

Year 4: Continuous Improvement: Deepen Practice

Continuous Improvement: Deepen Practice

Continuous improvement is the thoughtful act of setting and monitoring goals, identifying

Guiding Questions:

1. Three years into the implementation, what does student data look like now as compared to four years ago or more? To what would you attribute these changes, if anything in particular?
2. Are there instructional techniques which appear more successful for specific learning targets? If so, which ones?
3. Which types of assessments appear to be the most successful indicators of student mastery?
4. What do common formative assessments tell us about our curricular scope and sequence 4K-8th grade?
5. What do our summative assessments tell us about our instructional techniques and feedback protocols?
6. How have the needs of our students changed over time? How can we forecast changes to programming and instruction that best serve current and future students?
7. How does our classroom assessment data compare to benchmark and external assessment data? If there are differences, why do you think this is?

<p>needed change and evaluating the steps needed to achieve greater results. At Swallow we must be mindful of monitoring our benchmarks and expectations for student learning, while also being aware of changes in best practice in each programmatic area.</p>	<p>Possible Tasks:</p> <ol style="list-style-type: none"> 1. Data analysis of both formal and informal measures of effectiveness (KPIs) 2. Examine and define continued professional development to support effective and lasting implementation 3. Examine and define additional resources or classroom supports needed to deepen implementation with fidelity. <p>Resources:</p> <ul style="list-style-type: none"> ● District Strategic Plan ● Educator Effectiveness Self-Reflections, SLOs, and PPGs ● ion Data Warehouse ● Implementation Plan from Year 1 ● Professional Development Plan from Year 1 <p>References:</p> <ul style="list-style-type: none"> ● Continuous Improvement in Education; Carnegie Foundation for the Advancement of Teaching
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<h2>Year 5: Deepen Practice & Curriculum Renewal and Design</h2>	
<p>Deepen Practice</p> <p>Year Five is a continuation of the work to deepen practice that began in year four. We can now begin the resource review process as a synthesis of the work completed in the previous four years. This process gives us the opportunity to examine how our current curriculum is supporting student growth and maximizing achievement.</p>	<p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What changes are recommended for our curriculum to continuously improve considering: <ol style="list-style-type: none"> a. Identified gaps and overlaps b. Scope and sequence modifications c. Disciplinary literacy d. Technology usage as an integral part of instructional methodology and mechanism to maximize student learning and prepare students for their future e. Education for Employment connections f. Differentiation opportunities g. Intervention and extension opportunities h. Personalized learning opportunities 2. What are the current expected student outcomes, and do assessments align with these expectations? 3. Are the student outcomes aligned with the appropriate state and/or national standards? 4. How well are students performing on the expected outcomes? (Review data to answer this question). 5. What instructional strategies, including the use of instructional technology supports, and best practices are used? 6. What materials and resources are used for each learning target, and are they comprehensive and effective?

7. What opportunities for differentiation, through extension and interventions, are included in the curriculum that impact our spectrum of learners to those functioning below grade-level expectations to those gifted and talented?
8. To what extent is the curriculum meeting or exceeding our expectations?
9. To what extent is the curriculum aligned K-8?

Possible Tasks:

1. Review state, national and international standards such as CCSS, WAS, CCRS, ISTE, and various relevant content area standards.
2. Review existing curriculum documents including rubrics, common assessments, scoring guides and curriculum frameworks.
3. Gather information regarding materials currently in use by surveying constituents and evaluating performance data on Star, State Assessments, CogAT, Aspire, and other available outcome data.
4. Gather assessment data from formative and summative classroom assessments to state-level assessments.
5. Communication and involvement amongst stakeholder groups throughout the entire renewal process is paramount to its success. The Steering Committee should gather feedback from parents, students, School Board and community members, and staff regarding their overall satisfaction and perceptions of effectiveness. In order to fully inform the curriculum and programmatic review process with stakeholder feedback, the following activities should be considered:
 - A. Focus groups – parents, students, teachers, community members
 - B. Ongoing dialogue with parents, staff, and community partners and local businesses
 - C. Survey data
 - D. Annual updates to the School Board
6. Consult most recent peer-reviewed research from the field.

Resources:

- Annual Survey Data
- Focus Group Questions for Students
- Focus Group Questions for Parents
- Focus Group Questions for Staff
- Template for Comprehensive Program Evaluation Report
- ion Data Warehouse
- Common Assessment Review
- Relevant Standards and Benchmarks from state, national, and international organizations

References:

**Curriculum
Renewal and**

Guiding Questions:

1. What changes are recommended for our curriculum to continuously improve:

Design

Building off of the Comprehensive Program Evaluation Report, this phase includes a review and updates to the Curriculum itself.

- A. Identified gaps and overlaps
 - B. Scope and sequence modifications
 - C. Disciplinary literacy
 - D. Integration of technology to maximize student learning and prepare students for future
 - E. Education for Employment connections
 - F. Differentiation opportunities
 - G. Intervention opportunities
 - H. Personalized learning opportunities
2. What are the changes needed in anticipated student outcomes, learning targets, etc. identified in the evaluation phase?
 3. What additional assessments or modifications to current assessments are needed?
 4. What teacher support will be needed to ensure implementation is viable?
 5. What instructional strategies, including specific instructional technology tools, should be used?
 6. What professional development?
 7. What is the financial impact of the recommended methods, materials, and professional development?
 8. What changes (if any) need to be made to the student report card?

Possible Tasks:

1. Recommend changes to scope and sequence (learning targets)
2. Identify gaps and overlaps through alignment with appropriate state and/or national standards.
3. Recommend adjustments to the scope and sequence
4. Ensure integration of:
 - A. Disciplinary literacy
 - B. Integration of technology to maximize student learning and prepare students for future
 - C. Education for Employment connections
 - D. Differentiation opportunities
 - E. Intervention opportunities
 - F. Personalized learning opportunities
5. Update grade level learning targets
6. Review and update course-level assessment maps
7. Update internal and external curriculum documents
8. Propose and/or modify courses to address identified needs
9. Site visit/inputs or consultations as needed from outside organizations or experts

Resources:

- [District Teaching and Assessing for Learning Model](#)
- [District Assessment Progression Model](#)
- [District UBD Template/Curriculum Guide](#)--internal document
- [District Parent/Public Curriculum Guide](#)-- external document

	References:
--	--------------------

Additional References

Darling-Hammond, L., Herman, J., Pellegrino, J., et al. (2013). Criteria for high-quality assessment. Stanford, CA: Stanford Center for Opportunity Policy in Education.

Bersin, Josh. (2017, July) Catch the wave: The 21st-century career. *Deloitte Review*, 21, 62-79.

National Research Council. (2012). Education for life and work: Developing transferable knowledge and skills in the 21st century. Washington DC: National Research Council.

Solvie, P., & Kloek, M. (2007). Using Technology Tools to Engage Students with Multiple Learning Styles in a Constructivist Learning Environment.

Marzano, R. J., & Association for Supervision and Curriculum Development. (2006). Classroom assessment & grading that work. Alexandria, VA: Association for Supervision and Curriculum Development.