



CURRICULUM HANDBOOK

St. Joseph School District
2018-19
Academic Services Department

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St. Joseph School District Mission, Vision, and Core Values

Vision

The SJSD—A Great Place to Learn

Mission

Educating Each Child for Success

Values

Commitment to Excellence

Integrity of Actions

Culture of Collaboration

Curriculum Design, Adoption, and Maintenance

The St. Joseph School District is committed to maintaining a high-quality, rigorous curriculum for all educational programs for our more than 11,000 students. Curriculum is reviewed and revised on a rotating basis, with professional development related to content-area or grade level instructional best practices preceding curriculum revision and resource adoption.

It is the goal of the St. Joseph School District to maintain course and grade level curricula that aligns to Missouri Learning Standards, national content-area standards, and is inclusive of skills that make students successful in a competitive, global marketplace. By designing curriculum that includes 21st century skills and deep learning competencies, while being aligned to priority learning standards, our students have access to a rigorous, relevant, vertically aligned course of study.

Course curriculum and priority standards for all SJSJSD courses may be found in the curriculum management system Build Your Own Curriculum (BYOC). Curriculum revision, resource adoption, and curriculum maintenance is directed by elementary, non-core, and core Curriculum Advisors. Each advisor is responsible for annual grade-level and/or content-area staff development, ensuring alignment of SJSJSD curriculum to adopted Missouri Learning Standards, and analysis of interim assessments to monitor both curricular implementation and student learning.

In Missouri, the Missouri Assessment Program (MAP) assesses student learning with annual grade level assessments in ELA and mathematics in grades 3 through 8; a grade-span assessment is given in grade 3 and grade 5 in science. End of Course examinations measure student proficiency in Algebra I, ELA 2, Government, and Biology. Students who complete Algebra I prior to entering high school must complete the Algebra II end-of-course exam. Additionally, Missouri participates in census testing of all 11th graders using the ACT exam.

In the areas of business, family and consumer sciences, and industrial technology, students are measured for skill proficiency using the Technical Skills Attainment (TSA) assessment. These assessments are required by Perkins Grant funded entities and may also include an Industry Recognized Credential (IRC) for the student who concentrates in a career or technical education pathway. Additional assessments are taken in grades 4-6, 7, 8, and 9 physical education using the Fitness Gram.

The SJSJSD's centralized, focused approach to curriculum design, adoption, and maintenance guarantees all students access to a high-quality, research-based educational program. With professional learning and frequent student learning checkpoints, students are prepared for postsecondary success.

Curriculum Advisor Job Responsibilities & Expectations

Purpose

Provide leadership to the process of curriculum design, resource adoption, content-area professional development, and identification and implementation of content-area instructional best practices, ensuring a guaranteed, viable, aligned, and articulated curriculum for all students.

Curriculum & Assessment

- Analyzes student performance data to identify learning needs and monitor curriculum implementation.
- Facilitates the development, design, and implementation of curriculum, instructional best practices, and formative assessments, ensuring alignment to Missouri Learning Standards and/or national content standards.
- Facilitates the research and review of instructional and curricular resources.
- Includes stakeholders in the curriculum development process, including staff, students, business partners, and parents.
- Outlines and communicates state and local requirements for instructional timelines and required instructional minutes.
- Facilitates the application process for new courses or programs.
- Practices fiscal stewardship in the preparation of content area budget proposals and resource adoption proposals
- Advise/coordinate/monitor and report standardized state assessments, TSA's, IRC's, or other specialized assessments.

Professional Development

- Designs and directs staff development related to curricular learning standards and priorities, content-area instructional best practices, and curricular resources.
- Plans and provides targeted professional development for curriculum implementation.
- Participates in on-going professional learning related to Curriculum Advisor roles and responsibilities.

Collaboration & Communication

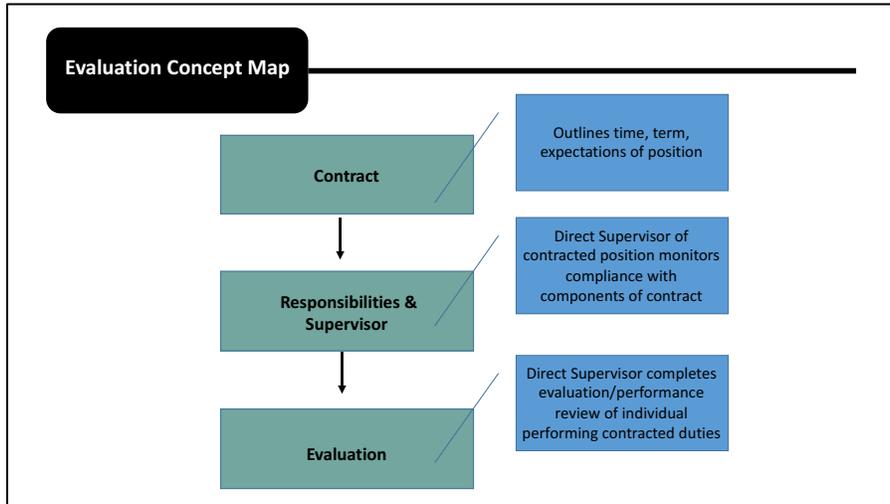
- Builds and maintains effective working relationships with stakeholders, including instructional staff, building leaders, and district leaders.
- Meets monthly as a team with all other Curriculum Advisors and district Academic Services leaders.
- Assists district and building administrators in the development of improvement goals based on student learning and curriculum implementation data.
- Coordinate student activities related to performances, contests, and competitions.
- Presents information and recommendations to Academic Services and the SJSB Board of Education related to curriculum, instructional priorities, instructional resources, and other related topics.
- Completes and analyzes annual survey of content-area staff members to inform staff development planning and curriculum implementation
- Includes specialized populations in curriculum writing process (i.e., ESOL, special education).
- Participates in the screening of applicants for instructional positions.

In addition to these duties, the job of Curriculum Advisor may also include other duties assigned by the Academic Services Department. Duties and responsibilities of the Curriculum Advisor may fall outside of contracted time, as provided for by compensation on the Extra Duty Assignment schedule (Core Curriculum Advisor Schedule & Category IV Non-Core Curriculum Advisor Schedule, approved 4.24.2017; See Appendix G for reference).

Evaluation

An annual performance evaluation given by Curriculum Advisors will include a content or grade level staff survey* regarding curriculum implementation, instructional practices, staff development (needs assessment for growth and development planning).

Curriculum Advisor Supplemental Contract Evaluation Concept Map



*Survey will be based on descriptors in job description. See Appendix L

**Feedback provided by building leaders may include information related to content-area professional development, content-area data, curriculum review and revision, work with teacher teams, resource exploration/development, data teams or grade level teaming work with building staff, and assistance with curriculum implementation.

**SJSD Curriculum Advisors
2018-19**

Curriculum Advisors
Christie Jackson
Nancy Kirby
Angie Dorsey
Robert Nash
Darren Verbick

Curriculum Writing and Resource Adoption Process

Definitions

Rigorous Curriculum

According to Larry Ainsworth (2014), rigorous curriculum is “an inclusive set of intentionally aligned component—clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies—organized into sequenced units of study.” Additionally, a rigorous curriculum provides both a road map and high-quality delivery system to ensure that all students accomplish grade- or course-level expectations.

Priority Standards

Carefully selected grade- or course-specific standards within each content area that students must know and be able to use (transfer) by the end of the grade level or course in preparation for the next grade or course. These standards tend to be more rigorous or comprehensive than Supporting Standards. Prioritization comes through the filters of Readiness (preparation for next-level learning), Endurance (skills that last over time), Leverage (cross-content application), and External Exams (national, state, or college/career).

Supporting Standards

Standards that support, connect to, or build upon Priority Standards. Supporting standards are often embedded in the instruction used to teach Priority Standards, but do not receive the same level of detail or attention as the Priority Standards.

Unit of Study

The specific lessons, instructional activities, and related assessments aligned to specific Priority Standards and Supporting Standards. Units of Study may be content-based (portion of larger subject/discipline), thematic (connected to other topics within the discipline or cross-curricular), or skill-based (emphasizes application of learning).

Pacing Guide

A schedule for delivery of Units of Study for horizontal learning progressions within grade-level or course curriculum. Pacing guides assist in implementation and vertical alignment of curriculum, identifying big ideas within each content area. The pacing guide serves as a map for instructional design.

Model Lessons

Example or sample lesson provided as part of the Unit of Study as an exemplar of instruction related to priority standard/s identified in the unit. These sample lessons are meant as building blocks for teachers who are designing instruction specific to the priority standards and the varied needs of students.

Curriculum Design Processes

Curriculum Approval Process

- Step 1: Research standards and best practices
- Step 2: Analyze student performance data
- Step 3: Complete staff development, curriculum writing plan, and budget draft
- Step 4: Present plan to Curriculum Advisor team and Academic Services
- Step 5: Complete any required revisions/modifications to plan
- Step 6: Design curriculum using process for writing priority standards and units of study
- Step 7: Review and select resources to support curriculum
- Step 8: Present final curriculum and resource recommendation to Curriculum Advisors and Academic Services
- Step 9: Make any required revisions and submit final curriculum, resource recommendation, staff development plan, and budget to Board of Education for approval

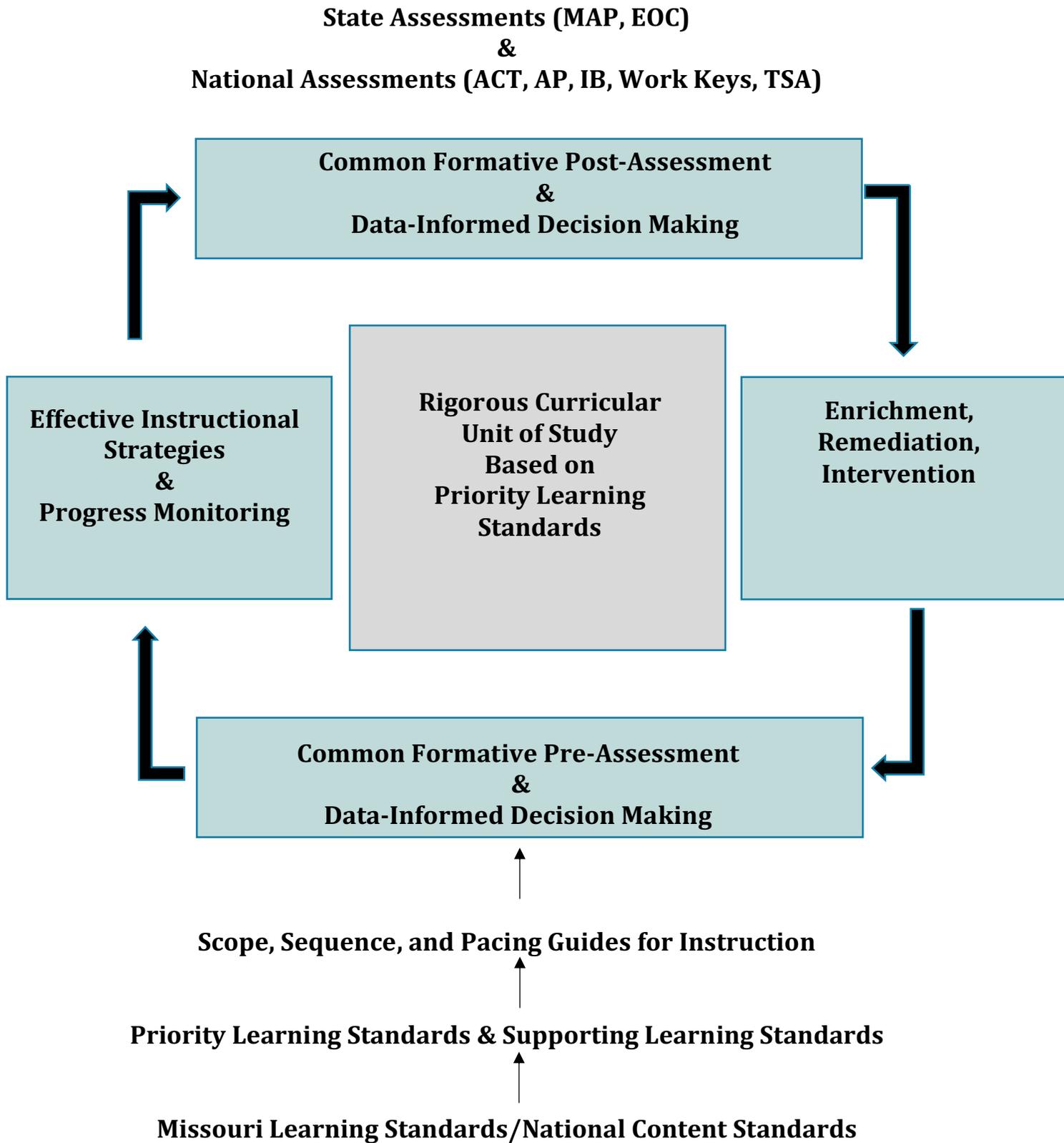
Curriculum Writing Process Using Priority Standards

- Step 1:** Select Priority Standards
- Step 2:** Align Priority Standards to Missouri Learning Standards/National Content Standards
- Step 3:** Chart selections for each grade or course
- Step 4:** Vertically align standards K-12
- Step 5:** Gather feedback from stakeholders
- Step 6:** Revise, Gain Approval, and Publish
- Step 7:** Provide staff development (Content and Pedagogy)

Units of Study Design Process

- Step 1: Unpack Priority Standards
- Step 2: Create Graphic Organizer
- Step 3: Decide Big Ideas and Essential Questions
- Step 4: Create End-of-Unit Post Assessment (Recommended)
- Step 5: Create Pre-Assessment (Recommended)
- Step 6: Identify Vocabulary, Interdisciplinary Connections, 21st Century Learning Skills
- Step 7: Plan Engaging Learning Experiences
- Step 8: Gather Instructional Resources
- Step 9: Recommend Instructional Strategies
- Step 10: Detail Unit Planning Organizer
- Step 11: Consider Informal Progress Monitoring Checks

Ainsworth Model for Curriculum Design



Curriculum & Resource Table Core Content & World Languages

Year	Phase 1 <i>Curriculum Writing</i>	Phase 2 <i>Staff Development Resource Adoption</i>	Phase 3 <i>Implementation</i>	Phase 4 <i>Evaluation</i>
2012-13	K-12 ELA	K-12 Math		
2013-14		K-12 ELA	K-12 Math	
2014-15	K-12 Science ELA (Resource Purchase) World Languages		K-12 ELA	K-12 Math
2015-16		K-12 Science ELA (Resource Purchase) ELL Language of Math World Languages	ELA (Additional Resources)	K-12 ELA K-12 Math
2016-17	K-12 Social Studies		K-12 Science ELA (Resource Purchase) ELL Language of Math World Languages	ELA (Additional Resources)
2017-18		K-12 Social Studies		K-12 Science ELA (Resource Purchase) ELL Language of Math World Languages
2018-19*	Early Childhood K-12 Math		K-12 Social Studies	
2019-20		Early Childhood K-12 Math		K-12 Social Studies
2020-21			Early Childhood K-12 Math	

*Curriculum Writing & Resource Adoption Frozen for 2018-19

Curriculum & Resource Table Non-Core Areas

Year	Phases 1 & 2 <i>Curriculum Writing & Staff Development Resource Adoption</i>	Phase 3 <i>Implementation</i>	Phase 4 <i>Evaluation</i>
2012-13	K-12 Health K-12 Music K-12 PE ACT Prep MS Business		
2013-14		K-12 Health K-12 Music K-12 PE ACT Prep MS Business	
2014-15	Gifted		K-12 Health K-12 Music K-12 PE ACT Prep MS Business
2015-16	Civil Engineering Architecture (CEA) Computer Science Programming (CSP) Comp. Integrated Manufacturing (CIM)	Gifted	ELA (Additional Resources)
2016-17		Civil Engineering Architecture (CEA) Computer Science Programming (CSP) Comp. Integrated Manufacturing (CIM)	Gifted
2017-18*	Business IT FACS Fine Arts (Speech, Debate, Drama)		Civil Engineering Architecture (CEA) Computer Science Programming (CSP) Comp. Integrated Manufacturing (CIM)
2018-19	Early Childhood Fine Arts (Vocal & Instrumental)	Business IT FACS Fine Arts	
2019-20	Fine Arts (Visual)	Early Childhood Fine Arts (Vocal & Instrumental)	Business IT FACS Fine Arts

*Curriculum Writing & Resource Adoption Frozen for 2018-19

Curriculum Revision Table

Course	Last Year Revised	DEPT.
Personal Finance	2016-17	Business
Metals I & II	2006-07	IT
Woodworking I& II	2006-07	IT
Family Foods & Nutrition	2007-08	FACS
World Foods	2007-08	FACS
Child Adult Teen	2007-08	FACS
Child Development	2007-08	FACS
Cadet Training	2007-08	Business
Consumerism	2007-08	Business
Accounting I & II	2007-08	Business
Introduction to Business	2007-08	Business
Oral Interpretation	2007-08	Fine Arts
Competitive Drama	2007-08	Fine Arts
Debate & Speech	2007-08	Fine Arts
MS Speech	2007-08	Fine Arts
Theater	2007-08	Fine Arts
Stagecraft	2007-08	Fine Arts
Video Sp Production	2007-08	Fine Arts
Family Living	2008-09	FACS
Career & Family Leadership	2008-09	FACS
Fashion & Fabrics I & II	2008-09	FACS
Housing & Interior Design	2008-09	FACS
Web Design	2008-09	Business
International Business	2008-09	Business
Marketing I & II	2008-09	Business
Audio-Video Editing	2008-09	Business
Home Maintenance	2008-09	IT
Power Mechanics	2008-09	IT
Guidance & Counseling	2009-10	Guidance & Counseling
Computer Programming	2009-10	Business
Computer Applications (HS)	2009-10	Business
Job Shadow	2009-10	Business
Career Investigation Internship	2009-10	Business
ELA Electives	Unknown	ELA

References:

- Ainsworth, L. (2010). Rigorous curriculum design: How to create units of study that align standards, instruction, and improvement. The Leadership and Learning Center: Englewood, CO.
- Ainsworth, L. (2011). *Rigorous Curriculum Design*. Presentation slides. The Leadership and Learning Center: Englewood, CO.
http://www.pkwy.k12.mo.us/inside/curriculum/ca/secondary/file/rigorous_curriculum_design_slides.pdf
- Deeper Learning Competencies (2013). The Hewlett Foundation.
<http://www.hewlett.org/uploads/documents/Deeper Learning Defined April 2013.pdf>
- Kamm, C. (2011). Planning for Rigorous Curriculum Design. Presentation slides. The Leadership and Learning Center: Englewood, CO.
https://eboard.eboardsolutions.com/evaluation/TempFolder/evaluation/Rigorous%20Curriculum%20Design_6942vhb0gqt1ecnzmd1rx5rr3mp.pdf

APPENDIX A

SJSD Online Curriculum Checklist

(X - Check When Complete)

Course:	*Website Location	Coordinator Approval	Reviewer Approval	Comments
A. General				
1. Executive Summary	Curriculum Components			
2. Subject Area Goals for Graduates				
3. Courses Offered K-12 (list or flowchart)				
4. Philosophy/Rationale				
5. Writing Team with Community / Student				
6. Implementation Plan				
7. Cross Referencing Chart to MO Learning Standards				
8. State / National Standards				
B. Course Specific				
1. Course Description				
2. Prerequisites				
3. Resources				
4. SOS (Scope on Sequence / Curriculum Map)				
C. Curriculum Design				
1. Unit				
A. Unit Description				
B. Topic/Standard (Measureable Obj.)				
C. Priority Standards → Big idea → EQ (alignment)				
D. Assessment Unit Pre-assessment Common formative Unit Post-assessment				
E. Authentic Performance Tasks (attachment)				
F. SJSD Learner Profile Alignment				
G. Vocabulary				
2. Topic				
A. Description – Standard EQ				
B. Learning Targets (Unwrap – Bloom)				
C. Alignment to State Standards & ACT				
D. Learning Exp/Model lesson Including Differentiation				
E. Internal Alignment (Std. → Learning Exp → Assess)				
E. Other Details				
1. Curriculum Approval Page (scan & attach)	Curriculum Component			
2. Revision Date	Curriculum Component			

Signatures indicate curriculum has been reviewed and is complete.

Curriculum Reviewer

Director of Elementary Education

Curriculum Advisor

Director of Secondary Education

APPENDIX B

**Curriculum Advisor Budget Requests
FY20**

Discipline:

Advisor:

Date:

Discipline	Level	Description	Code	Cost	Rank

**Budget to be completed and submitted annually. Budget submission deadline _____

Selection of Curriculum Writing Teams

Notice of Curriculum Writing:

- Curriculum Advisors, in coordination with Directors of Elementary and Secondary Education, will oversee writing team selection process.
- All district content-area or grade level staff members will be notified of upcoming curriculum work, soliciting interest from staff members willing to participate in writing process.
- Interested staff members must submit a letter of interest to the Academic Services Department within 15 days of the content-area or grade level communication indicating their interest.
- All interested staff members will be screened based on the curriculum writing selection criteria.
- In cases of multiple eligible candidates, interviews will be held.
- Once the team is formed, all parties who expressed interest will be contacted.
- Selected members will be expected to complete a curriculum product that meets expectations outlined in SJSB Board of Education Policy IF.

Curriculum Writing Team Selection Criteria:

- Individual is certified in the grade level/content area of curriculum being written/revised.
- Individual has completed a minimum of two years of teaching experience at the grade-level and/or content area.
- Recommendation by building administrator.
- Attention to detail.
- Willingness to learn.
- Flexible and willing to work with others.
- Demonstrated mastery and passion for curriculum content.
- Detail-oriented and able to meet deadlines.

Individuals selected to serve on the team:

- Expected to complete a curriculum product that meets expectations outlined in Board of Education Policy IF.
- Will receive remuneration for off contract services, when possible, for additional services provided, as provided by Board of Education approved additional pay rates.
- Curriculum Writing Team will include fair and equitable representation with consideration to building, grade, content.
- Team members will be selected and notified the semester prior to curriculum writing.

Created: August 15, 2016

Updated: April 24, 2016

Board of Education Policy IF

Curriculum Development

The Board of Education recognizes that curriculum development provides one of the most effective means of improving the quality of instructional programs and must be adjusted to meet the needs of the students as well as the expectations of the community. The superintendent will initiate a curriculum development program, which will require various administrative and instructional staff participation at building and district levels as well as involvement from parents/guardians, members of the community and students. The Board will review and approve each curriculum guide developed by the district.

The district will provide resources and administrative support for curriculum development, evaluation and revision. A systematic plan will be established whereby each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery. The Curriculum, Instruction, Assessment and Technology Committee will be informed of minor curricular revisions. The basic responsibility for this review process will rest with the superintendent or designee, with assistance from the Curriculum Advisory Council. Individuals who are well qualified in a designated area of study will be appointed by the superintendent or his or her designee to the Curriculum Advisory Council for the designated curricular area.

The Curriculum Advisory Council will study, revise and/or develop curriculum programs and guides for its specific area of study. During the review process the council may solicit community and student opinion relative to the content area. The council should develop a curriculum project that meets the following guidelines:

- Articulates the curriculum content on a district wide basis, K-12.
- Curriculum decisions will be based on current curricular research.
- Is written in specific terms and can be used by the respective professional staff members.
- Uses effective methods for presenting the materials to the students.
- Uses instructional materials that are effectively coordinated with the curriculum guides and programs.
- Advises district administration concerning curricular and instructional program development and implementation, instructional methods, and techniques.
- Makes use of current supplementary and enrichment materials.

The selection and adoption of instructional materials are primarily based on the programs described in the curriculum guides developed by the individual curriculum review committees. When feasible, the curriculum review process should be completed the year prior to the fiscal year where funds are allocated to purchase instructional materials related to the curriculum content area developed.

Teachers working on curriculum writing teams should receive a remuneration for additional services provided off contract time, when possible, for extra service provided.

Pilot Projects

In an awareness of the need for change and innovation in the District, the Board establishes a philosophy of action research for constructive and responsible change in the schools. Inherent in this philosophy is the realization that significant innovations can best be developed through pilot projects. Therefore, all major innovations in instructional materials and procedures should be subjected to evaluation by experimental evidence prior to system-wide adoption.

Major subject area innovations in curriculum and instruction should be reviewed by the District Curriculum Council and the Division of Curriculum and Instruction. Evaluation plans must be determined and submitted to appropriate personnel before pilot programs are approved by the Board of Education.

The Board of Education shall be kept informed on the progress of pilot and innovative programs. Additionally, all line officers shall be kept informed of pilot programs being operated and the evaluation results. Pilot programs should be properly interpreted to the public.

Curriculum Committees and In-service

The selection of personnel for committee and workshop assignment should be representative of those directly responsible for administering and teaching the designated subject, as well as those concerned with other areas related to it.

All supervisors and coordinators will be responsible for providing effective professional development for staff members. The personnel affected by professional development should be involved in planning. Professional consultants may be used to assist District personnel. Principals and coordinators will work cooperatively with the Curriculum, Instruction, and Assessment Department to provide quality training for staff members. During the designated year for implementation of a new or revised curriculum, greater priority will be given to this area when considering staff development and professional development activities and expenditures.

Board Policy Adopted: February 13, 1989

Board Policy Revised: December 10, 2007

Cross Refs:

AD, School District Mission

GBB, Staff Involvement in Decision Making

Board of Education Policy IIA

Instructional Materials

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to professional personnel of the district the authority for the selection of instructional materials in accordance with Board policies and procedures. Every effort will be made to ensure that instructional materials are distributed equitably among the district's schools so that a balanced distribution of instructional materials will occur. Free textbooks are provided in grades K-12.

Materials for the school classrooms and school libraries will be selected by the appropriate professional personnel, in consultation with the administration. When the budget for the year is approved in final form by the Board, the superintendent or designee shall direct the purchase of books, supplies, equipment and other instructional materials required, within the limits of the adopted budget. The superintendent or designee shall audit all claims and submit to the Board for approval and authorization for payment.

It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district. Consideration should be given to all available textbooks in the content area to provide opportunities for each child to realize his or her greatest potential through education.

The value and impact of any textbook, library or other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multi-cultural, disability-aware and gender-fair concepts will be criteria for selection of materials.

The district shall preferentially procure educational materials, including textbooks and collected materials, from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular materials.

Selection of Textbooks

Basic textbooks should be selected, which provide material current in the field, so the books may be used for at least five years. Selection will be made with the cooperation of the faculty and administration, under the direction of the elementary and secondary curriculum directors. Textbooks will be selected in the following manner:

1. A selection committee will be established, composed of the teachers directly involved with the materials, the administration of the school or schools, the curriculum coordinator/supervisor and the Directors of Elementary and Secondary Education.
2. Specific needs for a course of study will be established in writing, and the book/materials selected will be the one that best meets the needs in the opinion of the selection committee.

3. All companies will be invited to submit examination copies of appropriate materials to the selection committee.
4. Sufficient time will be allowed to evaluate thoroughly all materials submitted by the vendors.
5. A written evaluation of the recommended material will be submitted to the curriculum director for the presentation to the Board of Education for formal adoption.

Disposal of Obsolete Textbooks

In keeping with the Missouri Department of Elementary and Secondary Education recommendations and the general practice of better schools throughout the nation, the school district will attempt to update the district's standardized textbooks every five years. As a result, several hundred textbooks frequently become obsolete. These textbooks shall be disposed of in the following manner:

1. Attempt to sell the books.
2. Offer these books to teachers, students or patrons, to be picked up within a reasonably short period of time, for personal use as reference material, etc.
3. Offer the books for recycling.

Board Policy Adopted: February 11, 2008

Cross Refs:

DK, Payment Procedures

DN, Surplus School Property

KLB, Public Questions, Comments or Concerns Regarding
Instructional/Media/Library Materials

Legal Refs: §§ 170.051 -.171, RSMo.



**St. Joseph School District
Curriculum Special Project Outline
2018-19**

Course or Grade Level :	
Staff Member Name:	
Work Completion Date:	
Project Budget: *Maximum of \$1,000 per course or grade level **Benefits subtracted from amount at the time of pay	
Curriculum Reviewed by Curriculum Advisor Team:	
Curriculum Special Project Approval:	Signatures of Teacher, Building Administrator, and Director or Asst. Superintendent of Academic Services. May attach email as approval.
Approval for Pay:	Director or Assistant Superintendent of Academic Services.

1. I understand the work product/curriculum resource must be presented, accepted, and published in order for work to be processed for payment.
2. I understand the work will not exceed the \$1,000 additional pay rate and that benefits will be subtracted from the total payment.
3. I agree to the oversight of the Curriculum Advisor team during the special project.

Signatures:

Teacher: _____ Date

Building Principal _____: _____ Date

Director or Asst. Superintendent of Academic Services: _____ Date

Contract should be returned to Academic Services

Purpose of Program Evaluation

- Understand the impact of each program’s services on students and stakeholders
- Improve the program’s efficiency and effectiveness
- Provide information that can be used to determine which services or programs should be continued
- Develop consistency and evidence improvement

Coordinator/Director Name

Dr. Marlie Williams, Dr. Chris Hubbuch, Dr. Michele Norman

Planning Team

Curriculum Advisors
Administrators

Description of the Program

The purpose of curriculum is to provide articulated learning priorities and standards that are aligned with state or national standards. Curriculum is vertically aligned to provide intellectual and skill growth for students; curriculum provides a framework for teachers to design instruction that is suited to the needs of students. In the St. Joseph School District, curriculum is published in a curriculum management system called Build Your Own Curriculum (BYOC) that is accessible to staff and provides learning priorities, formative assessments, pacing guides/scopes on sequence, model lessons, and references to resources.

Description of How the Program’s Services are Developed and Delivered

Curriculum is developed in the SJSD through the leadership of Curriculum Advisors. These advisors provide leadership to teams of instructors who research, organize, align, and write curricular standards for grade level courses and content area courses. Curriculum includes priority learning standards, essential questions, units of study, pacing guides/scopes on sequence, model lessons, and references to additional resources.

Curriculum has been developed in the SJSD on a rotational basis, with content areas being revised approximately every 6 years.

Delivery of curriculum is realized through BYOC. Each instructor in the SJSD has the ability to access BYOC using a secure login. Further, Curriculum Advisors provide annual opportunities for teachers to collaborate professionally related to curricular priorities found in BYOC.

Key Program Stakeholder Groups

- Students
- Parents
- Staff
- Administrators
- Board of Education
- Taxpayers
- Other (Specify.

udent and/or Stakeholder Needs Addressed by the Program

Curriculum benefits both teachers and students. Teachers have access through BYOC to high-quality curriculum and resources and are able to design instruction that promotes student learning. Through alignment to state and national standards, students are provided instruction that guides them toward mastery of content and skills that will help them be successful both on standardized assessments and in college and careers.

For the SJSD, an aligned, high-quality curriculum builds student proficiency, as measured by standardized assessments. While the SJSD believes in education that addresses the whole learner, standardized assessment results are a significant contributor to school district accreditation in Missouri, making alignment to state core content standards a priority.

Overall Goals of the Program

Goal 1: Review and align current SJSD core content curriculum to the Missouri Learning Standards, adopted by the Missouri State Board of Education in May, 2016.

Goal 2: Review and revise curriculum to ensure the inclusion of 21st Century Skills and authentic experiences at all grade levels.

Expected Measurable Outcomes

Align ELA and math curricula to the Missouri Learning Standards by April, 2017. Baseline data will be gathered in 2018, based on SJSD performance on the initial assessment of the revised math and ELA Missouri Learning Standards.

Develop a Curriculum Handbook to outline the processes and procedures for curriculum development in the SJSD by December, 2016.

Ten SJSD teachers will complete summer externships and design classroom instruction related to their experiences.

Maker spaces will be researched and developed to increase independent student curiosity, development of creativity, and critical thinking.

Develop professional learning opportunities that explore the Deeper Learning Competencies (Hewlett Foundation) and the 4 C's (critical thinking, communication, collaboration, and creativity).

Evaluation Questions

- What is the status of the program's progress toward achieving the goals?
- What do students and other stakeholders consider to be the strengths and weaknesses of the program?
- What do staff consider to be the strengths and weaknesses of the program?
- How does the program's actual implementation compare with the program's design?
- How should priorities be changed to put more focus on achieving the goals?
- How should goals be changed? Any added or removed?
- What costs are associated with delivery of services?

Data Collection Methods

- Surveys and questionnaires
- Interviews
- Document reviews
- Observations
- Focus groups
- Case studies
- Assessments
- Cost

Appendix I

Curriculum Advisor Evaluation Survey Items

Please indicate the grade level you teach.

Multiple choice

Please indicate your content area

Multiple choice

Rate your curriculum advisor on each of the following items

(Highly effective, Effective, Minimally effective, Not effective, Not applicable or No knowledge)

- Ability to analyze data to identify learning needs and monitor curriculum implementation.
- Outlines and communicates state and local requirements for instructional timelines and required instructional minutes.
- Facilitates the application process for new courses or programs.
- Designs and directs staff development related to curricular learning standards and priorities.
- Plans and provides targeted professional development for curriculum implementation.
- Builds and maintains effective working relationships with stakeholders.
- Coordinates student activities related to performances, contests, and competitions.

Please feel free to provide any additional information you would like to add in regards to your curriculum advisor's performance.

(Open ended)