CURRICULUM DEVELOPMENT: A LOCAL APPROACH



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



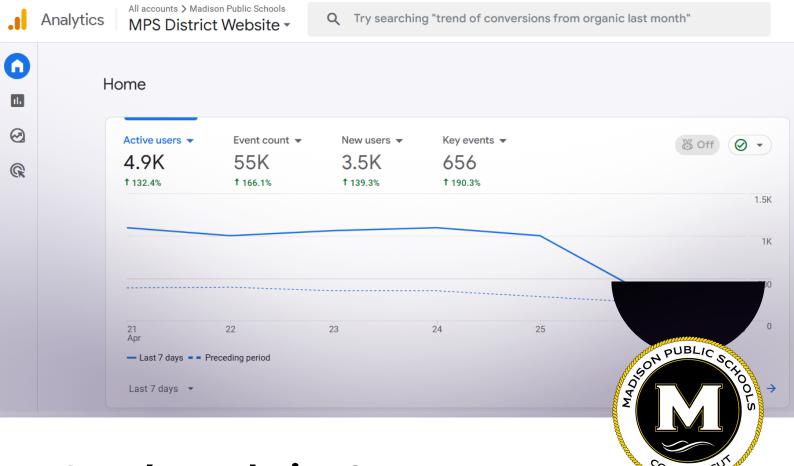
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Scan for insights on the K-12 Rubric Creation Process



Hear a <u>real</u> teacher perspective

Meet Jen Aguzzi



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%)

