



Oak Park Elementary School District 97

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TO: Members, Board of Education
FROM: Dr. Carol Kelley, Superintendent
SUBJECT: Written Curriculum Framework
DATE: May 10, 2016

Type of Report: Proposal

Preview of purpose and content of report:

The Board of Education is being asked to approve the adoption of new professional support (to support creation of written curriculum framework). The attached proposal consists of both the development of a district curriculum as well as professional development to support the implementation, further development and revision of the curriculum based on its implementation.

Budgetary Impact:

- **2015-2016:** \$20,000 (drafts of the unit one framework will be completed by June 8th)
- **2016-2017:** \$75,000 (completed by August 24th)

District goals aligned with report: Goal Area 1 (Strengthen Teacher and School Leadership Capacity), Goal Area 2 (Build Collaborative Expertise)

In the 100-Day Report to the Board of Education on December 1, 2015, I presented what I heard through my meetings with educators, students, families, and Oak Park residents. My report highlighted various strengths as well as key areas to enhance.

One of the key areas to enhance, as presented in my report, was creating a written curriculum framework to support exemplary teaching and learning. Ideally, the written curriculum will be interdisciplinary, meaning that it will focus on issues that go across subject areas. For reference, please see attached examples of written curriculum frameworks.

Because of the enormity of the process and the importance of involving the staff, the proposed work will take place in phases.

(Spring/Summer 2016): The purpose of phase one is to develop a curriculum framework that can be used to guide classroom decisions about instruction and assessment. The curriculum framework will

- be arranged according to quality organizing centers that are meaningful and engaging to students. These organizing centers will incorporate the themes identified in the existing resource documents and prepare students for the IB program at the middle school
- identify the essential question and big idea for each unit to identify the most important learning for the unit
- identify focus standards for each unit (standards that are given specific attention because they are taught and assessed in the unit.) In addition to Illinois literacy standards, appropriate outcome statements will be included from the social studies and science curriculums.

- include curriculum-embedded performance assessments identified for each unit. These assessments are designed to produce as well as measure learning and therefore include diagnostic and formative assessment moments.
- include connections to the school resource document, C3 inquiries and the Teachers College Writing Program

Phase One will also consist of two, one-day, on-site professional development sessions. The first day will be held for district administrators, including instructional coaches. The second day will be held for teacher leaders who aspire to develop a deeper understanding of quality curriculum design. The purpose of these sessions is to unpack the curriculum framework and provide strategies to support the beginning stages of implementation.

Future Work: Future work supporting this project will include professional development support for the district's newly appointed (10) instructional coaches, as well as aspiring leaders (teacher leaders who aspire to move into administration).

Supporting Instructional Coaches and Grade Level Leaders

Professional development support will be provided to our instructional coaches (and perhaps also principals, lead teachers) to enable them to make connections between the curriculum framework and other district initiatives and programs to create a coherent instructional and assessment program for the district. The second purpose of this strand is to provide the coaches with tools and strategies to assist teachers in making instructional and assessment decisions based on the curriculum framework, and to address concerns as they arise during the school year.

Supporting Aspiring Leaders

Strand two will be for teacher leaders who have aspirations for becoming a school or district leader. These teacher leaders will participate in a professional learning community whose focus is quality curriculum design. They will take the lead in developing the frameworks into curriculum units of study, based on the provided feedback. The LCI consultant will facilitate formal learning community sessions, guide the curriculum writers through the unit design process and provide them with feedback as they complete their work. Not only will this provide the district with valuable curriculum resources, it will also prepare teacher leaders for future school leadership positions.

D97 Artifact of Learning

Finally, the project will conclude with refining and editing the collected units produced by our staff to ensure the unit plans reflect the attributes of quality curriculum and have a consistent voice across grade levels. Revisions to the units will be completed prior to the beginning of the summer break.