Greenwich Public Schools

Curriculum Management Plan
Development and Renewal for Continuous Improvement

www.greenwichschools.org
Office of Curriculum, Instruction and Professional Learning
Dear Greenwich Community,

I am pleased to introduce our approach to curriculum management – development, review and renewal for all disciplines in Greenwich Public Schools. Curriculum development, review and renewal is an essential component of continuous school improvement, as we aim to reach our mission of transforming teaching and learning. This curriculum development, review and renewal process consists of six-phases beginning with an initial analysis of the current curriculum as illustrated in figure to the right:

1. Curriculum Development/Design
2. Curriculum Alignment
3. Curriculum Implementation
4. Curriculum Analysis
5. Curriculum Evaluation
6. Curriculum Renewal

The goal of curriculum renewal, review and development in the Greenwich School District to engage and support the achievement of all learners through the development and implementation of a rigorous transdisciplinary curriculum that meets the diverse needs of all students in all content areas inclusive of and aligned with the CCSS, State and National Standards and the GPS Vision of the Graduate.

This plan is a resource that will answer the following questions:
1. What is the definition of curriculum?
2. How is the curriculum developed?
3. Who develops the district curriculum?
4. What are the expectations for curriculum implementation?
5. Where do I access the curriculum?
6. What is the curriculum review schedule as described in BOE policy E-001?

It is the goal of the Office of Curriculum, Instruction, and Professional Learning To provide teachers and administrators with easy access to the written horizontal (same grade level and/or same discipline) and vertical (different grade levels and/or different disciplines) curricula for present school year, bringing innovation and Coherence to improving teaching and learning in Greenwich Public Schools.

The process of curriculum development, review and renewal is based on the principle of backwards design. Backwards design is based on the premise that “teaching is a means to an end, that end being student achievement, and purposeful planning precedes teaching” (Wiggins & McTighe, 2011).

Sincerely,

Irene E. Parisi
Assistant Superintendent for Curriculum, Instruction and Professional Learning
Curriculum Management Plan
For
Greenwich Public Schools

Curriculum Defined

The role of curriculum is to provide the district with a roadmap to the “what” is taught through a district written curriculum that provides intentional alignment between standards, instruction and assessment.

Curriculum Alignment
Curriculum alignment is an agreement of what is written, taught and assessed. It is expected that all central administration, building administration and teachers be committed to the implementation of the standards-based written curriculum to support increased student learning and student success.

Curriculum Definitions
The Written curriculum is defined by non-negotiable standards, objectives and expectations that students are to achieve while in school within a given year. The written curriculum will be developed utilizing the Understanding by Design framework and aligned to the CT Core Standards, state frameworks and approved national standards. The written curriculum is the framework that supports the development of the taught curriculum. The Board of Education officially approves the course objectives outlined in a content specific curriculum.

The Taught refers to instruction, the process by which teachers develop units of study, lesson plans and approaches to instruction utilizing district identified strategies and models utilizing the written curriculum. The main goal of the taught curriculum is to engage students in a rigorous, standards based curriculum that provides multiple and varied opportunities for students to achieve the tenets of the Vision of the Graduate.

The Assessed curriculum is the “testing” of the taught curriculum. It is used to measure success of and impact of the curriculum and student mastery of the articulated standards. It measures how well students learned the taught curriculum.

Curriculum Principles (Written)
Below are core principles that guide the use of the written curriculum in Greenwich Public Schools

- The design of the curriculum (written, taught, and tested) establishes the framework and parameters that guide educational decision-making at all levels of Greenwich Public Schools
- The curriculum shall be developed utilizing the Understanding by Design (UbD) framework
- Only a tightly aligned, well-written, and thoroughly assessed curriculum will help negate SES (socio-economic status – income level, minority status, etc.) will help elevate the performance of students
- Curriculum development is a participatory process involving curriculum cadres/teams that include various Stakeholders: teachers, principals, administrators, students, parents, and/or
community as appropriate.

- The curriculum is based on a core set of commitments, relevant and rigorous student expectations that guide decisions about teaching and learning, and which are aligned both vertically (PK-12) and horizontally (within an instructional level). The core of these expectations will be the CT Core Standards, state Grade Level Equivalents (GLEs), national standards, Digital Learning Goals and the Vision of the Graduate.

- Curriculum is developed to ensure that students from teacher to teacher and school to school have the opportunity to learn the same core of significant objectives at a particular instructional level.

- The curriculum is accessible and manageable.

- The curriculum maps are living documents that are renewed on an annual basis with input from students, teachers, administrators and community as appropriate.

- The curriculum is assessed regularly at all levels: district, campus, classroom, and individual student.

**Instructional Principles (Taught)**

Below are core principles that guide the use of the taught curriculum in Greenwich Public Schools:

1. The design and implementation of teaching and learning processes hold the greatest promise for improving student achievement.

2. Pre and post assessments are critical components of the curriculum.

3. Teachers are encouraged to use flexibility and creativity in determining the “how” of teaching (instruction), not the “what” of teaching (curriculum expectations outlined in district maps).

4. Teachers may arrange the order of subjects as they see fit within their school day; however it is expected that all teachers in a grade level will follow the same order/pacing. The Instructional Data Team (IDT) with the guidance of the building administrators, Program Coordinators and or Assistant Superintendent will determine appropriate changes to the order/pacing.

5. Teachers plan instruction within district-supported frameworks such as the Workshop Instructional Model and the TEPL indicators.

6. An identified curriculum cadre with the district Curriculum Council per Board Policy E-001 selects **primary** instructional resources, such as textbooks, digital tools and resources and other materials.

7. Professional learning is designed and implemented to support all educators to teach the curriculum.

8. Student share in the responsibility of their learning. We will offer multiple means for students to demonstrate their learning; however it is the responsibility of the student to self-regulate and advocate for what they need to be successful.

9. Teachers use the TEPL indicators as a set of expectations to drive their instruction.


Assessment Principles (Assessed)

Below are core principles that guide the development and use of student assessment, so that they provide for the acquisition, analysis, and communication of student achievement and process data to:

1. Understand the impact of curriculum design and instructional plans have on student achievement
2. Determine what students don’t know relative to the content
3. Measure student achievement
4. Guide teacher’s design and redesign of instruction at a appropriate levels of complexity
5. Guide students’ learning
6. Guide district or school improvement of curriculum alignment or programmatic decisions
7. Communicate progress to parents to support a school to home connection

All teachers are expected to engage in formative assessments as a process used during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.¹

Key features of this definition are:
- Formative assessment is a process, not any particular test.
- It is used not just by teachers but also by both teachers and students.
- Formative assessment takes place during instruction.
- It provides assessment-based feedback to teachers and students.

The function of this feedback is to help teachers and students make adjustments that will improve students’ achievement of intended curricular aims. The formative assessment process should help teachers individualize instruction for students.

¹ Council of Chief State School Officers (CCSSO), Washington D.C. 2010
The Written Curriculum

The district written curriculum is developed with the students in mind. All written curriculum is a tightly aligned, vertically and horizontally articulated curriculum that promotes consistency, continuity and cumulative acquisition of concepts and skills from grade to grade and from school to school. With this expectation, the PK-12 curriculum shall be developed based on a core set of commitments that are clearly articulated and aligned to the state and national standards of each discipline or course, the GPS Vision of the Graduate, and the Digital Learning Goals.

Content and course specific curriculum maps shall be developed for all grade levels and subjects in the district by spring 2016. Upon development, content and course specific curriculum maps shall be distributed as follows:

- District Core Curriculum Maps will be warehoused in the Aspen Curriculum Mapper
- All teachers will have the ability to view the curriculum maps through Schoology
- Principals will have curriculum overview guides for all courses taught on their campuses
- Public view of the curriculum maps will be made available to the community through Schoology and the district web site
- Curriculum Overviews/Guides will be made available to parents

Components of the Written Curriculum

Curriculum Maps shall contain the following:

1. Content/Course overview
2. Unit Title/Topic
3. Big Ideas/Enduring Understandings
4. Essential Questions
5. Concepts (What students should know)
6. Skills (What students should do)
7. Misconceptions
8. Spelling/Vocabulary
9. Instructional Resources
10. Assessments
11. Standards

Embedded in each map is the district scope and sequence with the expectation that the taught curriculum is planned through the written curriculum.

Identified instructional resources include both physical and digital tools and resources aligned to district primary resources and the digital toolbox.
Assessments practices are aligned to the district definition of the formative process. Unit assessments processes are varied and provide a blend of selected response and performance tasks. All assessments are designed to assess what students should know and do relative to each standard.

The Taught Curriculum

District Curriculum Maps provide the framework of “what” should be taught – the written curriculum, from which teachers develop units of study, lesson plans, and/or approaches to instruction that will meet the needs of all students’ in a differentiated and personalized manner. All teachers have an obligation to remain committed to the development and/or refinement of the written curriculum through reflection upon teaching a unit. Feedback to the district program coordinators or AS CIPL is expected through discussion threads in Schoology and other programmatic tools.

Teachers are expected to assess the identified concepts and skills articulated within each unit within the curriculum map. Instructional support personnel, interventionists and administrators are expected to be knowledgeable about the written curriculum in order to support teachers in their implementation of the taught curriculum. This expectation provides an assurance that we are engaging all teachers and students in a rigorous, transdisciplinary curriculum that meets the diverse needs of all students in all content areas inclusive of and aligned with the CT Core Standards, state and national standards, the GPS Vision of the Graduate and the DLE Goals.

The Assessed Curriculum

The assessed curriculum is the one aligned to the tests developed by the state, national consortiums, Greenwich Public Schools and teachers. The assessment practices are varied to provide multiple opportunities to assess students’ proficiency of the standards and to engage in the format of standardized assessments. Both the written and taught curriculum influence what is assessed and how.

The use of assessment data aligns with the district data team process. Appropriate and timely data should be used to determine “data-driven” instruction. The assessed curriculum must provide for analysis of the curriculum and student achievement to:

- Evaluate the impact of the written and taught curriculum on student achievement
- Determine student readiness for concepts
- Measure student progress
- Identify gaps in learning
- Inform and guide teachers in the design and redesign of instruction in order to personalize the learning
- Inform and guide the district in the continuous improvement and renewal of the district written curriculum and programmatic decisions
- Communicate progress to support a school to home connection
The Curriculum Development and Renewal and Continuous Improvement Process

The curriculum review process has been revitalized for the purposes of focusing on curriculum areas annually, as well as a more public sharing of progress every year through monitoring reports and updates as part of the process of renewal. The process of continuous review requires an analysis of the curriculum in relation to the Indicators of Rigorous and Relevant Curriculum. Those indicators serve as the key criteria from which teams judge the progress of development and determine plans for improvement and renewal.

Continuous Improvement
Annually, at the close of the school year, vertical or Pk-12 grade level curriculum cadres meet to analyze the curriculum relative to Indicators of Rigorous and Relevant Curriculum. A cadre represents a cross section of grades, levels and courses from across the school system. They consider evidence and data related to content, skills and understandings; map, unit or guide development; curriculum alignment; assured learning experiences; and assessments/data collection. They then use the analysis of the indicators to shape and determine short term and long term goals, specific entry points for renewal to recommend to the curriculum cadres, and to guide program/CIPL development plans. In order to continue to evaluate our effective implementation of content, skills and understandings across the disciplines, the curriculum cadres and programs annually evaluate the progress of the implementation of the curriculum. The evaluation of curriculum is also a continuous process, where written curriculum is continuously assessed and examined to determine what needs improvement, alignment or balancing. The criteria and related rubric for curriculum development are listed below.

The Indicators of Rigorous and Relevant Curriculum include:

1. **Content, Skills and Understandings:** What students are expected to know, understand and are able to do is clearly defined and is meaningful, focusing on fundamental and relevant knowledge and skills necessary to succeed in a global community and reflect high expectations for all students.

2. **Maps, Units and Pacing Guides Development:** The written documents per grade include key required components/map elements, including the scope or breadth of material (how much of what is to be taught should be taught at that particular level within that particular context) and the progression (the succession of when the information is presented) providing an articulated curriculum across the grades.

3. **Assured Learning Experiences:** Key cognitive learning experiences (i.e., specific pedagogical strategies or instructional tasks) that help learners perceive, process, rehearse, store and transfer new learning or tasks that create authentic experiences for all students to demonstrate mastery of the grade level content and understandings are specified. These tasks promote coherence and alignment across the grades/courses and reflect high expectations for all students.

4. **Assessment/Data:** Given the need to measure content knowledge, process skills and understandings, the specified assessments provide the means to determine the level of student learning as delineated in the curriculum documents. Both formative and summative assessments and performance tasks are specified, aligned and represent high expectations.

5. **Curriculum Alignment:** There is a clear match between the written curriculum, taught curriculum and tested curriculum (including local and state assessments) that is consistent with external and internal standards, assessments and best practices, creating coherence within and across the grades.
Phases of the Curriculum Development Process

Content specific curriculum maps shall be developed for all grades and subjects in the district. As directed by the Assistant Superintendent, district wide curriculum cadres shall be formed and Program Coordinators will provide input and eventual oversight into the curriculum development process. Program Coordinators and members of a vertically aligned curriculum cadre will develop, evaluate or renew the curriculum based on this input.

Development Cycle
The curriculum development cycle will include six phases:

- Phase I – Development
- Phase II – Alignment
- Phase III – Implementation
- Phase IV – Analysis
- Phase V – Evaluation
- Phase VI - Renewal

Per board policy E-001, the development cycle should require 18 months to complete, depending on the current status of the curriculum, age of the standards and further complexities of the task. The Assistant Superintendent or designee will review curriculum maps on an annual basis during the District Curriculum Institute, or as directed.

For the purposes of continuously improving student performance, all curriculum-based programs will be continuously updated and improved upon as well as periodically reviewed in their entirety. The success of a revised curriculum will be determined based upon the achievements of the targets within a specified time frame.

It should be expected that a curricular area could overlap phases of development and weave in and out of phases in an effort to continuously improve and update the curriculum in order to engage teachers and students in a rigorous, standards-based curriculum that supports the personalization of learning.

The phases of Curriculum Development are described in detail on page 9.
# Phases of Curriculum Development

## Phase I: Curriculum Development
**Purpose:** To revise and/or develop essential curriculum elements of Scope and Sequence, Big Ideas Enduring Understandings, Essential Questions, Learning Targets, and Assessments of Learning. Ensure alignment to Frameworks. Through the curriculum maps, the district or cadre will:
- recommend evidence-based instructional materials and practices in this discipline: Differentiated Instruction, Universal Design for Learning (UDL) and Enrichment;
- establish/Revise assessment system, and data driven instructional process;
- identify professional learning and development needs to support student learning.

## Phase II: Curriculum Alignment
**Purpose:** To align curriculum to district, state and national standards, resources and district goals, so that the curricular units of study provide:
- statements that define what all students need to know, understand and be able to do;
- the framework of the curriculum by stating the most important big ideas, concepts, and skills;
- connectivity of standards with themes or subject area topics in an orderly sequence alongside instructional methods that give students ample opportunities to learn content and skills.

## Phase III: Curriculum Implementation
**Purpose:** To implement the revised curriculum, instructional practices, and resources while monitoring the implementation to:
- ensure professional development and support necessary for effective implementation and improved learning for all students;
- ensure the alignment of the intended, taught, and assessed curriculum;
- monitor data and progress towards intended results.

## Phase IV: Curriculum Analysis – Plan research of best practices and study current practices
**Purpose:** To reflect on critical questions in an effort to:
- assess existing program using data. Assess current curriculum to identify evidence-based best practices in the discipline;
- identify the current essential learning outcomes, assessments, and instructional practices in the discipline;
- analyze the effectiveness of current practices in the discipline;
- analyze our curriculum against the district rubric for curriculum design.

## Phase V: Curriculum Evaluation
**Purpose:** To review and evaluate student outcomes and determine effectiveness of the program. The evaluation will determine the next Phase of curriculum development to engage in.

## Phase VI: Curriculum Renewal
**Purpose:** To provide a continuous process at regular intervals to assess the effectiveness of the curriculum in any content area. Each program will take responsibility for acquiring feedback to ensure the curriculum responds to:
- students’ current and anticipated needs for knowledge and skills in the particular discipline;
- emerging trends in content and modes of instruction from outside of Greenwich;
- opportunities for collaboration within the discipline and across disciplines;
- opportunities to use off-campus resources to enrich the classroom education, provide real-time exploration, and apply competencies;
- the role of technology in supporting teaching and learning;
- appropriate assessment strategies.
The table below is the proposed Curriculum Review schedule for 2015-16. The table also outlines within each content area, the phases of curriculum development that are identified to support continuous instructional improvement.

### GPS Curriculum Model for Instructional Improvement 2014 – 2020: 5 Year Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>Phase I Curriculum Development and Design (BOE Approval required)</th>
<th>Phase II Curriculum Alignment</th>
<th>Phase III Curriculum Implementation and Monitoring</th>
<th>Phase IV Curriculum Analysis</th>
<th>Phase V Curriculum Evaluation</th>
<th>Phase VI Curriculum Renewal</th>
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<tr>
<td>12-13</td>
<td>PK-5 Core Mathematics</td>
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<tr>
<td>13-14</td>
<td>6-9 Core Mathematics</td>
<td>PK-8 ELA</td>
<td>PK-5 Core Mathematics</td>
<td></td>
<td></td>
<td>PK-12 Social Studies Career and Technical Education (6-12)</td>
</tr>
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<td>15-16</td>
<td>PK-12 Physical Education, Health and Wellness (Pending BOE Approval)</td>
<td>Career and Technical Education (6-12) PK-12 Physical Education</td>
<td>PK-12 Social Studies 9-12 Core Mathematics K-12 World Language Media PK-5 Core Mathematics 6-9 Core Mathematics</td>
<td>PK-12 ELA PK-12 Fine Arts/Music PK-12 Visual Arts 9-12 Theater Arts</td>
<td>PK-12 Science</td>
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<tr>
<td>16-17</td>
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<td>Career and Technical Education (6-12) PK-12 Physical Education</td>
<td>Media</td>
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<td>Fine Arts/Music</td>
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<td>PK-12 Fine Arts/Music</td>
<td>PK-12 Social Studies PK-12 Science PK-12 Mathematics K-12 World Language</td>
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<td>9-12 Theater Arts</td>
<td>PK-12 Fine Arts/Music</td>
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<td>Career and Technical Education (6-12) PK-12 Physical Education</td>
<td>PK-12 Social Studies PK-12 Science PK-12 Mathematics K-12 World Language</td>
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</tr>
</tbody>
</table>

Aligned to Phases of Curriculum Development as described on page 10
Curriculum Roles and Responsibilities

Board of Education
The Board of Education is responsible for establishing and upholding the policies for Program Services and Curriculum. Policy E-001 ensures that the District shall offer a comprehensive educational program that leads to the achievement of the District Mission and Vision and also meets or exceeds the requirements of State and Federal legislation. This program will be delivered in a manner that assures consistency and comparability of services within schools and across the district, provides for appropriate allocation of resources among schools, and is organized, funded and monitored to address the learning and developmental needs of all students.

The Board of Education expects for the purposes of continuously improving student performance, all curriculum-based programs will be continuously updated and improved upon as well as periodically reviewed in their entirety. The District will make use of Monitoring Reports to update the Board on curriculum-related issues and changes and will conduct more comprehensive Curriculum Reviews according to a Board-approved schedule.

Superintendent and Central Administration
The Superintendent is responsible for the implementation of the Board's policies. The Superintendent and designated central administration are responsible for:

- Setting curriculum guidelines and priorities
- Organizing and facilitating curriculum cadres to develop, evaluate and renew the curriculum
- Providing appropriate professional learning/training and resources needed to implement the curriculum
- Providing guidance and support to principals in their role of implementing and managing the curriculum in their schools

Building Administrators
The building administrators are key to implementing and monitoring the curriculum. The principals must be the instructional leader and translate the importance of delivering the standards-based curriculum on a daily basis. To effectively support the delivery of the district written curriculum, the principal is expected to employ strategies such as:

- Develop working knowledge of the curriculum maps by grade and content
- Using the curriculum maps to support teacher conferences and instructional data team meetings
- Participate in one or more curriculum-based professional learning every year
- Analyze student assessment data, including curriculum-based measures and district assessments
- Regularly observing teaching and learning in the classroom
- Meeting with program coordinators
- Providing opportunities for teachers to share best instructional strategies and or lessons
- Helping parents understand their role in supporting the curriculum
Teachers
Teachers are responsible for effectively planning and teaching the required curriculum as outlined in the curriculum maps and assessing students for mastery using a variety of assessment tools, including district and state assessments. To support learning of the district written curriculum, teachers should:

- Include students in the learning process
- Determine students’ strengths and needs
- Communicate learning strengths and needs to students, parents and support personnel
- Participate in professional learning modules that support the implementation of the curriculum
- Plan within the district instructional framework, such as the workshop model

PK-12 Curriculum Council
The Curriculum Council is a standing committee charged with supporting the phases of curriculum development, review and renewal. The Council engages in collaborative decision-making to ensure that all students are engaged in learning through a rigorous, transdisciplinary challenging, meaningful curriculum designed to prepare them for college, work and the world inclusive of and aligned with the CCSS, State and National Standards and the GPS Vision of the Graduate. This document outlines the rationale, roles and responsibilities, and structure for evaluating, selecting, developing and implementing curriculum in the Greenwich Public School District. The three key components of this system include the Curriculum Council, a standing body of stakeholders, Curriculum Cadres, charged with engaging in the evaluation, selection, development or renewal based on the specific curriculum phase of development and improvement.

Curriculum Council members:

- Serve as a content and process specialist;
- Recommend professional reading materials to members, as appropriate;
- Arrange school visits as needed to research best practices;
- Lead discussion groups around content or instruction as appropriate;
- Seek out specialists, as appropriate, to provide input for professional discussion in the content area,
- Insure the committee incorporates ways in which technology improves instruction in the content area;
- Share responsibility for the timely completion of the products of the committee members, materials/textbook selection, professional learning, and implementation;
- Lead discussion on qualities in text/materials which are needed to support quality instruction;
- Participate in the evaluation and identification of materials recommended for adoption; and
- Examine issues related to differentiated instruction.

Parents
Parents are encouraged as partners to participate in the education of their child by attending conferences, workshops and or principal guided events. Parents are encouraged to support learning through their child’s prompt and regular attendance at school.

Students
Students are responsible for their learning and for understanding their learning styles, strengths and needs. Students are responsible for meeting the learning goals of the required curriculum. Students are responsible for their behavior and its impact on their learning and the learning of others.
are encouraged to self-regulate their learning in order to self advocate for what is required for their success.

**Budget**
The Greenwich Public Schools budget development process will ensure that district strategic and program goals and priorities are considered in the preparation of the budget proposals to the Superintendent. Decisions related to reduction or increase in funding levels will be addressed in those terms. Curricular decisions will consider budgeting guidelines on an annual basis.
Curriculum Development Glossary of Terms

A

**Active Literacy**: The integration of critical language skills: listening, speaking, reading and writing into the daily curriculum in every class.

**Alignment**: Agreement or coherence between the essential questions, content, skills, assessments, and the standards adopted by the district. Maps allow us to see three types of alignment: internal alignment, external alignment to standards, and cumulative alignment K-12.

**Articulation**: Comparing the content of like courses that are transferred between each grade. Demonstrates a K-12 continuum of learning.

**Assessed Curriculum**: The Assessed curriculum is the assessment of the taught curriculum. It is used to measure success of and impact of the curriculum and student mastery of the articulated standards.

**Assessment Type**: The various kinds of assessments such as quiz, test, performance assessment, essay, etc. that allow students to demonstrate their learning.

**Assessments**: Demonstrations of learning aligned to the benchmarks and standards that allow students to show you what they know. They are products and performances used as evidence of skill development and content understanding.

B

**Background Knowledge**: Background knowledge or prior knowledge is what someone already knows about a subject that will help him/her gain new information. It is considered the key ingredient to reading comprehension

**Benchmarks**: Specific developmental statements regarding performance based standards. Benchmarks are usually defined in behavioral and observable terms.

**Bi-level analysis**: The examination of student work and performance data on two levels – the subject matter concepts and skills and the requisite language capacity (e.g. linguistic patterns, three types of distinctive vocabulary, and editing and revising strategies.

**Big Ideas**: Are important core concepts, understandings, or theories. They go beyond discrete skills and focus on larger concepts, processes, or themes.

**Big Idea**: a key concept that cuts across all topics within a discipline. Big ideas are also referred to as Enduring Understandings. Enduring understandings like Big Ideas, are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. They articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.
**CAPT:** Named the Connecticut Academic Performance Test, this criterion reference test is given to 10th grade students in the areas of math, reading across the disciplines, science and writing across the disciplines.

**CMT:** Named the Connecticut Mastery Test, this criterion reference test is given to students in grades 3-8 in the areas of math, reading and writing and in science for grades 5 and 8.

**Coaching Protocols:** Tools that include the critical criteria for exemplary products. They are used to sharpen focus and ensure quality work.

**Cognitive domain:** One of three types of learning domains; knowledge (cognitive), skills (psychomotor) and attitude (affective).

**Common assessments:** A broad term for assessments that are given routinely to all students in a grade and/or content area and that are the same for all students in a grade or course. Common assessments may be summative or formative.

**Common misconceptions:** Flawed ideas that many believe (e.g., humans get warts from toads).

**Common Core State Standards:** Adopted by Connecticut in July, 2010, the Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.

**Consensus/Core Maps:** Agreed upon curriculum identified by teachers and administrators that determines which elements will be consistently taught in a course/or subject.

**Concept:** A relational statement that provides the focus and basis for acquiring knowledge. It is synonymous with the enduring understanding or big idea.

**Content:** Is the subject matter, key concepts, facts, topics, and important information.

**Content specific technology:** Instruments that are specific to a discipline (e.g., graphing calculators for math or science).

**Culturally responsive text:** Texts that positively reinforce cultural identity and have affirming views of individuals of diverse backgrounds, including African Americans, Asian Americans, Americans Indians and Hispanic Americans. Historically, literature written by and for these groups of people generally lies outside of the literary canon, recommended book lists and the school curriculum.

**Curriculum:** All the courses of study offered by an educational institution.

**Curriculum Mapping:** Is a systemic process that can improve student performance by sharpening the alignment of all aspects of the curriculum to reduce repetitions, gaps, and strengthen the articulation of skills.
Data-driven: Using data to determine strengths and prioritize areas in need of improvement to inform instruction, curriculum and policy decisions to positively affect student achievement.

Diary Maps: A map where data are entered on an ongoing basis. Periodically, whether every few weeks or trimester, you will stop and reflect on your work with learners and make an entry.

Differentiation: The process of modifying or delineating some aspect of instruction: the content, process, product, and/or learning environment to address the needs of the learners.

Differentiated Professional Development: Is modified professional development based on the level of understanding of the learners.

ECE₁: Early childhood education inclusive of birth to PK programs.

ECE₂: Early College Experience

ELL: English language learners.

Enduring Understanding: The important understandings that have lasting value beyond the classroom (see Big Idea).

Entry Points: Possible openings or entrances where curriculum mapping can be integrated into the current structure or processes in a school and/or district. This allows it to become part of the system.

Essential Questions: Over-arching questions that focus based on a key concept, enduring understanding, and/or big idea to prompt inquiry. They are important questions that recur throughout one’s life. Such questions are broad in scope and are perpetually arguable.

Essential Curriculum Maps: A revision of agreements made by teachers and administrators that determine which elements must be consistently taught in the course. Flexibility will be critical.

Formative assessment: Process used by teachers to determine how to adjust instruction in response to student needs, and by students to adjust learning strategies. Formative assessments are used to inform and adjust instruction and are not used to evaluate student progress for a grade.

Frontload: To guide understanding by providing critical information prior to learning

Grade-level expectations (GLE): A description of what students should know and be able to do at the end of a grade level. Specifically stated in CT Science Frameworks.
**Hallmarks of Excellence:** The desirable features of the curriculum in that field of study: A vision, and how it is translated into the desired curriculum attributes of one subject.

**Higher order thinking:** Based on the idea that some types of thinking require more cognitive processing than others and also have more generalized benefits. In Bloom's taxonomy, for example, skills involving analysis, evaluation and synthesis (creation of new knowledge) are thought to be of a higher order— involving more complex judgmental skills—than the learning of facts and concepts, which require rote memory and recall. Higher order thinking is more difficult to learn or teach but also more valuable because such skills are more likely to useable in novel situations (i.e., situations other than those in which the skill was learned).

**Horizontal Maps:** Demonstrates how learning takes place across the subjects for learners.

**HUB:** A connector or linchpin that connects all aspects of the school improvement process.

**Individual Maps:** Maps developed by an individual teacher that reflect what they teach in their class or subject. They include: essential questions, content, skills, and assessments.

**Initiatives:** Programs, projects, and/or ideas implemented by schools and/or districts to improve some aspect of the system.

**Languages reflective of the community:** Languages commonly spoken among individuals in a social group or geographical area.

**Lessons:** Organized instructional plans aligned to assessment targets. The concept of "planning backwards" suggests that you start your design work with the assessment targets and tasks fully described. Once that is accomplished, you design your lessons so students are fully instructed around the content and skills that will be called for in those assessments. It is a reverse of the model that asked for lesson plans and then later for assessment designs. The "backward planning" provides a clear lens for examining your instructional time to make certain that it is purposeful toward benchmarks and standards.

**Like Group Reviews:** Readings that focus on a specific curricular area. For example, all of the teachers in the Language Arts Department might read through the course maps for their department to look for gaps, repetitions, and the articulation of skills.

**Long-term next steps:** Actions that require the further development of the curriculum or improvement of the curriculum development plan and training to implement the curricular changes.
**Map:** A visual method for projecting yearly plans as well as monthly plans for the classroom based on a calendar sequence from month to month that describes the scope of what is taught. Maps include: essential questions, content, skills, and assessments.

**Mission statement:** A short, written passage that clarifies the beliefs of a school district about the nature of learning and the need for educational services to meet student learning needs.

**Mixed Group Reviews:** Read throughs of maps that involve teachers from different curricular areas. These types of reviews can help provide a better understanding of the curriculum across the school and/or district. They can also be used to identify where specific cross-curricular skills or specific school and/or district goals are included in the curriculum.

**Non-Negotiable:** The core elements that must be taught in the curriculum.

**Performance Task:** Authentic assessments that contribute to student learning by giving them challenging, engaging tasks that ask them to use their knowledge.

**Philosophy:** A common belief system that guides policy and practice, e.g., *All students can learn.*

**Power Standards:** The most important standards. Synonymous with Priority Standards.

**Priority Standards:** Designated as essential to the content and learning. Standards that have endurance (last beyond the classroom), have leverage (cross-over application) and provide readiness for the next level of learning. Identify essential outcomes for students.

**Professional/Implementation Development Map:** Is an organizational tool that using the mapping format to develop a yearlong plan for implementation. It includes: the training times, the essential questions, the content to be taught, the skills that participants should demonstrate, the products or evidence that will be produced during the training, and the assignment(s) that participants should complete prior to the next training.

**Professional Learning Communities (PLCs):** A conceptual model developed by Richard DuFour and his colleagues for transforming schools. It focuses on the following principles: A Shared Mission, Vision, Values, and Goals; Collaborative Teams; Collective Inquiry; Action Orientations and Experimentations, Continuous Improvement, and Results Orientation.

**Projected/Projection Maps:** A map that has been created prior to teaching a course or subject and then revised on an ongoing basis as the school year progresses.

**Portfolios:** Is a representative collection of a person’s work that serves as evidence of understanding.
**Quality Lenses:** Are exemplary samples (e.g. maps, standards, etc.) from other schools and states that can serve as filters when developing quality Consensus maps.

**Read Through Process:** The process following the development of the maps in which the teachers become editors for the maps for the entire building.

**Readability levels:** The measurement of the textual difficulty or reading difficulty level of a book determined by a readability formula (e.g., calculated by the average number of sentences and syllables per hundred words). Some commonly used readability formulas used to determine readability levels include Fry Readability Formula, Spache Readability Formula, Dale-Chall, and the Lexile Framework for Reading.

**Rubric:** Scoring guide composed of set criteria and related levels of proficiency that is used to evaluate a student's performance, product or project.

**SAT:** The SAT Reasoning Test is a standardized test for college admissions in the United States. The SAT is owned, published and developed by the College Board.

**Scaffold:** Building blocks of learning. A framework. An instructional strategy that involves supporting novice learners by limiting the complexities of the context and gradually removing those limits as learners gain the knowledge, skills, and confidence to cope with the full complexity of the context.

**Scope and sequence:** Defines what should be taught, to what depth and when it should be taught.

**Short-term next steps:** Actions that can be taken immediately or within this school year with minimal adjustments to the existing curriculum or curriculum development plan.

**Scientific research-based interventions (SRBI):** The use of educational practices, which have been validated through research as effective, for improved student outcomes. Educational practices that are implemented in a school or district which, through data analysis, demonstrate effectiveness (also known as Response to Intervention or for early childhood, Recognition and Response).

**School based Support Structures:** Key programmatic structures that have a direct effect on curriculum, assessment, and instruction: Schedule (daily, annual, long-term), grouping of students (within classrooms, throughout the institution, and by class size), grouping of personnel (into teams, departments, and roles).

**Seven Essentials Strategies for Integrating Literacy:** Specific strategies for integrating critical language skills across the curriculum (Heidi Hayes Jacobs.) The strategies include: revising and expanding the role of all teachers, so they incorporate speaking, reading, listening, and writing activities with all learners in all subjects; organizing vocabulary into three distinctive types (high-frequency words, specialized terminology, and embellishing words (Tier I, II, III words)) with specific instructional approaches in every classroom; developing creative note-taking strategies that cause students to extract and react to information; designing and employing a consistent editing and revising framework for writing K-12; assessing formal speaking skills through the use of discussion approaches; employing technical instruction to develop the human voice.
and body as communication instruments; and using curriculum mapping as the school- and district-wide tool for implementing and monitoring the use of these strategies.

**Seven-Step Curriculum Mapping Review Process:** The process or sequence developed by Heidi Hayes Jacobs for creating and analyzing curriculum maps in a school and/or district. The steps include: Collecting the Data, The First Read Through, Small Like/Mixed-Group Review, Large Like/Mixed Group Review Comparisons, Determine Immediate Revision Points, Determine Points Requiring Some Research and Planning, and Plan for the Next Review Cycle.

**Skills:** Are the targeted proficiencies; technical actions and strategies.

**Standards:** Statements that reflect the larger outcomes that we expect all students to be able to demonstrate before they leave our school. Most State Departments of Education have already established standards. Districts often add to those standards based on their local needs.

**Stakeholders:** A person, group, organization, or system that affects or can be affected by an organization's actions (e.g., business, families, board members, etc.).

**Student Mapping:** Digital portfolios.

**Supporting Standards:** Standards students need to learn that support, connect to, or enhance the priority standards. They are taught within the context of the priority standard.

**Summative assessment:** Assessments that are employed mainly to assess cumulative student learning at a particular point in time (e.g., unit tests, finals, the Connecticut Mastery Test, the Connecticut Academic Performance Test).

**Targeted instructional strategies:** Purposefully selecting and employing specific processes that maximize learning opportunities.

**Targeted Work Groups:** Task forces that are organized flexibly to respond to specific emerging needs. When the work of the task force is completed, it is disbanded.

**Taught Curriculum:** The Taught refers to instruction, the process by which teachers develop units of study, lesson plans and approaches to instruction utilizing district identified strategies and models. The main goal of the taught curriculum is to engage students in a rigorous, standards based curriculum that provides multiple and varied opportunities for students to achieve the tenets of the Vision of the Graduate.

**Technological literacy:** Computer skills and the ability to use computers and other technology to improve learning, productivity and performance.

**Technology application:** Any program, whether software or online-based, that aids in the completion of a task.

**21st Century Skills:** Are skills students need to be successful in the 21st century. They include: cross-curricular skills and learning to learn skills.
Understanding by Design: Is a set of ideas and practices that help you think more purposefully and carefully about the nature of any design that has understanding as its goal. It is based on the work of Jay McTighe and Grant Wiggins and focuses on the principles of “Backwards Design”.

Unit: Curricular units aligned to standards that encompass some of the major areas of focus in a given developmental period. They include: the essential questions, content and skills that will be addressed, specific lessons that will be used, and assessments that will be required.

Unwrapping/Unpacking Standards: Process of clearly defining the critical content and skills embedded in a standard that students’ need to know, and be able to demonstrate to show mastery of the standard.

Vertical alignment: Specific learner expectations that are built upon one another to ensure that fundamental knowledge is established, skills are mastered, gaps are eliminated, and that there is increasing sophistication and rigor across grade levels. When curriculum is vertically aligned, teachers have a clear understanding of what students should have already learned, what they currently have to teach, and what students will learn in future courses or years.

Vertical Maps: Demonstrates how much learning takes place from one grade level to the next.

Written Curriculum: The Written curriculum is defined by non-negotiable standards, objectives and expectations that students are to achieve while in school within a given year. The written curriculum will be aligned to the CT Core Standards, state frameworks and approved national standards. The written curriculum is the framework that supports the development of the taught curriculum. The Board of Education officially approves the course objectives outlined in a content specific curriculum.