Summer Curriculum Development

4 October 2016

Context

- Increased investment over last several years; now comprises almost half the professional development (PD) budget
- Additional $20,000 in FY17 PD funding allocated to summer curriculum work
- Belief that teachers learn best from deep collaboration with colleagues on curriculum connected to daily practice, often with teacher-initiated ideas
- Projects are connected to district vision and improvement plans

Process Stage One

At leadership meetings and within departments-teams, ideas and proposals are generated

- To develop or deepen learning expectations for recently released standards
- To revise curriculum for greater cultural proficiency or to meet the needs of all learners
- To implement new programs or courses
- To revise and improve programs recently implemented
- To develop new approach, such as co-teaching
- To integrate ELA, math, science, and social studies at elementary level

Process Stage Two

- Generate and share across buildings full wish list in early spring
- Negotiate and prioritize at district leadership meetings
- Adjust and balance commitments across schools and programs
- Allocate funding for pre and post-July work, secure commitment from participants and facilitators
- Document and share the work, including at K-12 curriculum leadership
- Plan for roll-out and implementation within buildings and departments

Higher Order Thinking; Student-Centered Learning I

- K-2 Integrated curriculum projects, one at each grade level
  - Began summer 2015 with kindergarten integrated play project, using backward design with Davis Town as culminating project. Revised this summer following first year of implementation. Close-up of this project presented by Vera Corbett, Alysse Bridenbecker, and Jessica Colby
- Science curriculum development grades 3-5 following first year of new standards implementation
  - Alignment of lab report with incremental independence by students grades 3-5
  - Developed more authentic (real-life) assessments, rather than quizzes-tests on vocabulary and straight concepts
  - Developed inquiry-based lessons in engineering units
- Art district-wide vertical alignment

  https://docs.google.com/document/d/1ELft0t-xCaPO3Afoh0nMMFsrvDVxV5THpMuvl_CGakM/edit

Higher Order Thinking; Student-Centered Learning II

- Foreign language development of common learning expectations grades 6-12
  - Greater emphasis on language proficiency
  - Revised common assessments in line with language proficiency expectations
- Finished developing Algebra II learning expectations for high honors, honors, and college prep courses
  - Provides clarity and consistency for students, families and teachers on each course
  - Will serve as template for other math courses moving forward
  - Culmination of several years work following release of new math standards in 2011
- ELA new course development: Asian-American Literature and African-American Literature
  - Non-leveled for seniors
  - Coordination with some common learning expectations and priorities

Equity and Diversity

- Lane-grades 3-5 Cultural Proficiency Work
  - Developed curriculum to support read-aloud picture books, 4 at each grade, in all classrooms
- Social Studies curriculum revision work
  - Incorporating more writing at grade 6
  - Strengthening meaningful measures-common assessments
- ENGAGE Social Justice project
  - Enriching Ninth Grade Academics by Growing Empathy
  - Teacher-initiated, growing out of Edcamp last spring
  - Developed ninth grade equity and diversity curriculum taking place during x-block
  - 23 teacher volunteers will facilitate the program, along with peer mentors
- ELA Cultural Proficiency Audit
  - Expanding diversity of authors and titles grades 6-8

Teaching All Students I

- Math College Prep Geometry
  - Teacher-initiated; developed alternate quizzes to be used when students are interested in additional practice and re-takes
  - Gives additional practice and confidence to those students who need it, as well as addressing MCAS needs
  - Potentially a model for other courses
- 7th grade math pretests
  - Teacher-initiated, to meet needs of high performing class
  - Helps to assure that all students are challenged
- STEM class
  - Teacher-initiated, teaches math and science jointly so as to help students experience and understand the relationship between the two disciplines

Teaching All Students II

- STEP curriculum planning
  - Teachers collaborate, and work within their disciplines, to create coordinated curriculum
- AP Chemistry and AP Environmental Science: revision to meet AP guidelines
- College Prep Chemistry: develop a thematic approach to better meet needs of students
- Latin course development
  - Created Latin 2 (CP) and Advanced Latin
  - Rationale: challenge the most capable students and enable students who struggle to develop a solid foundation and ultimately access the same demanding curriculum as those who succeed right away
- Co-teaching team work in math and English

Thank you for your support

Collaboration and integration make 21st century education an exciting adventure for students and educators