MSD25

Learning and Teaching

August 12, 2015

CURRICULUM MANAGEMENT BLUEPRINT

MARYSVILLE SCHOOL DISTRICT

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Chapter 1

Curriculum Management Blueprint

VISION MISSION GOALS

Marysville School District

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VISION MISSION GOALS

Vision

The students of the Marysville School District are prepared for further education, technology, economic change and social realities because they do the following:

Vision

Think critically

Create and Innovate

Collaborate with others

Communicate effectively

Care compassionately

Our Mission

Engage our community

Inspire our students

Prepare our graduates

GOALS

Engage. Inspire. Prepare

The goals of the Marysville School District are as follows:

Engaging our Community

Inspiring our Students

Preparing our Graduates

Engaging our community in support of our students by:

1. Fostering family involvement,
    a. Connecting home, school, district and community
    b. Family support is a key component of student success throughout the child's pre- school through graduation and beyond.
    c. Families need support from the school district in order to support their child's education.
2. Cultivating collective responsibility among staff for each student.
    a. Every student is every staff member's responsibility
    b. Staff shares responsibility for attending to the needs of the whole child.
    c. Each staff member is encouraged to intervene in support of each child.

3. Nurturing partnerships and community support.

    a. The district cannot do it alone.

    b. This is too vital to the future of our community to be left to schools alone.

    c. We actively build involvement of individuals and organizations in educating and supporting our students.

    d. We communicate transparently and frequently.

Inspiring our students to find their passion and pathway by:

4. Ensuring our students and staff have a growth mindset;

    a. Intelligence is not a fixed attribute, but can be increased with hard work. Therefore, we teach persistence, revision and resilience.

    b. Policies, such as grading and behavior, reflect this mindset.

    c. Evaluation and support for students, staff and schools are based on multiple measures and oriented toward growth.

5. Embracing students' culture, language and uniqueness;

    a. Diversity is an asset in our community and district.

    b. Staff and students advocate for and apply culturally responsive practices in district schools and community.

    c. We shape instruction based on individual needs and skills.

6. Empowering students as active partners in their education.

    a. The staff helps students find their passions and determine their aptitudes.

    b. Students set learning goals and track progress in reaching learning targets.

b. Students track their own educational progress toward selected pathway to graduation and further education and/or training.

Preparing our students for economic and social realities by:

7. Building skills in collaboration, critical thinking, creativity, communication and compassion in a technology-infused environment.

   a. These enduring social and work skills are taught and learned in our schools, through a variety of methods, settings, and activities.

   b. Technology is integrated into all aspects of teaching and learning.

   c. Technology helps students learn in new ways, at higher levels of thinking, and helps them create rather than consume knowledge.

8. Equipping graduates for further education, career, and citizenship in our globally-connected communities.

   a. The curriculum reflects school district goals and values and is based upon Washington State Learning Standards.

   b. The adopted curriculum directs learning and teaching in the district.

   c. Curriculum incorporates career and citizenship skills that reflect our global connectedness.

   d. The district has a rich and meaningful student assessment system.

   e. Assessment data is used on a regular basis to customize instruction and determine necessary interventions for students.

   f. Students master the learning targets.

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Chapter 2

Curriculum Management Blueprint

CURRICULUM DESIGN BLUEPRINT: THE VISION

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CURRICULUM DESIGN BLUEPRINT: THE VISION

The Curriculum Design Blueprint, grounded in a set of commonly held beliefs about education, guides the work in the Marysville School District. The purpose of the Marysville School District Curriculum Design Blueprint is to provide a comprehensive plan for the alignment of the written, taught, and tested curriculum in each content area.. The Curriculum Design Blueprint provides the structure to ensure quality control of the designed and delivered curriculum, internal consistency, and resources necessary to address the district's mission and goals.

The plan also conveys the procedural intent of the district leadership with respect to curriculum development, adoption, implementation, evaluation, and revision. It provides clear direction for students, parents, teachers, and administrators in the system, establishing a framework that outlines guidelines and procedures for the design, delivery, monitoring, and evaluation of curriculum.

MSD25 believes that:

- Curriculum development is a participatory process involving major stakeholders representing all schools and grade levels.
- The curriculum consists of a core of publicly stated student objectives that guide teachers' decisions about planning instruction and assessing student learning.

- Student objectives should encompass an evolving knowledge base, thinking processes, learning how to learn, and gaining skills for social responsibility. The integration of objectives across the disciplines is preferred.
- The curriculum should allow creative teaching delivery and meaningful student learning through an accessible, manageable, and flexible curriculum.
- The curriculum should be responsive to social and technological changes through a systematic review process.
- Students should progress through the curriculum at different rates without meeting artificial barriers to learning, i.e., race, gender, socioeconomics, disability, and language.
- Reports of student progress on learning objectives should match the philosophical base of the curriculum.
- The Marysville School District should hold itself accountable for providing the resources necessary to implement the written curriculum. Teachers are responsible for effectively delivering the curriculum. Students are responsible for learning, and parents are responsible for supporting their children in pursuing an education. Accountability rests in all constituents' areas.
- The written curriculum is a document that cannot be compromised. It serves all students

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Chapter 3

Curriculum Management Blueprint

CURRICULUM DESIGN BLUEPRINT: RATIONALE/PURPOSE

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CURRICULUM DESIGN BLUEPRINT: RATIONALE/PURPOSE

As educators, parents, and citizens from diverse backgrounds, we share a common concern for and commitment to the welfare of our children. Therefore, the purpose of the Curriculum Design Blueprint is to provide a system-wide process by which we can ensure that all students, PK-12, will learn the same academically rich, standards-based, holistic, student-centered, and culturally diverse curriculum from teacher to teacher, and school to school.

The commitment of Marysville School District is to the develop an exemplary curriculum that promotes high expectations for its teachers and students that result in meaningful student learning. The system-wide curriculum is a thinking curriculum; one that integrates content and process, typifying real world situations and challenges. The decisions, strategies, and practices are supporting the alignment of the written, taught, and tested curriculum. The root of the curriculum is in internal and external research. This research is critical to providing optimum learning opportunities for all students.

The Curriculum Design Blueprint provides the structure to create curricular frameworks for each of the content areas that are simultaneously practical and progressive. The standards based curriculum will enhance opportunities for

students to meet new standards and to help students realize their potential and move toward higher educational and career goals.

The purpose of the curriculum design blueprint is as follows:

- offer opportunities for hands-on experiences for students.
- facilitate acceleration rather than remediation.
- nurture an awareness and understanding of unique and diverse perspectives and practices.
- enhance the creative, physical, emotional, and intellectual abilities of students.
- incorporate materials and technological resources to support student achievement of content and processes standards.
- create a framework/mechanism for the implementation of a creative and innovative model of delivery/instruction.
- promote student learning and acceptance of positive values/concepts.
- foster the development of knowledge required for making sound career choices.
- foster collaboration in a non-threatening environment.
- Board policies, guidelines, and procedures will be developed to create the expectations and the context for developing well-articulated curriculum documents that contain aligned assessments. Board policies will specify guidelines and procedures for selecting major instructional materials, as well as for adopting, implementing, and evaluating, and revising the district's written curriculum for all content areas of instruction.

The Curriculum Design Blueprint conveys the intent of the MSD25 leadership and guides the development, scope, alignment, and assessment of the written curriculum in all subject areas. It also ensures quality control of the designed and delivered curriculum. Finally, it links the budgeting process and outlines the curriculum to assure that students matriculate through the educational system prepared to meet, upon graduation, their varied roles.

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Chapter 4

Curriculum Management Blueprint

GOALS: STANDARDS-BASED EDUCATIONAL APPROACH

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STANDARDS-BASED EDCUCATIONAL APPROACH

The Marysville School District's approach to the development of the curricula is a process known as standards-based education. The following philosophical precepts guide this philosophy:

- All students can achieve excellence.
- Success enhances self-efficacy; self-efficacy promotes learning and behavior that reflects sound values.
- Clearly stated objectives and goals, strong belief that students can succeed, and ongoing authentic assessment maximizes student learning conditions.
- Real-world experiences presented at the appropriate level of challenge ensure maximum student achievement.

Washington State Learning Standards clearly define learning expectations for all students. These standards will provide the framework for curriculum. For each content area, the curriculum plan will incorporate standards with the expectation that all students will reach those established standards. Well-defined District common assessments of content standards will provide evidence of student mastery of the standards. District formative curriculum-based measurement systems and national

college readiness assessments will provide frequent evidence of student growth toward proficiency on state and national performance standards. Curricular Frameworks developed collaboratively by the school system, and community will provide a common focus to further the District's efforts to prepare Marysville School District's students to become contributing citizens. Development of curricular frameworks requires the following aspects:

Examination of national, state, and other sources of standards, e.g., Common Core State Standards, Next Generation Science Standards.

- Analysis of existing curriculum
- Reflection of the community
- Recognition of the skills demanded by a technologically evolving world of college and career.

The 12th-grade graduation expectations are the goals from which all content-area curriculum development efforts are to be derived. These goals shall serve as a framework for all curriculum development and instructional delivery. The expectations are multidisciplinary in nature and direct attention to the achievement of the district's mission.

Goal expectations will incorporate those skills cited in the United States Department of Labor Report, The Secretary's Commission on Achieving Necessary Skills (SCANS), and Tony Wagner's Rigor Redefined. According to the SCANS report, the written and taught curriculum must "change to enable students to develop those high-performance skills needed to succeed in the high-performance workplace." The graduating student must possess three fundamental skills: i.e., Basic Skills, Thinking Skills, and Personal Qualities. According to Rigor Redefined, students

need to master particular skills to thrive in a new world of work and learning. The skills and competencies cited are as follows:

- Identifying, organizing, planning and allocating resources

Acquiring and using information

- Understanding complex interrelationships
- Working with a variety of technologies
- Critical thinking and problem-solving
- Collaboration and leadership
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

The expectation of the system is that students will graduate from Marysville School District prepared for post-secondary success in the workplace and institutions of higher education. Academically literate Marysville School District students will:

Think Critically

Imagines, creates and innovates. Recognizes and appreciates humor. Gathers, filters, and synthesizes information. Accesses multiple problem-solving strategies. Reflects on and applies past learning to new experiences. Generates questions to deepen understanding. Explores and takes risks.

Create and Innovates

Thinks critically and problem solves. Collaborates across networks and leads by influence. Exhibits agility and adaptability. Displays initiative and entrepreneurship. Accesses and analyzes information. Effectively communicates with others. Possesses curiosity and imagination. Incorporates a growth mindset.

Collaborate with Others

Uses effective leadership and group skills to establish competent, supportive, and cooperative interpersonal relationships with and between others in culturally diverse work, community, and family settings. Values diversity and unique gifts. Has pride in one's culture and an appreciation and understanding of the contributions of all cultures.

Communicate Effectively

Efficiently functions in a complex society. Communicates with clarity and precision. Delivers information effectively and in multiple formats. Listens with empathy and evaluates interpretations. Communicates with clarity and precision.

Care Compassionately

Considers global perspectives. Demonstrates personal and social responsibility. Respects and values diversity. Enhances the environment, and engages in community service. Exemplifies empathy and a growth mindset.

North Star Indicators

- All students reading at or above grade level by the end of first grade.
- All students attend school regularly.
- All students achieve at or above state standard in English/Language Arts and Math.
- All students graduate within five years of starting high school, with an identified post high school pathway.

These aims define the 12th-grade goal expectations of the district and serve as the foundation for all curricular areas.

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Chapter 5

Curriculum Management Blueprint

COMPONENTS OF THE WRITTEN CURRICULUM

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COMPONENTS OF THE WRITTEN CURRICULUM

The components of the written curriculum will include “layers” of objectives and increasingly complex student expectations to achieve total alignment and articulation through the level of teacher lesson delivery. The layers will include the following:

- **Standards**—major topics or categories of learning for writing goals and objectives.
- **Objectives**—broad goal statements around a particular concept or group of concepts. Objectives may not always be written using the same language as Washington Learning Standards since they will include goals identified in the Marysville School District Graduate Profile and national standards.
- **Student Expectations**—specific, measurable learnings wrote as knowledge and skill statements.
- **Evidence of Attainment**—diagnostic descriptors for diagnostic assessments.

The components of the written curriculum include the following:

- A Reasonable number of precise, clear student expectations for each discipline and grade level or course. The expectations are derived first from those learnings

tested in state and other high-stakes tests, correlated to the Washington Learning Standards, national standards, and MSD25 Graduate Profile expectation.

- A scope and sequence of the student expectations by instructional level and course based upon when the learnings are to be acquired (short-term memory) and mastered (long-term memory).
- A proposed teaching sequence of the student expectations within an instructional level or course derived in part from the available resources teachers typically use in the delivery of the curriculum
- A curriculum management system designed around the curriculum student expectations that teachers can use for teaching and reporting purposes
- Aligned district diagnostic assessments used by teachers to determine student prerequisite skills as well as on-going acquisition and mastery of the student expectations.
- Pre-assessment and post assessments to be used both diagnostically and in a summative way to determine student progress and academic gains over time.
- Progress reports of student accomplishments on student expectations during the grading periods to communicate each student's progress to parents/guardians and students.
- Projections of the time range necessary to teach a reasonable number of student expectation(s), prerequisite skills, aligned resources, and sample assessments with multiple contexts.

Curriculum designers, under the direction of the Assistant Superintendent/Chief Academic Officer for Instruction, will use these definitions as guidelines. Curriculum designers will formulate MSD25 objectives and strands for the subject area under

review and align with the district level student expectations. Course/instructional level student expectations will be generated and aligned with the objectives and will describe the desired student expectations for a particular instructional level. The term instructional level is used rather than grade to clarify that a student's grade level is not necessarily the same as his or her instructional level. Each student should be working at the appropriate instructional level.

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Chapter 6

Curriculum Management Blueprint

CONTENT OF THE CURRICULUM

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CONTENT OF THE CURRICULUM

Curriculum designers for Marysville School District cannot depend entirely on the content of textbooks or the skills used by standardized tests or state frameworks to identify the important learning objectives and student expectations of a good education. In this information-based society, knowledge is multiplying so rapidly that one can no longer expect to teach everything that may be important. Also, one cannot assume that what has been taught in the past is important for the future. One must constantly check objectives and student expectations for their relevance to students' lives. Likewise, one must constantly check objectives and student expectations for their relationship to the needs of the workplace, and their contribution to the development of the total student in a rapidly changing world.

The debate over what to teach will keep curriculum theorists busy for years to come. However, practitioners (in this case, MSD25 curriculum designers) must make timely decisions on an on-going basis about how to best meet the needs of today's students. Likewise, practitioners must make a decision on how to anticipate the needs of the future. Certainly students need to have a foundation of basic skills, as well as relevant facts and information about the world around them. This foundation is essential to be able to discuss the past and present from a literate viewpoint, to cite significant artists and authors, and to demonstrate understanding of their cultural heritage and its importance. Students must also know and demonstrate transferable skills such as how to "handle" information. Students need to also know how to access, interpret, and analyze information and how to use the information to solve new problems. Moreover, students need to know how information from one discipline relates to another.

The Marysville School District proposes that depth of the content is more important than coverage of the content: depth means the thorough investigation of a fundamental set of concepts and principles along with meaningful factual information; coverage means the presentation of a large amount of factual information without the emphasis on associated concepts and principles. As a result, the curriculum designers are to build the curriculum around a reasonable number of focused student expectations, which will fit into the time frame available for teachers to deliver the curriculum.

The curriculum areas, their assessments, and aligned instructional resources will undergo internal development/redevelopment cycles on a rotating basis. The purpose of an ongoing review is to lend a concentrated focus to a given curriculum area. This procedure will provide a formal means to revise planned courses periodically.

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Chapter 7

Curriculum Management Blueprint

CURRICULUM DEVELOPMENT PROCESS

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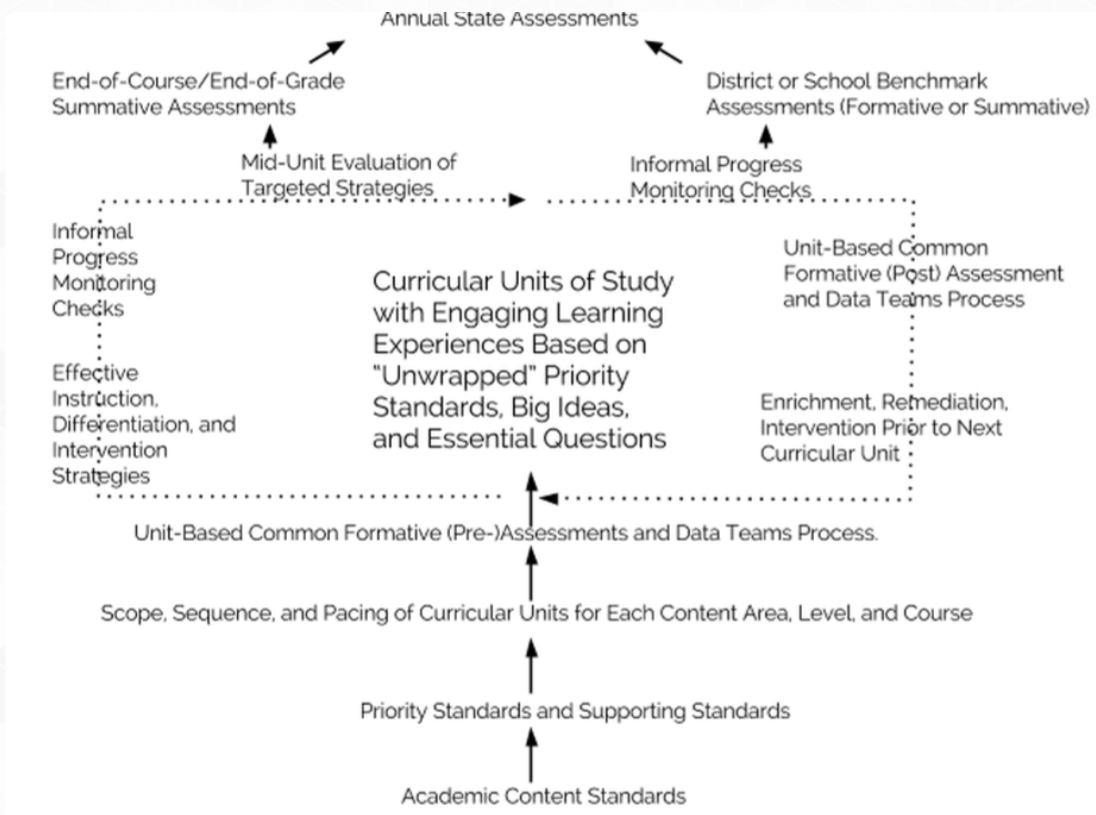
CURRICULUM DEVELOPMENT PROCESS

Curriculum development is a process, not an event. One of the real challenges facing educators and leaders in schools today is the feeling of being overwhelmed. The following describes the foundation for developing curriculum:

GALLERY 7.1 Curriculum Development Process



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Chapter 8

Curriculum Management Blueprint

ASSESSMENT

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ASSESSMENT

As a measure of quality control, the State of Washington mandates that all school districts conduct yearly assessments of students in grades 3-8, and 11. In addition to the state-mandated testing program, the Marysville system will assess students every year and at all grade levels. Likewise, the Marysville system will honor accommodations for students with a disability as required by their Individualized Education Programs (IEP). All stakeholders will receive data to analyze to assist in their efforts to determine the adequacy of the design of educational programs and the effectiveness of the delivery of classroom instruction. In other words, the key question is, “To what extent are there linkages between and among what is written, taught, and tested?”

Evaluation and reporting will be systematically conducted frequently and on a continuous basis. The major purpose will be to determine if the system is achieving its stated mission and goals. The assessments will focus on determining the extent to which curriculum alignment is present.

Program assessment data will serve as the foundation for aligning specific programs to standards. Both formative and summative evaluation criteria will be identified and tied to program goals, objectives, and expectations. Budget allocations will be made based upon assessment data.

Teachers will use different types of assessments to gather evidence of student learning. This evidence will help teachers to identify appropriate instructional strategies to meet the needs of every student.

Evaluation of the Marysville School District Curriculum will be an ongoing process, using multiple forms of evidence, of examining the alignment of the written, taught and tested curriculum.

The written curriculum for each content area, built on the scope and sequence, will be evaluated continuously on the basis of logical analysis and content expertise. Criteria for critiquing the curriculum guides will include:

- clarity and specificity of objectives
- congruence of the curriculum to the assessment process
- delineation of the essential prerequisite skills
- delineation of the major instruction resources
- clear approach for classroom use

The taught curriculum is enactment or delivery of the written curriculum; it is the "work" itself. Evaluation of the taught curriculum will be a monitoring process including the following:

- classroom observation
- peer coaching and counseling
- examination of collaborative and individual yearly plans
- examination of individual unit and lesson plans

Instructional leaders will conduct formal and informal observations to determine the implementation level of the written curriculum for reasonable fidelity and effectiveness.

The tested curriculum is the body of content knowledge, skills and abilities defined broadly by curriculum standards but measured on national, state, local, and teacher-made tests. A list of the standardized tests currently administered in Marysville School District is in Exhibit C.

GALLERY 8.1 Exhibit C

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Date	Students to be Assessed	Assessment(s)
September	K-5	WAKids, STAR Early Literacy, STAR Reading and STAR Math. F&P Benchmarks.
September	6-12	STAR Reading and STAR Math
November	K-5	STAR Reading and STAR Math, STAR Early Literacy
November	6-12	STAR Reading and STAR Math
January	K-5	STAR Reading and STAR Math, District K Math Assessment
January	6-12	STAR Reading and STAR Math
March	K-5	F&P Benchmark Assessment
April	All students in Grades 3 through 8 and 11	Smarter Balanced ELA and Math
May	All students in Grades 3 through 8 and 11	Smarter Balanced ELA and Math
May	K-5	STAR Reading and STAR Math
May	All students in Grades 1 through 11	STAR Reading and Math

Marysville School District K-12 Assessments

Instructors will provide classroom instruction that considers both content and context—that is, an evaluation of the trade-off between what the standards expect students to know and the constraints of capturing evidence of that learning using an

assessment method. The learning situation will mirror the test situation with regards to content, context, and cognition.

The Marysville system will attend to two other facets that influence curriculum alignment: the supported curriculum and the learned curriculum.

The supported curriculum includes the implementation of procedures to ensure that resource allocations support the taught curriculum (e.g., human and capital), program interventions, facilities, and equipment.

The learned curriculum is the bottom line curriculum--what students learned. The system will evaluate the extent to which students have learned the curriculum by using multiple measures of student achievement, including standardized tests, state-mandated tests, and teacher-made test.

Reporting of assessment data will involve sharing information with students, parents, and administrators.

DESIGN PRINCIPLES

After much study, the Curriculum Design Team determined that the Marysville School District should be guided by four design principles to create an assessment system that produces significant and sustainable improvement in student learning. The four design principles build a comprehensive assessment system that is accountable, flexible, standards-based, anchored, ongoing, and transition-focused. The brief highlight of the four principles is below:

- Systems that design for accountability commit to the concept that all students will meet standards. The Marysville school district, through its mission statement, has equated the standards with the essential learnings and student expectations.

Information for accountability and improvement comes from regular continuing work and the assessment of students in classrooms and schools, as well as from large-scale assessments.

- Standards-based systems bring clear focus on high, but achievable, targets for students to meet. Curriculum content standards precisely describe what students are expected to know and be able to do. In the Marysville School District, these standards are articulated in the documents outlining essential learnings and student expectations within each curricular content/discipline.

- Sustainable standards-based systems change testing from an event to an ongoing and continuous process that provides student performance data to teachers and students. The assessments will occur at each grade level, PreK-12.

- Quality and equity, described by disaggregated student test data, are the basis for school improvement planning. Provided frequency distributions and scores contribute to disaggregated data by gender, race/ethnicity, and socioeconomic status. Likewise, the frequency distributions and scores provide information on individual students, classrooms, buildings, and grade levels. Disaggregated data, and the analysis of data, supports program and/or instructional evaluation and planning.

- The principles provide the direction and guidance of the comprehensive assessment and evaluation system, much as a compass always registers north regardless of one's position. In the area of assessment, there will always be new content/discipline essential learnings and new ways of measuring those learnings. These principles provide the guidelines for selecting new or replacement systems.

IMPLEMENTATION PRINCIPLES

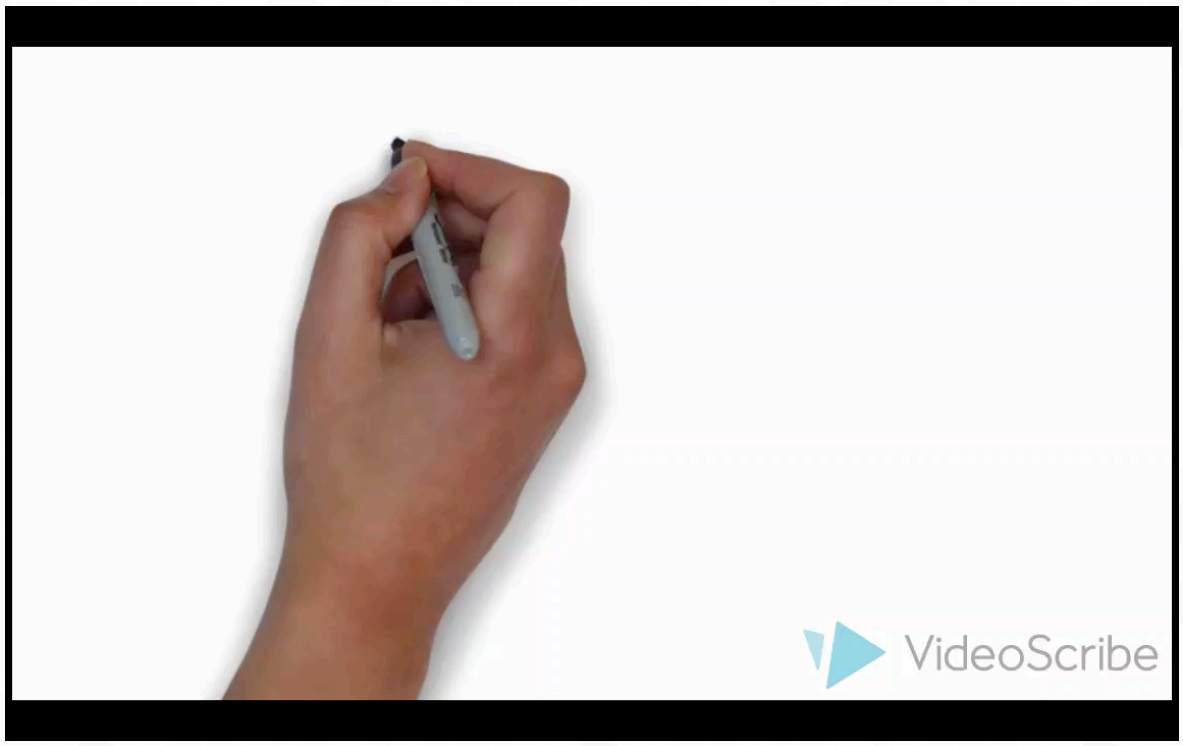
In addition to the design principles, there are four critical principles that relate to the implementation of the Assessment Phase. These principles provide a vision of how to transform assessment systems into practices as part of wider school improvement, with a particular focus on improving classroom assessment while ensuring that large-scale assessment also supports learning. To best serve learning, assessment systems must be integrated with curriculum and instruction. The implementation principles are equity, professional collaboration and development, broad participation, and communication. Highlighted below is each principal:

- Assessment systems are equitable to all students. Students receive equitable treatment in order not to limit students' present and future opportunities. The assessment systems allow for multiple methods, including student self assessment, to assess student progress and for multiple equivalent ways for students to express knowledge and understanding. Assessments are unbiased and reflect a student's actual knowledge.
- Professional collaboration and development support assessment. Knowledgeable, fair, and bias-free educators are essential for high-quality assessment. Educators determine and participate in professional development and work together to improve their craft.
- Broad participation in assessment development can ensure support by including parents/guardians, community members, students, staff, and professionals with particular expertise.

- Communication about assessment is regular and clear. Educators and the organization as a whole communicate the purposes, methods, and results of an assessment in ordinary language. The focus is on what students know and can do, what they need to learn to do, and what will be done to facilitate improvement. The public reporting of data respects and protects individuals.

The four implementation principles guide the implementation of the four design principles.

MOVIE 8.1 Classroom Based Measures



Assessments in the Marysville School District

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Chapter 9

Curriculum Management Blueprint

STAFF DEVELOPMENT

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STAFF DEVELOPMENT

Efficient use of assessment data is critical to decision making regarding instructional practices, curriculum additions and revisions, and program selections. Intensive staff development will accompany the writing of curriculum and development of curriculum guides. The staff development offerings will include a range of topics from interpreting and utilizing standardized test data to using various assessment techniques in the classroom to determine student progress. As content curriculum guides are distributed, teachers will receive training in assessment strategies specific to the content. Teachers will receive professional development on the strategies most likely to help students assess their learning.

The staff development framework will be two-pronged: teacher-focused and student-focused. A model framework supports teachers with asking questions about the academic performance of their students. Likewise, a model framework supports teachers with gathering data to help them pinpoint specific problems that specific students are having (assessment). Furthermore, a model framework supports teachers with using data to modify their classroom practices and evaluate the results (evaluation) and to share the data appropriately with recipients (reporting). At each step, teachers decide what staff development they will need to ensure that they make sound modifications that will result in improved student achievement. Ultimately, improved student performance determines whether new practices and the staff development that support them are worthwhile.

The existing comprehensive staff development plan addresses the need for refining and implementing a staff development program focused on student and teacher needs aimed at improving and sustaining achievement gains. The expectation is that staff development will encourage the alignment of the written, taught and the tested. Essential to an aligned plan is the assurance that all levels of staff development have a common thread, focus. System-wide staff development supports and recognizes site-based initiatives, while site-based initiatives, in turn, support the goals of the school system and contributes to the overall quality of the written, taught, and tested curriculum.

Continuous communication must occur among the essential components of the Learning and Teaching Department, i.e., Assessment, Curriculum Design, Staff Development, Support Services, and School Improvement/Intervention. Similarly, each component must systematically connect with the Instructional Teams and the local schools. The primary aim in all instances is to foster high academic and psychosocial achievement. The Curriculum Management Quality Control Plan for Communication has been created to facilitate the design and delivery of curriculum by:

- guaranteeing that appropriate ongoing follow-up has occurred
- providing feedback from each Instructional Team and the local school to the Department of Learning and Teaching regarding the alignment of the written, taught, and tested curriculum
- ensuring that each local school's mission is congruent with the Marysville School District's mission, philosophy, and goal/expectations

- providing a vehicle by which each Executive Director can monitor the delivery of instruction within the schools in the team
- ensuring that site-based school improvement plans are data-driven
- ensuring the coordination of system's goals and priorities with site-based school improvement plans and staff development objectives

Since each site will formulate a school improvement plan, each school plan will be based on student achievement data. The plan will include target goals and objectives, and action plans that delineate specific staff development activities for site-based professional improvement.

In terms of professional development training, priority will be given to the major areas of concern identified within the systems. Each local school improvement plan should reflect these priorities. Site-based teams, and system-wide staff development proposals that address system-wide priorities will be given preference in the Staff Development Comprehensive Plan. Such areas include:

- Curriculum Design and Delivery
- Skills in Curriculum Writing
- Effective Teaching Practices, Teaching Reading/Writing Across the Curriculum
- Meeting the Needs of All Learners
- Data Analysis and Interpretation for Developing School Profiles
- Data Analysis and Interpretation for Making Decisions to Revise or Eliminate Existing Programs
- Team-building for Improved Site-based Decision Making

- Marysville Instructional Framework and Model

Follow-up and support are essential components for all staff development classes. The follow-up strategies must be determined and included in the initial proposal.

GALLERY 9.1 Marysville Instructional Framework and Model

CENTER *for* EDUCATIONAL LEADERSHIP
UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	• The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. • The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).	• How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? • How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? • What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? • Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? • How are the standard(s) and learning target communicated and made accessible to all students? • How do students communicate their understanding about what they are learning and why they are learning it? • How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? • How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
	Learning Target and Teaching Points	• The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. • The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. • The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).	
Student Engagement	Intellectual Work	• Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). • Students take ownership of their learning to develop, test and refine their thinking.	• What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? • What does student talk reveal about the nature of students' thinking? • Where is the locus of control over learning in the classroom? • What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? • What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? • What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? • Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? • What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?
	Engagement Strategies	• Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.	
	Talk	• Student talk reflects discipline-specific habits of thinking and ways of communicating. • Student talk embodies substantive and intellectual thinking.	

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CEL 5D Instructional Framework

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Chapter 10

Curriculum Management Blueprint

ROLES AND RESPONSIBILITIES

MARYSVILLE SCHOOL DISTRICT

WOOD DRAFT

ROLES AND RESPONSIBILITIES

Board of Education

The Board, through its policy-making, is responsible for the following:

- developing policies that establish essential guidelines and procedures to facilitate the design and delivery of curriculum
- approving all new and revising curricula that outline the standards, goals, and objectives that students are expected to master
- adopting a budget that provides for the development, implementation, and training needed to deliver the curriculum
- approving the curriculum and policies that influence both the design and delivery of curriculum

Superintendent

The Superintendent is responsible for the implementation of the policy and the regulations. The Superintendent and designated administrative staff member(s) are responsible for:

- recommending the curriculum and policies that influence both the design and delivery of curriculum
- setting curriculum guidelines and priorities

- organizing and facilitating committees to develop and review curriculum
- providing/locating training and resources needed to implement the curriculum
- providing support to principals in their role of implementing and managing the curriculum at their local school sites

Instructional Staff

Under the leadership of the Assistant Superintendent and Chief Academic Officer, will coordinate curriculum development and revision, and staff development for curriculum writing and implementation. The primary responsibilities include the following:

- establishing frameworks, guidelines, and standards to unify curriculum district wide
- ensuring that curriculum and instructional delivery is consistent at the district, school ,and classroom level
- identifying learning materials and other instructional resources and cataloguing them by objective or goal area
- conducting districtwide curriculum alignment training
- establishing a framework for critiquing creative and innovative programs
- utilizing multiple data sources to determine program effectiveness

Executive Director

As the supervisor of the principal, the executive director evaluates the principal's approach to classroom monitoring of instruction. The executive director will provide essential support for principals using the CEL5D and AWSP Frameworks as a

coaching tool that sets expectations for administrative performance. Assessment of the principal includes analyzing the quality and quantity of observations as well as achievement data.

Instructional Staff

The Instructional Team Staff is the key to implementing the delivery of the curriculum. The team staff must translate the importance of curriculum delivery on a daily basis. To support curriculum delivery, effectively, instructional team staff is expected to use strategies such as:

- developing a working knowledge of the curriculum scope and sequence matrices for all subjects/courses available at the school
- observing teaching in each classroom at the request of the principals and school site staff
- interviewing and conferencing with individual teachers
- meeting with team instructional staff (consultants/specialists)
- providing opportunities for teachers to discuss and share ideas and strategies
- participating in the training needed to effectively carry out these functions
- helping parents to understand their role in supporting learning of the curriculum
- addressing the hindrances to implementation of the curriculum by trouble-shooting, delegating, referring, or notifying
- interpreting and disseminating assessment data assisting principals in and for School Improvement Planning

Principals

The principal is essential to the monitoring and implementation of the curriculum. The site administrator provides feedback to the Learning and Teaching and the executive director concerning the problems and/or issues related to the written, taught, and tested curriculum. To support curriculum delivery the principal is expected to use strategies such as:

- conveying the significance of effective curriculum implementation on a daily basis
- observing teaching in each classroom, monitoring lessons, and evaluating teacher-made tests
- developing a working knowledge of the curriculum scope and sequence for all subject/courses
- meeting with instructional team staff
- providing site-based staff development
- providing opportunities for teachers to discuss and share ideas and strategies
- helping parents to understand their role in supporting learning of the curriculum
- using data to assess the effectiveness of classroom instruction and the adequacy of the written curriculum
- identifying staff development needs

Teachers

Teachers are responsible for effectively teaching the planned curriculum as directed and for assessing student mastery with a variety of assessment tools, including any

required district/state assessments. To support learning of the required curriculum, teachers are responsible for:

- involving students in the learning process
- determining students' learning strengths and needs
- communicating learning strengths and needs of students, parents, and others
- encouraging parents to support students learning
- participating in the district/campus training designed to support these functions
- using assessment as a diagnostic tool

Students

Students are recognized and valued as the beneficiaries of the teaching/learning process. However, for optimal learning to occur, students recognize the importance of their active participation in the learning process. Student responsibilities include the following:

- understanding their learning strengths and needs
- set goals monitor progress and adjust
- communicate progress
- meeting or exceeding learning requirements based on the district curriculum standards
- recognizing the impact their behavior has on their learning and the learning of others

Parents

The success of students is facilitated in a setting where a strong link between communities and school exists. Parents are encouraged to assume an active role in the education of their children. The responsibilities of parents include the following:

- providing input into the design of the curriculum
- identifying students' needs and providing information about their children to the schools
- reinforcing the learning process by monitoring students' process
- Frequently interacting with the schools
- creating a home environment that supports teaching and learning

Budget

The budget process will ensure that district goals and priorities are considered in the preparation of budget proposals and that decisions related to reduction or increase in funding levels can be addressed in those terms. Budgeting decisions will reflect a program costing process that is driven by the district's curriculum and instructional focus, legal requirements, growth, and district-established priorities.

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Chapter 11

Curriculum Management Blueprint

GLOSSARY

MARYSVILLE SCHOOL DISTRICT

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GLOSSARY

ACCELERATION-The progress or advancement of learning that causes a more rapid acquisition of skills and knowledge.

ACTIVELY ENGAGED LEARNER-One who is actively engaged in the acquisition, storage, and expression of information during the learning process, e.g., hands-on, student-centered activities.

ALIGNMENT-The congruency between the written, taught, and tested curriculum; vertical alignment refers to agreement throughout the PK-12 system; horizontal alignment refers to agreement within a grade level or course.

ARTIFICIAL BARRIER-A perceived interference that is created by the perception of others which impeded teaching and learning, e.g., gender, race, socioeconomics status, language, or disability.

ASSESSMENT-The process of gathering and interpreting information to aid in understanding a student's knowledge and skills and to assist in making instructional decisions.

AUTHENTIC ASSESSMENT-Assessment measures that evaluate a student's learning by allowing a demonstration of knowledge in an applied/real world manner.

BENCHMARKS-Measures that identify expected competencies on a progressive scale at various stages of a student's educational development.

BEST PRACTICES-Teaching and instructional strategies that research supports as maximizing student learning.

BRAIN-BASED APPROACH-An instructional strategy that incorporates the use of current brain research and focuses on a wider range of learning factors than traditional approaches e.g., lecture, workbooks, and worksheets.

COLLABORATION-A process where all stakeholders work together to plan, set goals, monitor progress, and analyze results.

CONTENT-Identified essential learnings and expectations.

CONTENT-STANDARDS-The knowledge and skills students are expected to achieve at defined stages in their education.

CRITICAL THINKING-The process of using a set of skills and strategies to make reasonable decisions about what to do or believe.

CURRICULUM-The written document that identifies what is essential for students to learn. The work plan.

CURRICULUM ALIGNMENT-The degree to which the written, taught, and tested curriculum is congruent. It is also the extent to which the curriculum is used to guide decisions about materials, textbooks, staff development, facilities, and budgeting. If there is alignment of the curriculum, there is agreement, continuity, and connectedness, horizontally, vertically, and systemically.

CURRICULUM BASED ASSESSMENT-Measures that use what the student has been exposed to in the curriculum to determine student progress.

CURRICULUM BLUEPRINT/FRAMEWORK-The documents that serve as a filter for a district's educational expectations for each content area including a scope and sequence.

CURRICULUM MANAGEMENT AUDIT-An analysis of an educational institution's instructional design and delivery system.

FEEDBACK-Data acquired from a variety of sources which assist school personnel in making decisions about the effectiveness or ineffectiveness of a lesson, teaching technique, etc.

GAP ANALYSIS-The process of examining the differences between a district's implementation of best practices and its current status.

HOLISTIC-Relates to the idea that the "whole" student is characterized as a thinking, feeling, social being.

INSTRUCTIONAL STRATEGY-An explicit teaching technique.

INTERDISCIPLINARY-Combining areas of branches of academic study.

LEARNING STRATEGIES-Techniques used by students as a means to increase learning and to improve achievement.

REAL WORLD TASKS-Tasks that are likely to be performed in the world of work or leisure.

RUBRIC-A scoring guide that describes criteria for judging the quality of specific projects or assignments.

SCOPE AND SEQUENCE-Scope describes what students are expected to learn. Sequence describes when students should experience specific learnings.

SELF-EFFICACY-A belief one has of one's self that a skill is doable and that he/she has the skills to achieve it.

SPIRALING CURRICULUM-A document defining a course of study that allows for repeated exposures of the content, skills, and processes over several grade levels.

STRATEGIC LEARNER-One who utilizes learning strategies during the learning process.

TAUGHT CURRICULUM-The delivery of the written curriculum. It is the process that is used by teachers to develop units of study, lesson plans, and/or approaches to instruction for teaching the written curriculum.

TESTED CURRICULUM-The portion of the written curriculum that is assessed, both formally and informally, to evaluate student progress toward mastery of the written curriculum.

WRITTEN CURRICULUM-The standards, goals, and objectives that students are to achieve and teachers are to teach. It contains objectives which are aligned to district developed assessments, suggested timeframes, examples of instructional strategies, aligned resources, and a scope and sequence with stated performance standards.

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Chapter 12

Curriculum Management Blueprint

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