



Oak Park Elementary School District 97 Curriculum and Program Proposal

Submitted to:

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Submitted by

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Proposal Overview: This 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.

Phase One: 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 consist of six units per grade level following the IB unit structure. 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 Illinois Standards for English Language Arts for each unit. These standards are those that are given specific attention because they are taught and assessed in the unit. In addition to Illinois Standards for English Language Arts, outcome statements relevant to the unit will be included from social studies and science. Inclusion of all social studies and science standards will occur during phase two.
- include curriculum embedded performance assessments 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 guides, the Teachers College Writing Program and where appropriate the IL Social Studies Standards.

Drafts of the unit one framework for all grade levels will be completed by June 8.

Cost: \$20,000.00

The entire curriculum framework will be completed by August 5. Two days of on-site professional development will be provided following the completion of the curriculum framework. The first day will be held for district administrators including instructional coaches. The second day will be held for teachers who have expressed interest in working with the curriculum framework to develop student learning experiences. The purpose of these two sessions is to unpack the curriculum document, provide strategies to support the beginning stages of implementation and set the stage for further work on the curriculum.

Cost: \$75,000.00

Future Work:

Phase Two will consist of two strands and begin in September, 2016. Strand one will be for district instructional leaders, and strand two for a selected group of teachers interested in personalizing the framework and providing feedback based on its implementation.

The purpose of strand one is to work with district instructional leaders in a professional learning community whose focus is quality curriculum. They will participate in formal learning community sessions 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 instructional coaches with tools and strategies to assist teachers in making decision based on the curriculum framework, and to address concerns as they arise during the school year. Participants will be further supported through feedback by the LCI consultant on the work they completed as part of their professional learning and video conferences between on-site sessions.

Strand one will consist of

- 3 days, on-site Professional Learning Community
- 6 hours of offsite video support (2 hours in between each session)
- 10 hours of feedback

Strand two will consist of a team of instructional coaches and teachers interested in providing feedback and revising the curriculum framework based on implementation, and identifying and/or developing quality learning experiences to further support the use of the curriculum framework in the classroom. Work completed by this team will receive feedback from the LCI consultant. The total number of participants on this team is not to exceed 24.

Strand two will consist

- 7 days onsite
- 36 hours of off-site feedback

Resource for both strands:

Title: *Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success*

Author: Angela Di Michele Lalor

Publisher: ASCD, 1703 N. Beauregard St., Alexandria, VA 22311-1714

Strand Two Total Cost: \$54,700.00

Phase Three: Phase three will begin in Spring, 2017. The purpose of this phase is to refine and edit the curriculum framework based on feedback and implementation, and ensure that it has a consistent voice across grade levels. Revisions will be completed prior to the beginning of the summer break.

Cost for curriculum work: \$50,000.00

Staffing:

Angela Di Michele Lalor is a staff consultant at Learner-Centered Initiatives. Her work includes facilitating school-wide initiatives in the areas of curriculum, instruction and assessment. Her primary focus has been helping districts design high quality curriculum that incorporate meaningful and engaging learning experiences for students. In addition, Angela has worked with teachers to link curriculum, assessment, and grading and reporting practice, differentiate instruction to meet the needs of all learners, and examine student work to move student learning forward. Her strengths lie in her ability to help groups of teachers work collaboratively to rethink and reflect upon their practices.

Angela has presented nationally at the Association for Supervision and Curriculum Development (ASCD) Conference. She most recently published an article in the November 7, 2013 issue of ASCD Express entitled, *Thoughtful Selection of Informational Text*. It provides examples of how to use informational text within engaging and meaningful units of study. Angela's article, *Keeping the Destination in Mind*, can be found in the September 2012 issue of the ASCD magazine, *Educational Leadership*. It provides practical tips and examples on providing students with effective feedback that will move student learning forward. Angela's first book, *Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success*, will be published in Fall, 2016. It is designed to help readers better understand the attributes of quality curriculum, to evaluate and plan their own curriculum, and to decide what areas warrant further investigation

Angela began her career as a seventh grade social studies teacher. She is also a certified Fellow at Communities for Learning: Leading Lasting Change. Angela is also an avid runner having just completed her second New York City marathon.

Jonelle Locke is an educational consultant to K-12 school districts and professional organizations. She has dedicated the past ten years of her life to the field of teaching and learning where she holds graduate degrees in educational leadership and childhood education. Jonelle has provided professional development experiences to thousands of educators in the areas of instruction, data literacy and the collaborative development of curriculum and assessments. Her work with Learner-Centered Initiatives centers on curriculum and assessment review and design. She has partnered with the New York City Department of Education on various citywide initiatives around curriculum alignment and assessment literacy.

Jonelle is a first generation American born to Caribbean immigrants of Jamaica and Trinidad. Her mom placed a high value on education and as a result she was the first person in her family to graduate with a college degree. In the same way her mom inspired her, she seeks to inspire others to make a difference in the lives of others through education but also through movement as an inspirational dancer.