



East Lyme Public Schools Curriculum Revision Plan

Curriculum Defined

The role of curriculum is to provide East Lyme educators with a roadmap to the “what” is taught and assessed 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 (*intentional*) 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 Curriculum 21 unit template aligned to the CT Core Standards and approved national standards. The written curriculum is the framework that supports the development of the taught curriculum.

1. The curriculum shall be developed utilizing the Understanding by Design (UbD) framework and Curriculum 21 unit template.
2. The design of the curriculum (written, taught, and tested) establishes the framework and parameters that guide educational decision-making at all levels of East Lyme Public Schools.
3. Curriculum development is a participatory process involving curriculum teams that include various stakeholders: teachers, principals, administrators, and students.
4. 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, national standards, Long Range Plan goals and East Lyme Public Schools mission.
5. 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.

6. The curriculum is accessible and managed via Google Classroom for educators. Standards and scope and sequences for each content are accessible and managed via East Lyme Public Schools district website.
7. The curriculum maps are living documents that are renewed on an annual basis with input from students, teachers, administrators and community as appropriate.
8. The curriculum is assessed regularly at all levels: district, school, classroom, and individual student.

The Taught (*operational*) 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 mission of East Lyme Public Schools.

1. Instructional tasks and formative assessments are critical components of the taught curriculum in order to determine student growth over time.
2. 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)
3. 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 unit pacing.
4. Teachers plan instruction within district-supported frameworks such as the Framework for Teaching and Learning.
5. Professional learning is designed and implemented to support all educators to teach the curriculum
6. 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

The Assessed (*operational*) curriculum is the “understanding” 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.

1. Understand the impact of curriculum design and instructional plans have on student growth.
2. Determine what students don’t know relative to the content and skills.
3. Guide teacher’s design and redesign of instruction at a appropriate levels of complexity.
4. Guide district or school improvement of curriculum alignment or programmatic decisions.

Curriculum Expectations

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 East Lyme Public Schools mission, and the Long Range Plan Goals.

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

- District Core Curriculum Maps will be warehoused in Google Classroom.
- Public view of content standards and grade/content specific scope and sequence will be made available to the community through the district web site.
- Curriculum Overviews/Guides will be made available to parents through the district web site and distribution at grade level conferences/Open House.

Components of the Written Curriculum

Curriculum Maps shall contain the following:

1. Unit Genre
2. Purpose
3. Targeted Standards
4. Content (What students should know)
5. Skills (What students should do)
6. Essential Question(s)
7. Assessments
8. Learning Tasks
9. Networking Resources

Assessments practices are aligned to the district definition of the formative, benchmark, and summative 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.

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 students in understanding 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 East Lyme Public Schools mission and the Long Range Plan Goals.

The Assessed Curriculum

The assessed curriculum is the one aligned to the tests developed by the state, national consortiums and East Lyme Public Schools educators. 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 growth to:

- Evaluate the impact of the written and taught curriculum on student achievement.
- Identify areas of needed improvement and enrichment in learning.
- Inform and guide teachers in the design and redesign of instruction in order to personalize the learning.
- Inform the district in the renewal of the district written curriculum, instructional and programmatic decisions.

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 teams shall be formed and Assistant Superintendent will provide input and oversight into the curriculum development process.

Development Cycle

The curriculum development cycle includes six phases:

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

The Assistant Superintendent or designee will review curriculum maps on an annual basis during the District Summer Curriculum Content Institute(s), 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.