

Kalamazoo Public Schools

Curriculum Framework



Procedures for Curriculum Improvement

(Working Draft)

Revised – January 23, 2002

Presentations of the KPS Curriculum Framework

Presentation Schedule:

Executive Leadership on December 14, 2001
Teaching & Learning Services Staff Meeting, December 17, 2001
Teaching & Learning Services Administrators' Meeting, December 17, 2001
Secondary Principals' Meeting on December 17, 2001
Elementary Principals' Meeting on December 18, 2001
Board Curriculum Policy Committee on January 10, 2002
Board Work Study Session on January 17, 2002
Board Meeting on January 24, 2002



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KPS Curriculum Framework

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I. Mission of the Kalamazoo Public Schools

Every child, every opportunity, every time!

The mission of the Kalamazoo Public Schools, a model international community of learners, is to ensure that all students are responsible, contributing members of a global, technological society through an educational system characterized by the highest academic achievement for all students; the development of the unique talents and abilities of each person; unlimited opportunities for all; exemplary, caring teachers and staff; inspired, personalized teaching and learning; and the dedicated involvement of the full community.

The Kalamazoo Public School District adheres to state, national and local standards for curriculum, instruction and assessment to achieve its mission.

II. Beliefs About the Curriculum

The Kalamazoo Public Schools Curriculum Framework is grounded in a set of commonly held beliefs about the purpose and function of the curriculum in the educational process.

We believe that:

- The curriculum guides teachers' decisions about the delivery of instruction and the assessment of student learning
- research and best practice are integral to curriculum development, innovation, delivery and review
- The curriculum promotes high expectations for all students and all teachers. The curriculum promotes professional flexibility in the delivery of instruction for meaningful student learning
- The curriculum fosters connections across all disciplines and grades
- The curriculum and instructional strategies promote healthy social development.
- Students progress through the curriculum as individuals, with the support of differentiated learning strategies, including accommodations and extensions
- The curriculum respects and reflects the diversity of the community served.
- The District's curriculum serves all students and cannot be compromised.

III. The Purpose of the Curriculum

The purpose of the Kalamazoo Public Schools curriculum is to ensure that all students learn the same essential content. The curriculum ensures that students will be able to access, evaluate and use information in a technology dependent world. The curriculum provides optimal learning opportunities for all students and is designed to ensure post-secondary success in the workplace and institutions of higher education. The curriculum assures that students will achieve KPS graduation goals (approved as Exit Outcomes-Adult Roles) and be able to apply essential learning skills to:

- Be self-directed learners
- Be responsible community members
- Be quality workers/producers
- Know, value and respect human diversity
- Be competent, reflective thinkers
- Be independent, healthy individuals
- Respect creative and aesthetic expression

IV. Goals of the Curriculum

The KPS Curriculum Framework supports the design and implementation of a curriculum that will achieve our District strategic objectives. The curriculum process addresses specific result statements from the first strategy of the KPS Strategic Plan [See Exhibit A] as follows:

- Identifies and clearly articulates standards and benchmarks that are aligned with instruction and assessment across grade levels and content areas
- Aligns staff development with identified needs to support high levels of achievement for all students
- Ensures the use of research and best practice in teaching and learning.
- Mandates regular, systemic review of curriculum through the curriculum development cycle
- Includes the integration of technology resources to support instruction and learning
- Encourages innovative instructional strategies

V. Roles and Responsibilities for Curriculum Improvement

Board of Education: Elected body that develops policies to facilitate the design and delivery of the curriculum. Approves the adoption of the curriculum and a budget to support implementation.

Superintendent: Appointed by the Board of Education to implement curriculum policy. Develops curriculum procedures and revisions. Ensures the commitment of the educational organization to support all aspects of the curriculum process.

Assistant Superintendent of Teaching and Learning Services (Instructional): Provides leadership to building-level instructional leaders and Teaching and Learning Services staff for curriculum work. Assures the implementation of the curriculum. Monitors the progress of the curriculum process. Convenes the Teaching and Learning Council.

Instructional Leadership: A District-wide group comprised of all KPS building level and central office administrators providing leadership for the development and implementation of District curriculum and instructional programs.

Content Advisory Committees: District-wide teams serving in an advisory capacity and comprised of, but not limited to, content area coordinators, department heads, District technology staff, specialists, teachers, administrators, parents and community members. Content Advisory Committees may be established for each of the following subject areas: English Language Arts, Social Studies, Math, Science, Art, Music and World Languages. Members should be chosen to represent various grade levels and schools and have knowledge of the subject area for which they are responsible.

District Advisory Committees: District-wide teams serving in an advisory capacity and comprised of, but not limited to, department coordinators/directors, teachers, administrators, parents and community members. Department Advisory Committees may be established for Technology, Assessment, Professional Development, Alternative Education, Education for Employment, Early Childhood and other areas.

Strategic District Planning and School Improvement Teams: Building-level teams comprised of building staff, parents, community members and students. Strategic District Planning and School Improvement Teams develop and monitor building school improvement and strategic plans.

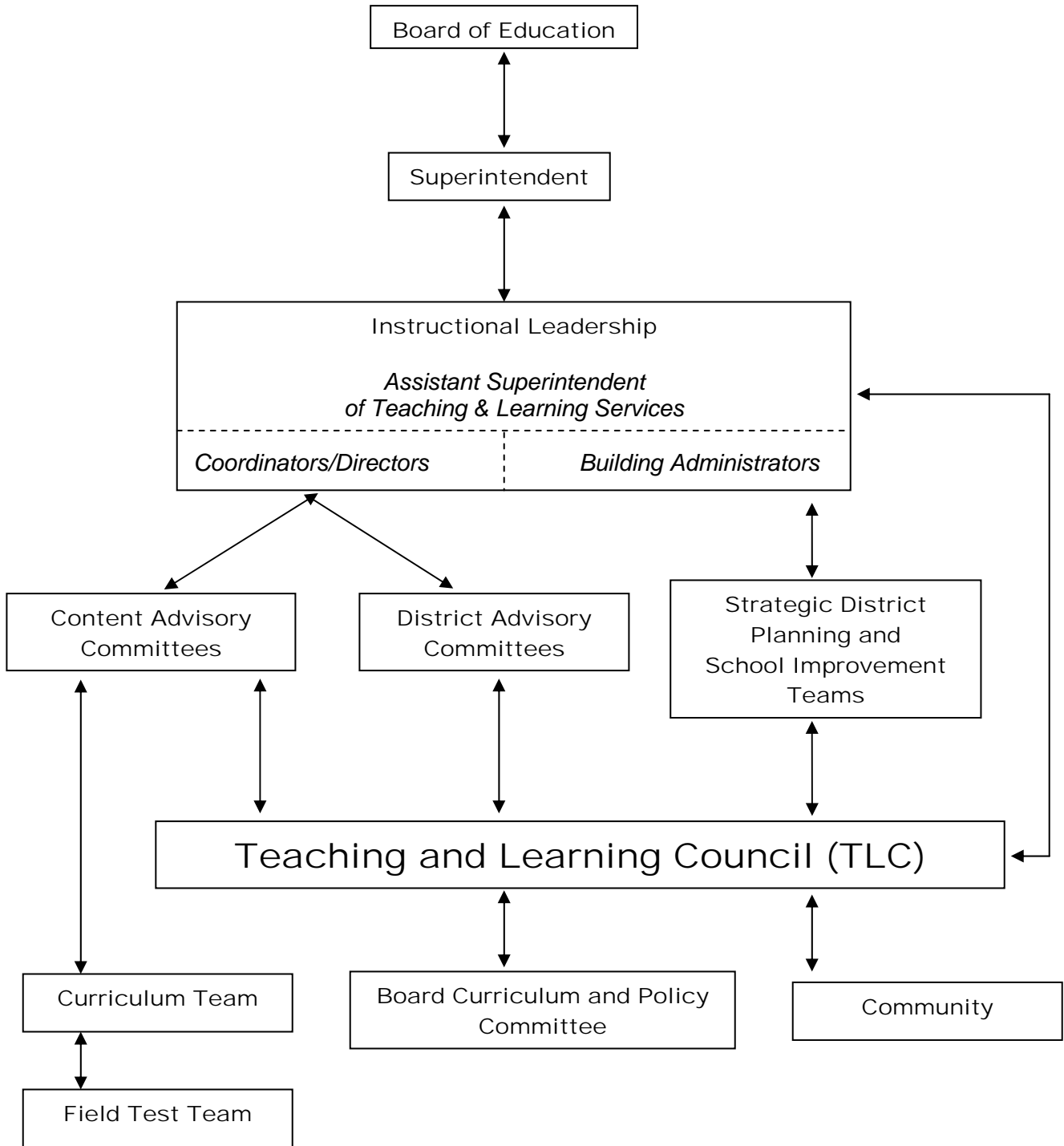
Teaching and Learning Council: The TLC is comprised of members of the content and District advisory committees and building level strategic school improvement teams. The purpose of the Council will evolve. The initial purposes are to:

- Provide leadership in developing a vision of a curriculum of excellence.
- Foster communication between/among school and community groups concerned about the curriculum.
- Discuss and address curriculum issues that affect student learning.
- Provide input to the process for developing and implementing curriculum guides.
- Monitor the progress of all Advisory Committees.

Curriculum Team: A group of teachers, administrators and education specialists/consultants recruited and convened by the content advisory committee to research, develop and refine the curriculum.

Field Test Team: A group of teachers recruited and convened by a content advisory committee for the purpose of implementing, evaluating and revising proposed curriculum guides.

Roles and Responsibilities for Curriculum Improvement



VI. Structure of the Curriculum

Content

The KPS Curriculum reflects a set of standards and benchmarks/objectives that ensures key knowledge and skills are acquired and reinforced as students progress through the curriculum. The curriculum content standards are intended to promote a high level of student literacy and skills in the following areas:

- **LANGUAGE ARTS** – Reading, Writing, Listening, Speaking, English as a Second Language, Literature
- **WORLD LANGUAGES** – Fluency, Spoken, Written, Cultural
- **MATHEMATICS** – Computational, Conceptual, Problem Solving
- **SCIENCES** – Scientific Literacy, Principles of Life, Earth & Physical Sciences
- **SOCIAL SCIENCES**– History, Economics, Government, Psychology, Sociology, Anthropology
- **FINE ARTS** – Music, Visual & Performing, Education For the Arts
- **INFORMATION LITERACY**– Technology Education, Library and Research Skills
- **HEALTH AND PHYSICAL EDUCATION**

Guiding Structure

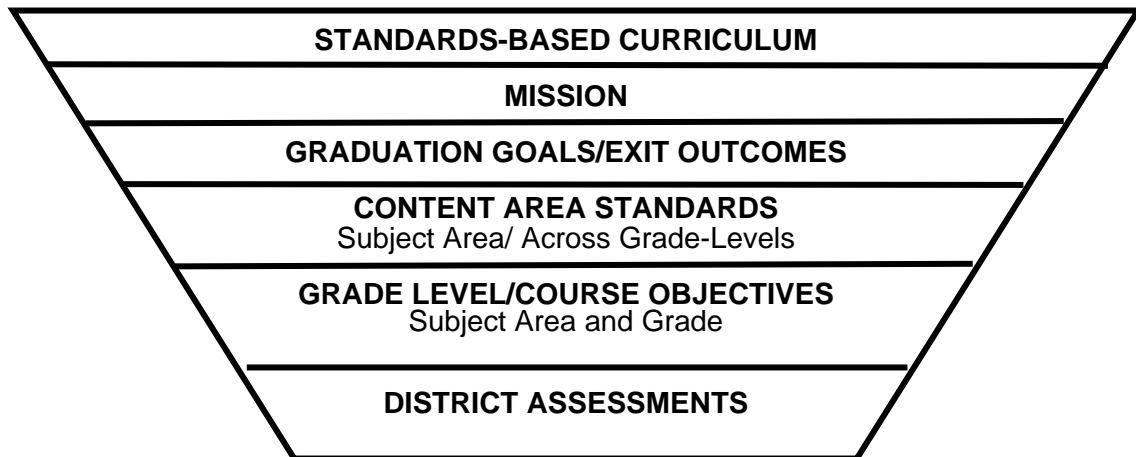
The structure of the curriculum begins with the end in mind. Beginning with the GRADUATION GOALS and ending with LESSON OBJECTIVES ensures that important standards are addressed throughout the curriculum. The objectives identify what students will know and be able to do at the end of each year/semester/level.

1. **GRADUATION GOALS** - Graduation Goals refer to KPS Exit Outcomes-Adult Roles.
2. **CONTENT STANDARDS** - Content Standards are derived from and consistent with national and state standards.
3. **GRADE LEVEL/COURSE OBJECTIVES** - Grade Level/Course Objectives are derived from the content standards and benchmarks.
4. **UNIT OBJECTIVES** – District Unit Objectives are derived from Grade Level Course Objectives. Specialized and additional Unit Objectives may be customized as appropriate at the building and classroom level to align with individual buildings' thematic focus. Instructional decisions are based on the use of data to maximize learning for every student.
5. **LESSON OBJECTIVES** - Lesson Objectives are derived from Course and Unit Objectives and allow for professional flexibility in the delivery of instruction for meaningful student learning.

Kalamazoo Public Schools District Curriculum Structure

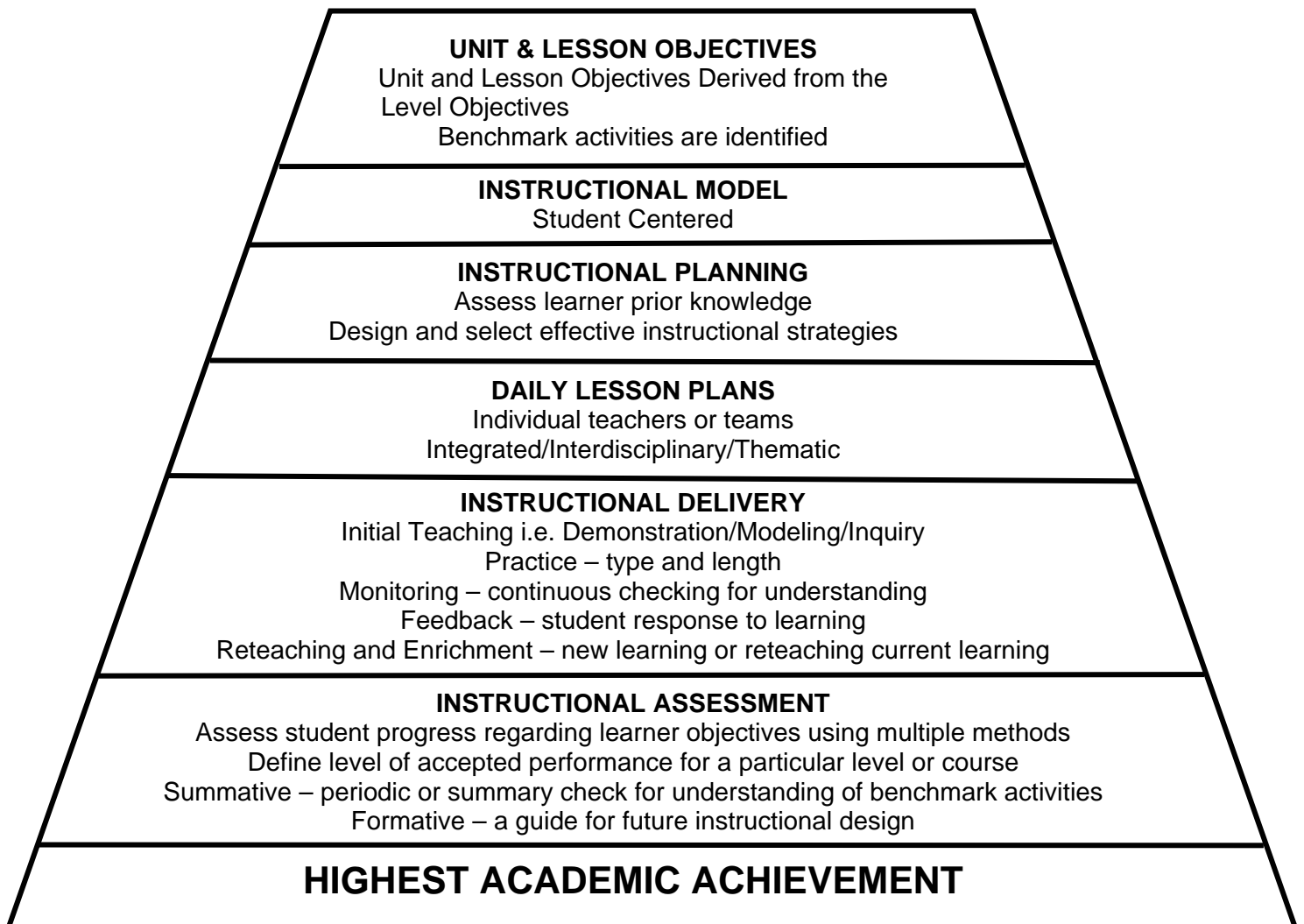
Relationship Between Curriculum and Instruction

REVISED 12-12-02



DISTRICT-WIDE DECISION ABOVE LINE

SCHOOL-BASED DECISION BELOW LINE



VII. Steps to Curriculum Development

REVISED 12-12-03

ELA

Phase I: Review, Planning and Initial Development			1 st YEAR
	Steps	Persons Responsible	Timeline
1.	Recruit Curriculum Team.	Content Coordinator, Content Advisory Committee, Building Administrators	December 2002
2.	Collect and study current research and review best practices. Study Michigan Curriculum Framework and assessments (state and local and District Literacy Plan).	Curriculum Team, Coordinators, Specialists Reading First Team	June - January 2003
3.	Gather data from the system regarding current student achievement in the District (including District assessments, state assessment data, MAT-7, etc.).	Curriculum Team, Coordinators, Specialists Assessment Team	January 2003
4	Review related curriculum documents and draft a conceptual map that links District 12 th grade graduation goals with K-12 content standards.	Curriculum Team, Coordinators, Specialists	April 2003
5	Develop criteria and establish a process to assess the quality of the current/proposed instructional system.	Curriculum Team, Coordinators, Specialists	April 2003
6.	Align the learning sequence with State and National Standards.	Content Advisory Committee, Curriculum Team, Coordinators, Specialists, TLC	May 2003
7	Presentation and recommendation to the Board.	Asst. Superintendent of Teaching & Learning Services, TLC	April – July June 26, 2003
8.	Study programs currently in use and identify gaps between desired and actual outcomes.	Curriculum Team, Coordinators, Specialists	July 2003

Phase II: Further Development of Curriculum Components 2nd YEAR

Steps		Persons Responsible	Timeline
1.	Conduct orientation and staff development on the design specification for curriculum guides. [See Exhibit B]	Curriculum Team, Coordinators, Specialists	June
2.	Begin to draft the curriculum guide using the District's template. [See Exhibit C]	Curriculum Team, Coordinators, Specialists	June - August
3.	Identify and align resources and instructional strategies to meet the objectives of the curriculum.	Curriculum Team, Coordinators, Specialists	September
4.	Design a plan for beta test. Recruit participants.	Curriculum Team, Coordinators, Specialists	October
5.	Determine resources and staff development needed to implement the beta test.	Curriculum Team, Coordinators, Specialists	October
6.	Present beta test plan to superintendent, TLC and instructional leadership.	Curriculum Team, Coordinators, Specialists	November
7.	Conduct and evaluate beta tests. Prepare and present a written evaluation to the Superintendent and Instructional Leadership.	Curriculum Team, Coordinators, Specialists	November – January
8.	Complete the curriculum guide using the results of the beta test.	Curriculum Team, Coordinators, Specialists	January
9.	Design implementation and evaluation plan for field test.	Curriculum Team, Coordinators, Specialists	February - March
10.	Submit completed curriculum guide to content advisory committee for its review and recommendation.	Curriculum Team, Coordinators, Specialists	March
11.	Present recommendation to TLC for approval.	Curriculum Team, Coordinators, Specialists	April
12.	Present recommendation to Instructional Leadership for informational purposes.	Curriculum Team, Asst. Superintendent of TLS, TLC	April
13.	Submit recommendation to the Superintendent for final approval.	Asst. Superintendent of TLS, TLC	April

Definitions of terms:

Beta Testing: Piloting and evaluating instructional strategies and resources for appropriateness using action research methodology. Beta testing is conducted during the early development of Phase II to assist in the development of the curriculum guide utilized in Phase III.

Field Testing: Prior to full implementation of the newly developed curriculum guide, field testing is conducted in Phase III in targeted classes to implement, evaluate and revise the proposed curriculum guide.

Phase III: Field Testing			3rd YEAR
	Steps	Persons Responsible	Timeline
1.	Recruit and convene teachers and administrators for Field Test Team.	Content Coordinators	April
2.	Conduct orientation and provide staff development.	Content and Professional Development Coordinators	May - August
3.	Conduct and evaluate field test.	Field Test Team, Content Coordinators, Evaluation Director	August - May
4.	Communicate progress to appropriate individuals and groups.	Field Test Team, Curriculum Team, Content Coordinators, Evaluation Director	August-April (monthly reports submitted)
5.	Revise curriculum, assessment tools, curriculum guides and staff development based on field test results. Prepare draft of instructional materials order form.	Curriculum Team, Coordinators, Specialists	May
6.	Present revisions and recommendations to TLC.	Curriculum Team, Coordinators, Specialists, TLC	May
7.	Present final documents to the superintendent for approval.	Content Coordinator, Curriculum Team, Specialists, TLC	May
8.	Convene field test team and administrators to plan professional development.	Content Coordinator	June

Phase IV: Full Scale Implementation			4th YEAR
	Steps	Persons Responsible	Timeline
1.	Design full scale implementation and evaluation plan.	Content Advisory Committee, Content Coordinators	June
2.	Obtain instructional resources.	Superintendent, District Budget and Finance Staff, Board of Education, Administrators	July
3.	Provide orientation and staff development.	Content and Professional Development Coordinators	June - August
4.	Conduct full scale implementation.	Content Coordinator, Professional Development Coordinator, Building Staff	August - June
5.	Implement on-going evaluation and revise curriculum components as appropriate based on implementation data.	Content Coordinator, Evaluation Director, Professional Development, Content Advisory Committee, TLC	August - June

Phase V: Continued Implementation and Monitoring			5th YEAR
	Steps	Persons Responsible	Timeline
1.	Review data for first year of implementation. Revise evaluation plan as needed. Make program modifications as needed.	Content Coordinator, Evaluation Director, Professional Development, Content Advisory Committee	July - August
2.	Continue evaluation and monitoring plans.	Content Coordinator, Evaluation Director, Professional Development, Content Advisory Committee, TLC	August - June

VIII. Curriculum Development Cycle

REVISED 9/27/02

Transition Phase

Year	Review, Planning and Initial Development	Full Scale Implementation
2001-2002	Curriculum Framework developed.	K-5 Math Update, Grade 6 Math, Trig, Probability/Stats, PreCalculus, AP Calculus, Biology, Earth Science, English Language Arts (Grades 6,7,8), P.E., Music
2002-2003	Phase I; Review, Planning and Initial Development	Earth Science, ELS (Writing Grade 6,7,8 and Spelling Grade 6), World and American Literature *Complete: Secondary P.E., 2002 Music and Art

Review Cycle for Curriculum Development

Year	Phase I: Review, Planning and Initial Development	Phase II: Further Development of Curriculum Components	Phase III: Field Testing	Phase IV: Full Scale Implementation	Phase V: Continued Implementation and Monitoring
2002-2003	English Language Arts World Languages	*	*	*	*
2003-2004	Math Fine Arts	English Language Arts World Languages	*	*	*
2004-2005	Social Studies	Math Fine Arts	English Language Arts World Languages	*	*
2005-2006	Science Health Physical Education	Social Studies	Math Fine Arts	English Language Arts World Languages	*
2006-2007	Technology Integration/ Information Literacy	Science Health Physical Education	Social Studies	Math Fine Arts	English Language Arts World Languages
2007-2008	English Language Arts World Languages	Technology Integration/ Information Literacy	Science Health Physical Education	Social Studies	Math Fine Arts

IX. Assessment of Students and Curriculum

Philosophy and Overview

Assessment is defined broadly to include tests, performance measures, observations, work samples, exhibitions and all other methods that are used to determine what students know and can do. The KPS assessment system is designed to provide appropriate information to teachers, students, parents, administrators, board members and interested community members for the overall purpose of increasing student achievement. The assessment system also can be understood in terms of what questions it answers for what audiences. Richard Stiggins (1994) has identified a number of key questions that should be addressed for different users and uses in an effective assessment system [See Exhibit D].

Assessments serve a number of purposes. Assessments

- Provide information for making decisions about programs, curricula and instructional practices
- Demonstrate and measure student academic progress
- Promote high levels of achievement for all students

KPS has a well-defined testing program that consists of all assessments administered on a District-wide basis. These include state tests (MEAP), District-designed tests and other standardized and special-purpose assessments (e.g., the MAT-7, college entrance exams). These tests are administered consistently so that the data can be used for decision-making at the District, building and classroom levels. Classroom-level assessments are also a critical part of the assessment system and are varied in their scope and methods. Classroom assessments are primarily designed and used to make ongoing instructional decisions at the student and classroom levels.

The District meets state testing requirements which currently include the MEAP and testing of students in grades 1-5 in mathematics and language arts. The District is also positioned to meet the anticipated federal requirements for testing of students in grades 3-8 in mathematics and reading.

The assessment system is aligned with the KPS curriculum structure so that appropriate assessment occurs within each level as shown in Table 1 and described below.

Table 1. Match of Assessments to Curriculum Structure

	MEAP State Assessment	District-Designed Assessment	Special Purpose Assessment	Classroom Assessment
Graduation Goals	X		X	
Content Standards	X	X		X
Grade Level/Course Objectives		X	X	X
Unit and Objective Plans				X
Lesson Plans				X

Graduation Goals

Results of High School MEAP tests, Advanced Placement (AP) exams and college entrance exams (ACT and SAT) are used to assess the effectiveness of the District curricula and KPS college bound programming. Individual and group performance measures such as music and forensic/debate competitions and certification programs are also important measures of goal achievement for students as defined in their individual EDP (Educational Development Plan). Surveys of students after graduation provide information about how KPS meets student academic needs in terms of the District exit outcomes.

Content Standards

Student performance on the Michigan Educational Assessment Program (MEAP) is an important component of accountability. MEAP results are used to evaluate the alignment of District curriculum and instruction with state content standards and benchmarks. KPS District tests also adhere to and are consistent with the state content standards and benchmarks. Results of District tests are used to evaluate the alignment of classroom instruction with District curriculum. Results inform instructional decision-making at the student, classroom, building and District levels.

Grade Level and Course Objectives

District tests and teacher-designed tests are used to assess whether students have achieved the grade level and course objectives as described in the written curriculum. Special purpose tests like the Metropolitan Achievement Test (MAT) and the English Language Test are also used to determine whether students require specialized curricula as part of the grade level instruction. Assessments like the Michigan Literacy Progress Profile (MLPP), Curriculum-based Measures (CBMs) and Accelerated Reader may also be chosen and used by individual buildings to assess at the grade or course level. Magnet schools may also require specific assessments for accountability and improvement processes. The state requires grade level mathematics and language arts assessments in grades 1-5. Federally required assessments are anticipated in grades 3-8.

Unit Objectives and Benchmarks

Assessment of unit objectives and benchmarks occurs primarily at the classroom level. Teachers must use a number of assessment tools to determine whether students have achieved the unit objectives. Magnet schools and theme-based schools have considerable flexibility in defining and assessing unit objectives tied to state content standards.

Lesson Objectives and Benchmarks

Teachers have greatest flexibility in designing assessments to determine whether students have achieved lesson objectives. Assessment at the lesson level is often in the form of observation and demonstrations of student learning rather than more formal instruments.

Assessments can take a variety of forms, as illustrated in Table 2. State and District tests primarily utilize paper and pencil assessments to monitor the achievement of content standards and benchmarks. The expectation is that classroom assessment will reflect the full breadth of methods illustrated in this table to measure students' attainment of grade level/course objectives, unit objectives and lesson objectives.

Table 2. Common Assessment Options by Types of Assessment

	MEAP and District Tests	Special Purpose Tests	Classroom Assessment
Paper and Pencil			
Selected response items	X	X	X
Matching, True-False items		X	X
Constructed response items	X	X	X
Extended response items	X	X	X
Alternate Assessments			
Portfolio			X
Writing samples	X		X
Simulations			X
Teacher observations			X
Projects			X
Speeches			X
Video/audio presentations			X
Journals			X
Role playing			X
Self assessments			X
Work sampling			X
Experiments and research	X		X
Personal Communication			
Conference			X
Teacher as observer			X
Homework log			X
Peer as observer			X
Conversation			X

Design Principles

The overall assessment system is intended to reflect the following:

- Well-defined system for accountability at all levels of the system
- Meets all state and federal requirements for testing
- Based on curriculum standards and benchmarks
- Alignment of assessments with curriculum structure
- High quality assessment tools (valid for defined use, reliable)
- Varied, multiple and ongoing measures of student achievement
- Result in meaningful data for improvement processes
- Balance of flexibility for adapting to site needs and strictness for meeting high standards of assessment practice (Michigan Curriculum Framework)
- Balanced and fair grading system and report card aligned with assessments

Implementation Requirements

To ensure that the assessment system functions optimally, the District acknowledges that implementation must ensure:

- Consistent test administration procedures for all standardized tests administered at the District level
- Communication of the District testing calendar and testing priorities
- Adequate training and preparation for teachers to design and administer assessments that meet the Seven Standards for Assessment articulated in the Michigan Curriculum Framework document [Exhibit E]
- Appropriate means to ensure varied, multiple, valid assessments of student learning at the classroom level
- Correct and appropriate accommodations for testing of students
- Adequate training and communication with building principals, District administrators, and teachers to use assessment information effectively and appropriately (data-driven decision making)
- Timely results to appropriate audiences
- Timing of assessments to support the learning process
- Continuous improvement of the assessment system through an ongoing evaluation process

X. Staff Development

Philosophy and Overview

Effective staff development is:

- Results-driven and job-embedded
- Focused on helping teachers become deeply immersed in subject matter and teaching methods
- Curriculum-centered and standards-based
- Sustained, rigorous and cumulative
- Directly linked to what teachers do in their classrooms

*(A National Plan for Improving Professional Development –
Dennis Sparks and Stephanie Hirsh)*

A District professional development plan will be developed and implemented. The design of this comprehensive professional development plan for the Kalamazoo Public Schools will involve the following steps:

1. Development of a core academic curriculum (*KPS Curriculum Framework and Curriculum Guides*)
2. Assessment of professional development needs (*including but not limited to educator self-assessment, formative evaluations for new and tenured teachers and student performance data*)
3. Development of District, building and personal professional development programs (*data-driven and aligned with District and school improvement plans and formative staff evaluations/individual development plans*)
4. Implementation of plans/programs (*including collection/maintenance of records of District-sponsored and out-of-District professional development participation*)
5. Provision of resources and professional development follow-up (*to maximize effectiveness of District, Title II, Title VI and other grant funds with professional development allocations*)
6. Evaluation of the professional development provided, and its impact on teacher practice and student achievement
7. Refinement and revision (*focus on continuous school improvement and increased student achievement*)

The goal of professional development is to help educators learn. Its obligation is to relate directly to teaching and learning. The expectation is that staff development will encourage alignment of the written, taught and tested curriculum. District-wide staff development supports and recognizes building-level initiatives, while building-level initiatives, in turn, support the goals of the District and contribute to the overall quality of the curriculum.

Design Principles

Professional development in the Kalamazoo Public Schools is based on state and national standards for staff development as articulated in the Michigan Curriculum Framework and the National Staff Development Council's *Standards for Staff*

Development [See Exhibit F]. The *Standards* refer to three categories: **context**, which addresses the organization or culture in which new learning will be implemented; **content**, which refers to the skills and knowledge that effective educators need to possess or acquire; and **processes**, which describe the means for the acquisition of new knowledge and skills. Professional development must also involve the application of the four *Teaching and Learning Standards*: deep knowledge, higher-order thinking, substantive conversation and connections to the world beyond the classroom.

Implementation

Professional development in the Kalamazoo Public Schools reflects the view that staff development must include, along with traditional workshops and conferences, job-embedded experiences. These include professional learning in the form of:

- District and site-based school improvement work
- Curriculum development
- Planning lessons with teaching colleagues
- Analyzing data and conducting action research
- Reading professional publications
- Journaling
- Completing and reflecting on a self-assessment
- Sharing experiences with colleagues through collegial discussions at staff meetings
- Participation in professional learning communities and study groups
- Peer coaching and mentoring
- Visiting model schools and programs
- Observing or presenting model lessons
- Being observed and receiving feedback from a principal, coordinator or consultant
- Designing instructional interventions with content area specialists
- Researching and examining new technological resources to enhance classroom instruction
- A variety of other activities related to the ongoing work of a school program or the District.

Intensive staff development will accompany the writing of curriculum and development of curriculum guides. Staff development offerings will include a range of topics including interpreting and utilizing student achievement data to determine student progress and inform decisions regarding curriculum and instruction. Educators involved in beta and field tests will participate in action research training and reflection sessions with colleagues to learn about effective strategies and how to evaluate, interpret and report findings from their classroom application. When content curriculum guides are completed and distributed, teachers and administrators will receive training in the use of the guides and in instructional and assessment strategies to achieve curriculum objectives. Staff development will be ongoing and sustained through educator participation in professional learning communities at the building and District level. Training will be provided in protocols to establish effective learning communities.