

Mountain Grove R-III School District

Curriculum Development Plan



Commitment To Excellence

Revised July, 2016

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Sections of this plan have been adapted with permission from Ozark School District, Ozark, Missouri.

PHILOSOPHY OF CURRICULUM DEVELOPMENT

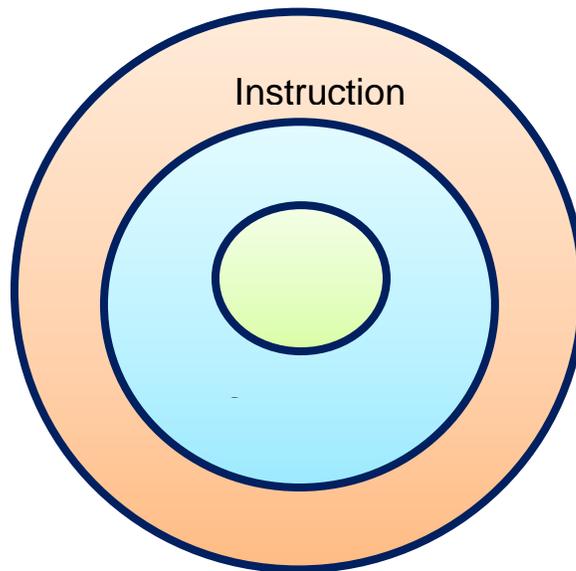
Curriculum development in the Mountain Grove R-III School District is viewed as a continuous, ongoing, and dynamic process. The quality of the learning experiences provided to the students in the district is directly tied to the quality of the curriculum the district develops and implements, the instructional strategies utilized and the assessment data analyzed.

In the Mountain Grove School District, **curriculum** is defined as *the high-quality delivery system for ensuring that all students achieve the desired end—the attainment of their designated grade- or course-specific standards* (Ainsworth, 2010). To design such a curriculum requires the intentional alignment between standards, instruction, and assessment, and necessitates a blending of both traditional and new components for an updated and redesigned comprehensive course of study. In order to insure that all students have access to quality curriculum which articulates learning activities to provide continuous and sequential learning experiences, it is essential that the district implement a well-planned, quality curriculum. The curriculum must be revised on a systematic basis to insure that learning experiences continue to meet the needs of the learners.

Instruction refers to the action or practice of teaching and includes the activities that impart knowledge or skill. More concisely, instruction is “how” a particular subject or skill is taught. The Mountain Grove School District recognizes that, to be most effective, instruction must be responsive to students’ varying background knowledge, readiness, language, and preferences in learning and interests. Mountain Grove teachers make every effort to use highly effective and differentiated instructional strategies in all classrooms.

Assessment is the formal and informal evaluation of student progress. Teachers use summative, formative, and diagnostic assessments as a regular part of the instructional process. Summative assessments, or assessment *of* learning, are administered at the end of a learning cycle and are intended to summarize the development of learners at a particular time. Formative assessments, or assessment *for* learning, are used by teachers during the learning process in order to modify teaching and learning activities to improve student achievement. Diagnostic assessments help teachers and other school personnel identify specific learning issues for some students.

The Mountain Grove School District strives to align its programs in an interconnected, cohesive manner. This alignment effort can be best illustrated by the figure depicted below:



In this depiction, the instruction circle is the largest and encompasses both curriculum and assessment. It stands to reason that teachers are going to teach more than what is contained in the written curriculum guide. The curriculum circle is contained within the instruction circle, illustrating that, while instruction may go beyond the curriculum, no part of the curriculum is excluded from instruction. Finally, the assessment circle is contained within the curriculum circle. It is the smallest of the circles because assessments typically do not assess everything in the curriculum. On the contrary, most assessments are designed as “spot checks” to determine whether students have learned what is in the curriculum (Carter, 2007).

GUIDELINES AND PROCEDURE FOR CURRICULUM REVISION

Curriculum review and revision are continuous ongoing processes. Curriculum review should occur on an annual basis with curriculum revision occurring on a four year cycle.

Revision is viewed as a three phase cycle of activity. The first, or planning phase, involves an analysis of existing conditions and an assessment of need. Included in this phase is the formulation of a plan to address identified needs. The planning phase is the thinking and design phase. The implementation phase is the translation of plans into action. The final phase, evaluation, assesses the results of curriculum implementation by determining successes of both the program and the learners.

Curriculum development is considered a comprehensive process because its development impacts not only what is learned, but how it is learned and how learning is assessed. Good curriculum work provides focus for staff development, resource allocation, instructional strategies, and learning.

It is also considered comprehensive because it derives its strength and purpose from the overall mission of the district. It is an important tool in transforming the vision of the district into educational opportunity for its students. Perhaps no other task in the district is as vital to meeting its mission as curriculum development.

Individual Curriculum Review Committee

Background:

As a part of the Curriculum Review and Development Process, each school year the curriculum director will form a committee for subject area curriculum revision based on the Curriculum Revision Rotation Schedule.

Individual Curriculum Committee may include:

Curriculum director
Administrator from each building
Special Education teacher from each building
Subject area teachers from each building
Librarian/Media Specialist
Counselors
Any others deemed appropriate

Purpose and Role of the Individual Curriculum Committee:

- The committee will complete a program evaluation. The purpose of program evaluation is to determine the quality and effectiveness of the curriculum. The Program Evaluation will guide the Curriculum Revision process.
 - Program evaluation will review student performance outcomes to ensure curriculum is relevant to the changing needs of students and new curriculum developments.
- The Curriculum Director will lead curriculum-writing committees during the years designated in the four year cycle. This will include a review of the current curriculum following local, state and/or national guidelines.
 - All subject area curricula will be aligned to Missouri Learning Standards.
 - All subject area curricula will incorporate objectives and activities designed to enable learners to develop effective study skills.
 - All subject area curricula will incorporate objectives and activities designed to integrate the use of technology.
 - All subject area curricula will be developed using a backward design model.
- All changes to curriculum will be made using the Build Your Own Curriculum (BYOC) alignment tool. Curriculum will be available to associated teachers and administrators.
- It will be the responsibility of the principal to monitor the implementation of the curriculum with the support of the curriculum director.
- Textbook and supplemental materials selection may be conducted concurrently or after the curriculum review and revisions. The committee will review curriculum, textbooks, and instructional materials and make recommendations to the curriculum director.

District Curriculum Committee

Background:

As a part of the Curriculum Review and Development Process, Mountain Grove School District has established a District Curriculum Council (DCC) to review curricular recommendations made by curriculum revision committees.

Purpose and Role of the Mountain Grove R-III School District Curriculum Committee:

The District Curriculum Committee is an advisory body. As an advisory body:

- The DCC reviews and approves curricula and textbooks/instructional materials prior to seeking any necessary approval from the Board of Education.
- The DCC periodically reviews student performance outcomes to ensure that the district's curriculum is relevant to the changing needs of students and relevant to new curriculum developments.
- The DCC may confer with district curriculum writing committees and/or content advisory teams or steering committees and give them input.
- As a means of promoting understanding of the broad scope of programs and services, the DCC may be advised of new and innovative programs or purchases that have been instituted that do not require their approval.
- Duties of the DCC do not include direct involvement in the curriculum development or evaluation process and do not include budgetary processes.

Committee Composition:

The District Curriculum Committee shall consist of administrators, teachers, students, and parents with children in attendance of Mountain Grove Public School District. DCC representation will be as follows:

- Curriculum Director
- Administrator from each level
- Educator from each building
- Technology Director
- Special Education Director
- Assistant Superintendent
- Superintendent
- Any others deemed appropriate

CURRICULUM REVIEW/DEVELOPMENT ACTIVITY SCHEDULE

The curriculum review cycle delineates those curriculum activities which the district shall undertake annually. The activity schedule provides a timetable of activities to guide the K-12 Curriculum Committees through the revision/development process, as well as listing other annual curriculum activities.

AUGUST

- New Staff members are given username/password and trained on BYOC software.
- Curriculum committee memberships are updated.
- Staff development activities required for implementation of revised curriculum scheduled.
 - Schedule substitutes as necessary.
- Request sample textbooks and instructional materials.

SEPTEMBER

- Schedule subject areas for review and development based upon the district curriculum revision schedule and a review of assessment data.
 - Determine program goals
 - Begin program evaluation.
- Distribute sample textbooks and instructional materials for review.

OCTOBER

- Curriculum committees continue program evaluation and curriculum research.

NOVEMBER

- Staff development activities may be conducted.
- Curriculum committees continue program evaluation and curriculum research.
 - Complete program evaluation.

DECEMBER

- Curriculum committees revise rationale components of curriculum guide.

JANUARY

- Curriculum committees revise K-12 learner objectives by grade and subject.

FEBRUARY

- Curriculum committees revise learning activities/units of instruction for learner objectives.

MARCH

- Curriculum committees complete revision of curriculum.
- Curriculum committees insure vertical alignment between grade levels.

APRIL

- K-12 Individual Curriculum Committees recommend textbooks and/or appropriate supplementary material required for curriculum implementation to curriculum director.
- Recommendation of revised curriculum made to District Curriculum Committee.

MAY

- Committee recommendations regarding textbooks and materials are finalized.
- Recommendations are made to the district's professional development committee regarding activities related to the implementation of the revised curriculum.

JUNE

- Recommendation of revised curriculum made to Board of Education for adoption.

Program Evaluation Final Report
Sample Table of Contents

Introductory Pages: List of Evaluators

- I. Program Evaluation Process Overview
- II. Program Philosophy/Rationale/Program Goals
 - *This section might come at the beginning or the end of the document. The goals may have driven the Program Evaluation process, or they may result from the Program Evaluation study.*
- III. Achievement Data (overall and disaggregated) –Consider:
 - a. Grade level assessments, End Of Course assessments, ACT, etc.
 - b. District-level assessments
 - c. Descriptive data:
 - i. Attendance
 - ii. Student demographics
 - iii. Program Participation rates (where applicable)
 - iv. Retention rates (where applicable)
- IV. Perceptual Data
 - a. Students
 - b. Faculty
 - c. Parents
 - d. Administrators
- V. Findings
 - *Findings are conclusions about the current program status, based on the review of the literature, achievement, and perceptual data.*
 - a. Strengths
 - b. Concerns
- VI. Recommendations
 - a. Program Philosophy/Rationale/Program Goals (if not previously noted in document introduction)
 - b. Recommendations regarding curriculum standards and locally developed assessments
 - c. Recommendations regarding district-required curriculum components
 - d. Discipline-appropriate pedagogy
 - e. Differentiation (intervention/enrichment)
 - f. Materials and Facilities
 - g. Technology
 - h. Professional Development Plan
 - i. Communications Plan
 - j. Budget

Textbook and Supplemental Materials Selection Procedures

The selection of instructional materials is an important part of the total educational program. The content and quality of those materials influence not only *what* students learn but *how well* they learn. Therefore, educators must be as conscientious about selecting instructional materials as they are about developing curriculum. The process of selecting instructional materials shall be systematic, objective, and thorough.

Definition

Textbooks (e.g. textbooks, anthologies, trade books, software) are used by students as a standard work for a particular course of study or subject area.

Supplementary materials complete, reinforce, or extend the curriculum.

Selection Criteria

Selection criteria shall include:

1. Alignment with district curriculum.
2. Complete and impartial factual treatment of subject matter.
3. Quality and timeliness of the material.
4. Appropriateness for the needs, abilities, and achievement level of the students.
5. Appropriate representation of the cultural needs of all students:
 - Ethnicity
 - Gender
 - Disability
 - Family structure
6. Appropriateness for the prevailing cultural and moral standards of the community.

Personnel

The curriculum director will supervise the selection of textbooks and supplementary materials. A committee shall include classroom teachers, special education representatives, administrators, and others. Principals shall be notified of committee meetings.

Procedures

The following shall be used in analyzing, evaluating, and adopting textbooks and supplementary materials:

- A. Materials shall be evaluated on a regular basis according to the Curriculum Revision Rotation Schedule.
- B. The curriculum director will convene the curriculum committee and solicit preview copies from vendors.
- C. The curriculum committee will review district curriculum and utilize criteria established for evaluating materials.
- D. All teachers teaching the subject will be given the opportunity to examine the materials being considered for adoption.

- F. The curriculum committee will complete its evaluation and make a recommendation to the curriculum director.
- G. The curriculum director will submit a *Materials Recommendation Form* to the District Curriculum Committee.
- H. Upon approval by the District Curriculum Committee, the curriculum director will submit the *Materials Recommendation Form* to the superintendent.
- I. The superintendent will notify the curriculum director concerning approval.
- J. The adoption of some supplemental materials may not need to involve an extensive review process. The curriculum director will make that decision.

General Criteria for Selection of Textbooks and Supplemental Materials

The following criteria shall be considered when purchasing textbook or supplemental material. The curriculum committee within each specific discipline will develop additional criteria for the selection of resources.

The curriculum committee shall describe how the selected materials have met the following criteria and attach it to the *Materials Recommendation Form*.

Part I: Content Emphasis and Instructional Focus

- A. How does the content of the textbook or supplemental material correlate with the instructional objectives of the district curriculum?
- B. How does the content in the textbook or supplemental material follow a defensible sequence of concepts and points of view?
- C. How is the material presented to encourage critical thinking?
- D. Is the material up-to-date and current?
- E. Is the interest and reading level appropriate for the majority of the students accessing the material?
- F. Does the material contain content that can be utilized to remediate or enrich learners when necessary?
- G. How is the material presented to assure freedom from bias and stereotyping?
- H. Why did you choose the textbook over the other textbooks that were reviewed and evaluated?

Part II: Technology Integration

- A. Are the digital/electronic resources compatible with the current district infrastructure and operating systems?
- B. To what extent are students involved in using technology for active or investigative learning?
- C. Which of the following options are available?
 - o e-Book
 - o Online Textbook
 - o Book on CD-ROM
- D. What types of support/training are available for the teacher to become more adept at using the program?
- E. How does the use of technology offer a more varied and enriched learning environment that would otherwise not be obtainable?

F. Which licenses are available for the texts?

- o Site license
- o Individual licenses

G. How long do the licenses last? _____ years

Technology Integration Comments:

Materials Recommendation Form

Date: _____

Name of Textbook Representative:

Name of Textbook Company: for placing of orders:

Mailing Address:

Name of
Course _____ **School** _____ **Grade(s)** _____

Text Recommended:

Authors of Text: _____

Title of Text: _____

ISBN No. (Student text) : _____ **ISBN No. (Teacher Edition):** _____

Copyright date of book: _____ **Number of pages in book:** _____

Type of binding on book: _____

Teacher edition: (mark one)

- Is a combination teacher/student copy
- Is a separate publication to accompany student edition
- None available
- Other (explain) _____

If adopted, this copyright of this text will be available for purchase for _____ years.

Comment: _____

If adopted, your estimated cost of this reference will be:

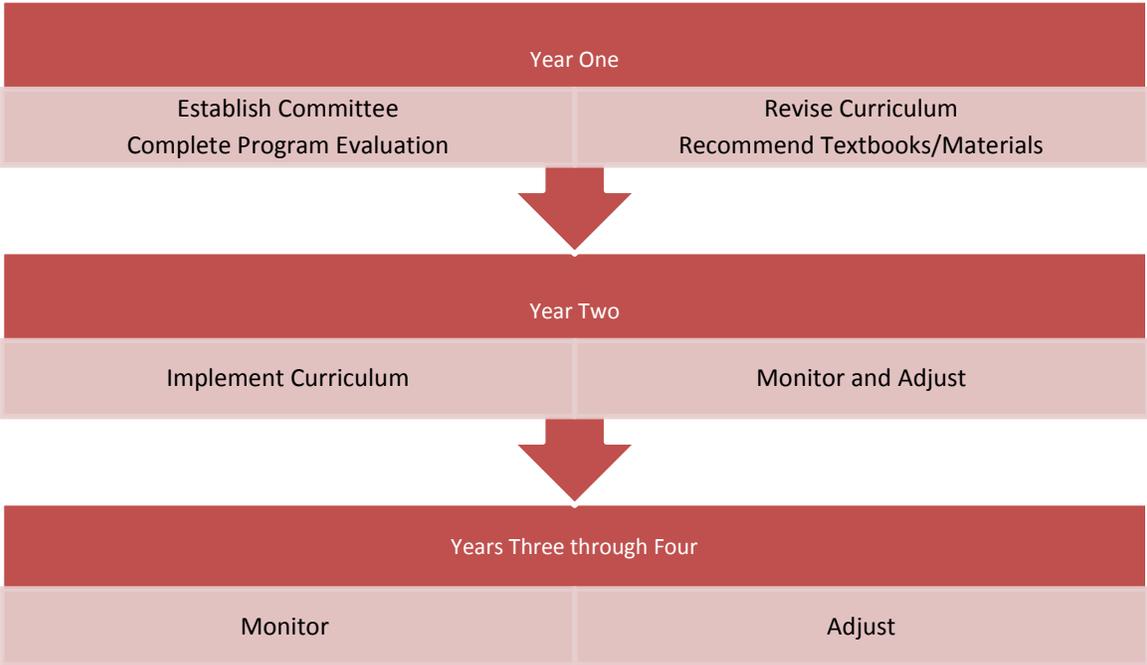
Single copy price: _____ **Total adoption cost (including shipping):** _____

Date Approved by District Curriculum Council: _____

(Curriculum Director)

(Superintendent of Schools)

Four Year Program Curriculum Review Process



Curriculum Revision Rotation Schedule

YEAR	MATH	P.E. HEALTH	SCIENCE	FINE ARTS	COMMUNICATION ARTS	SOCIAL STUDIES	PRACTICAL ARTS	L.M.C., AT RISK GUIDANCE, HEALTH SERVICES
2015-16	Research Revise	Curriculum Revision	Curriculum Revision	Research Revise	Research Revise	Research Revise	Research Revise	Research Revise
2016-17	Curriculum Revision	Curriculum Implementation	Curriculum Implementation	Curriculum Revision	Research Revise	Research Revise	Research Revise	Research Revise
2017-18	Curriculum Implementation	Research Revise	Research Revise	Curriculum Implementation	Curriculum Revision	Curriculum Revision	Research Revise	Research Revise
2018-19	Research Revise	Research Revise	Research Revise	Research Revise	Curriculum Implementation	Curriculum Implementation	Curriculum Revision	Curriculum Revision
2019-20	Research Revise	Curriculum Revision	Curriculum Revision	Research Revise	Research Revise	Research Revise	Curriculum Implementation	Curriculum Implementation
2020-21	Curriculum Revision	Curriculum Implementation	Curriculum Implementation	Curriculum Revision	Research Revise	Research Revise	Research Revise	Research Revise
2021-22	Curriculum Implementation	Research Revise	Research Revise	Curriculum Implementation	Curriculum Revision	Curriculum Revision	Research Revise	Research Revise
2022-23	Research Revise	Research Revise	Research Revise	Research Revise	Curriculum Implementation	Curriculum Implementation	Curriculum Revision	Curriculum Revision
2023-24	Research Revise	Curriculum Revision	Curriculum Revision	Research Revise	Research Revise	Research Revise	Curriculum Implementation	Curriculum Implementation
2024-25	Curriculum Revision	Curriculum Implementation	Curriculum Implementation	Curriculum Revision	Research Revise	Research Revise	Research Revise	Research Revise