CURRICULUM DEVELOPMENT: A LOCAL APPROACH

MADISON PUBLIC SCHOOLS

CONNECTICUT

Every Child, Every Day

A guaranteed and viable curriculum ensures that all students have an equal opportunity to learn. Each student will have access to an effective or highly effective teacher, and access to the same content, knowledge and skills in each section or class.
What Works in Schools: Translating Research into Practice, Marzano, 2003

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For more information visit **Madison Public Schools Curriculum Website**:

MEET OUR TEACHER EXPERTS

DESIGN

K-12 POG Rubric Development

Jen Aguzzi (WL) talks about the district team that she chaired to create rubrics for each capacity that would be used across the system.

Independent Project & Fab Lab

Mike Kiefer shares the design of the final mastery project for students to showcase growth and development in the Profile of a Graduate capacities in pursuit of a topic of personal interest.

ELA Stages 1 and 2: Outcomes and Design for Assessment

Celina DaSilva shares about the work of the teacher teams as they develop common units and assessments.

ELA Stage 3: Development of Learning Experiences

Celina DaSilva reflects upon the sharing of best practices for meeting objectives and the creation of complex tasks that reinforce both content and capacities.

Curriculum Review Council

Ben Pelletier (SS) explains the process of review and feedback to Unit writers against district criteria prior to BOE adoption.

MEET OUR TEACHER EXPERTS

PROGRAMS

CTE Department Curriculum Impact

Dan Grenier and Dave Tommaso reflect upon the shifts in their department as curriculum becomes a shared endeavor.

Science Program Pathways

Paul Mezick explains the redesign of science HS offerings as curriculum phase starts and student voice is considered.

Math Department

Christine Justice and Justin Kaeser share their experience of examination of data and student experience to create more opportunities for all students to have access to high level mathematics.

PROFILE OF A GRADUATE RUBRIC

Critical Thinking	Creative Thinking	Collaboration/ Communication	Self-Direction	Global Thinking
Inquiry Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.	**Idea Generation** Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.	**Collective Intelligence** Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.	**Self-Awareness** Examining current performance critically to identify steps/strategies to persist.	**Citizenship** Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.
Analyzing Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.	**Design** Engaging in a process to refine a product for an intended audience and purpose.	**Product Creation** Effectively use a medium to communicate important information	**Decision Making** Make responsible decisions, based on potential outcomes.	**Alternate Perspectives** Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.

Product Creation Effectively use a medium to communicate important information.	I created a product that: • shows little consideration for context or purpose. • is incomplete or confusing. • required teacher support to synthesize information.	I created a product that: • uses a medium that may not match the intended purpose for a given audience. • communicates ideas with a vague sense of purpose. • conveys statements that may be unrelated to the importance of the topic. • required some teacher support to synthesize information.	I created an original product for an audience, using a particular medium, maximizing its features, to make powerful statements by: • communicating important ideas for a given purpose. • making connections between sources, self, and world. • purposefully synthesizing information, models, strategies, mentor texts, and peer or teacher feedback.	I fully met the MPS standard with at least one of the following: • I created a novel product or used my product in an inventive manner to match my purpose and audience • I skillfully used a particular medium, maximizing its features, to expertly convey ideas • I made insightful connections between sources, self and world

PROFILE OF A GRADUATE

CRITICAL THINKING
★ Inquiry
Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.
★ Analyzing
Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.

CREATIVE THINKING
★ Idea Generation
Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.
★ Design
Engaging in a process to refine a product for ... ence and purpose.

▶ PLAY

...ION/COMMUNICAT...
...telligence
Working respectfully and responsibly with ...

Meet Jen Aguzzi

Scan for insights on the K-12 Rubric Creation Process

Hear a _real_ teacher perspective

Home

Active users ▾	Event count ▾	New users ▾	Key events ▾
4.9K	**55K**	**3.5K**	**656**
↑ 132.4%	↑ 166.1%	↑ 139.3%	↑ 190.3%

— Last 7 days ＝ ＝ Preceding period

Last 7 days ▾

Google Analytics & Microsoft Clarity

Since January, 2025 we have had over **2,178** active users engaging with Curriculum pages. Users engaging with our curriculum pages are **42.87%** more engaged than the average MPS visitor....

Particularly high traffic on Wednesday, January 8th (474 visitors) and Thursday, January 16th (598). See total traffic of Curriculum pages from data collection onset (October 18, 2024).

courses	204 (0.02%)
program of studies	105 (0.01%)
Calendar	87 (<0.01%)
course selection	71 (<0.01%)
calendar	67 (<0.01%)
Courses	64 (<0.01%)
Infinite campus	58 (<0.01%)
Calendar	46 (<0.01%)
course	37 (<0.01%)

Views by Page path and screen class over time   Day ▾

● Total ● /district/curriculum-instruction ● /district/curriculum-instruction/ela ● /district/curriculum-instruction/mathematics ● /district/curriculum-instruction/social-studies ● /district/c