



Wayne-Westland Community Schools

Curriculum Development Handbook



Many people share the responsibility for improvement of student learning in Wayne-Westland Community Schools (WWCS). The alignment of curriculum, instruction, and assessment practices within the district is a key element in our school improvement efforts. Curriculum development is an ongoing process to ensure that all students in WWCS have equal access to appropriate curriculum materials and teaching methods.

❖ Board of Education

Mission Statement:

As Wayne-Westland Community Schools Board of Education Trustees, we are accountable to uphold our commitment to provide the best education for our students' future. We will accomplish this through fiscal responsibility and by supporting all facets of family and community with the utmost respect, integrity, and transparency.

3000.01 Board Policy: Curriculum Development

The Board directs the Superintendent to develop, implement, and provide ongoing evaluation of a School District curriculum. The Curriculum will

- Be consistent with the Board's policy on Student Learning and Achievement;
- Meet or exceed all requirements of the State of Michigan for instructional programs; and
- Be standards based and founded upon legally compliant, research based grade level learning and achievement standards that lead to the awarding of a School District diploma.

The School District's curriculum will also include legally compliant research based learning and achievement standards for students who participate in career and technical education programs, as well as address the needs and provide opportunities for students with disabilities and students who are considered gifted.

The Superintendent will appoint well qualified administrators and teachers to assist the Superintendent in implementing and improving the School District's curriculum, as well as otherwise improving student learning and achievement. Any changes to the curriculum must be approved by the Board.

3000.03 Board Policy: Instruction

To the maximum extent feasible, student instruction will be delivered using research based and peer reviewed instructional methodologies. The Superintendent may develop regulations that are consistent with this policy.

❖ Administration

Curriculum is viewed as the content and outcome guideline for all instruction at Wayne-Westland Community Schools. Further, curriculum is also viewed as the framework for a consistent delivery model for all teachers while still leaving room for personalization. The Wayne-Westland Community Schools' administration is committed to team decision-making and encourages input from staff in curriculum decisions.

❖ Assistant Superintendent of Curriculum, Instruction and Assessment

The Assistant Superintendent at Wayne-Westland Community Schools leads The Curriculum, Instruction and Assessment Department. The Assistant Superintendent appoints the Executive Director(s) of Curriculum and Instruction to serve as the facilitator of curriculum meetings. The Assistant Superintendent works closely with the Executive Director(s) of Curriculum and Instruction on all curriculum matters, and after consultation approves final recommendations for curriculum changes to be brought to the Board of Education. The Assistant Superintendent also works with the Executive Director(s) of Curriculum and Instruction on curricular issues regarding budget, staff development, district assessments and approves recommendations to take to the Board of Education.

❖ Executive Director of Elementary and Secondary and Director of Curriculum and Instruction

The Elementary and Secondary Executive Directors and the Director of Curriculum and Instruction are assigned the responsibilities for leadership in the curriculum, and the alignment of district curriculum within the district to the state and national standards. In addition, they provide leadership in instructional delivery and staff development.

❖ Building Administrators

Building administrators serve as instructional leaders for their building. They provide the leadership for the process of curriculum review and change within their own building. In addition, building administrators are invited to attend the Curriculum Council meetings to give input and/or feedback on upcoming curriculum, program, or class/course changes; to obtain information on curriculum, program, or class/course changes to bring to their building staffs; to bring new curriculum, program, or class/course proposals to the Curriculum Council; and to share input with and from the Curriculum Council regarding upcoming curriculum, program, or class/course changes.

It is the building administrator's job to make sure that the curriculum, once approved by the Board of Education, is taught by the teachers in his/her building.

Through lesson plans, classroom visits, and teacher observations it is ultimately the building administrator's responsibility to see that the curriculum is followed and delivered consistently as approved by the Board of Education.

❖ Curriculum Council

Per article 24 of the W-WEA contract:

24.1 The Board shall provide for the orderly development and coordination of curriculum and instruction. Teachers will be involved in this function by participation in a district wide Curriculum Council. The Curriculum Council shall review and act upon all new curriculum programs or proposed changes to existing curriculum, including courses that are officially dropped and/or reinstated. The decisions of the Curriculum Council shall be the final step in the process unless the Superintendent/Board of Education retains the right to make the final determination.

24.2 The Curriculum Council shall meet no less than six times no more than ten times yearly. All meetings will take place after school. Teachers will be reimbursed \$30 per meeting. In the event the Curriculum Council cannot meet the constraints during the normal school year, an emergency meeting(s) may be called, to allow the Curriculum Council to act upon a new program.

24.3 At its first meeting of each school year, the Curriculum Council will establish Curriculum Council Procedures.

District Standing and Ad Hoc Committees including charges and frequency of meeting dates will be presented for Curriculum Council review and recommendation by October of each school year, prior to soliciting membership for such committees.

Curriculum Council will have balanced representation limited to ten (10) teachers, two (2) W-WEA Coordinators and ten (10) administrators. Bargaining unit members shall be selected per W-WEA procedures.

The Council will be chaired by the Executive Director of Curriculum Development, or Designee who shall only vote in the case of a tie and is not one of the ten administrators. A Curriculum Executive Committee composed of the Executive Director of Curriculum Development, or Designee, the two (2) W-WEA Coordinators, and two (2) Executive Directors from General Education shall meet on an after-school basis prior to the Curriculum Council meetings to establish the agenda and to handle routine matters.

24.4 All new curriculum, district-wide textbooks, and proposed changes, including evaluative criteria and timelines for implementation, must be acted upon by Curriculum Council prior to review or adoption by the Board of Education. The process for curriculum development and revision shall be developed by the Executive Director of Curriculum Development and presented to Curriculum Council for review and approval.

Any project that significantly alters or modifies the current curriculum and involves at least four teachers in a building will be presented to the Curriculum Council or follow the contract deviation process.

24.5 All new curriculum proposals and district-wide textbooks will contain timelines for implementation and procedures for evaluation. Any deviations from the original approved proposal will be presented to the Curriculum Executive Committee for review and approval.

Implemented programs shall be evaluated according to the criteria outlined in the curriculum proposal. These program assessments will be presented to the Curriculum Council for review and recommendation.

Programs will not be fully implemented until basic materials as prescribed in the approved program have been obtained or are available for use.

❖ **Content Teams**

For each core subject there are Content Leaders: ELA, Math, Science, and Social Studies. There is one elementary (K-5) Content Leader per core subject; one secondary (6-12) Content Leader per core subject. The Content Team Members support the work of the Content Leader as needed.

Grade Level Leads/Content Leaders meet monthly with the Executive Director of Curriculum and Instruction. In addition, each Grade Level Lead/Content Leader organizes and plans monthly content meetings with teachers from the same content area or grade level. Teachers and leaders discuss content related matters, make district decisions around content specific/grade level specific curriculum, and collaborate around instructional practices. All teachers, Instructional Coaches and administrators are welcome, encouraged, and invited to attend.

Following are the duties under the grade level/Content Leader job description. These pertain to the overall work of the teams as well:

- Assist the Executive Director of Curriculum & Instruction with the review, development, presentation and implementation of high quality instructional practices
- Be a positive advocate that promotes best practice instruction throughout the school district.
- Assist the Executive Director of Curriculum & Instruction with the review and maintenance of content specific curricular matters
- Assist the Executive Director of Curriculum & Instruction with the ongoing development, enhancement and sustainability of content specific curriculum throughout the district (Curriculum Review Cycle)
- Provide direct knowledge and expertise regarding content specific curricular matters
- Assist with the review and realignment of district assessments to the standards

- Assist the Executive Director of Curriculum & Instruction with the establishment of cut scores and proficiency levels of locally developed assessments
- Assist the Executive Director of Curriculum & Instruction with reviewing K-12 student achievement data in order to help identify gaps within the curriculum and assist with the implementation of instructional changes
- Assist the Executive Director of Curriculum & Instruction with textbook review and adoptions
- Assist with the Inventory of supplies and textbooks, including teacher editions, reference materials, and online resources
- Support communication between buildings regarding the dissemination of information related to content curriculum matters and district vision
- Provide leadership, work cooperatively with teachers and develop long range plans for content
- Attend and take a leadership role over various content specific meetings
- Lead and support district wide professional development
- Promote and encourage participation on district level and/or content committee meetings from each building
- Assist in the review and writing of the District Improvement Plan

❖ Teachers

Sound curriculum results from professionals who care about the future of Wayne-Westland Community Schools' students. Teachers play key roles through membership on Grade Level Teams, Content Teams, and all District curriculum sub-committees (such as Curriculum Adoption Teams and Professional Development Teams).

Each teacher plays a key role in the development of curriculum, for the teacher makes short-term decisions regarding how content is to be delivered in the classroom using sound instructional practices. Further, it is the expectation that once a district curriculum, program, or class is approved by the Curriculum Council, the Superintendent, and the Board of Education, that the teacher must teach the prescribed curriculum, program, or class, as approved. Any major alternatives/changes to the prescribed curriculum, program, or class must be approved by the Curriculum Council and communicated (or approved by, as needed) to the Superintendent and the Board of Education.

The teacher must also use assessment(s) not only to report student progress to parents, but to adjust instruction within the classroom to meet individual needs. Teachers must have daily lesson plans that relate to written curriculum, yet they must have the leeway to adjust for individual differences and circumstances.

❖ The Community

At Wayne-Westland Community Schools (WWCS), community members are invited to contribute their input into the offerings of the school district. Strategic planning may be accomplished periodically by combining a committee of community members, teachers, and students to study the complete program at WWCS to make recommendations to the Board of Education. Stakeholders may also share input through curriculum discussions at the building level and through membership in school-related organizations (Parent Advisory Teams, School Improvement Teams, and District Improvement Teams) and district committees.

❖ Instruction

3000.03 Board Policy: Instruction

To the maximum extent feasible, student instruction will be delivered using research based and peer reviewed instructional methodologies. The Superintendent may develop regulations that are consistent with this policy.

Wayne-Westland Community School District uses the [5-Dimensions of Teaching and Learning™](#) Instructional Framework.

❖ Curriculum

3000.01-Admin Regulation: Curriculum

The curriculum identifies the School District's prescribed programs and courses. An ongoing review with input from school staff, other professional educators and parents is necessary to assure that the curriculum remains relevant and up to date. The Executive Director of Curriculum and the Executive Director of Instruction will be responsible for overseeing the ongoing review of the curriculum. S/He shall form a curriculum committee and serve as its chairperson. Any revisions to the curriculum that are recommended by the committee shall be reported to the Superintendent for his review and possible adoption. Superintendent will submit all revisions to the Board for review, consideration, and possible adoption.

3000.04-Admin Regulation: Textbooks and Other Instructional Materials

It is the goal of the School District to use textbooks and other instructional materials that are compatible with the School District's curriculum. Such materials should assist students in reaching State standards and in meeting School District grade level expectations and course requirements. The Superintendent may, from time to time, appoint an ad hoc committee of administrators and teachers to assist in the selection of textbooks and other instructional materials that will be recommended to the Board of Education. The committee shall be guided by the criteria that selected materials should:

- Be consistent with and provide both support and enrichment for the School District's adopted courses of study and curricular goals;

- Meet high standards of quality in factual content and educational significance;
- Present with readability and organization;
- Be appropriate for the ability level, learning styles and emotional and social development of the students for whom the materials are selected; and
- Support a balanced approach to controversial issues that will include representation of various points of view.

❖ Curriculum Needs Assessment

Goal:

This is a tool to be used to intentionally manage and improve curriculum coherence and implementation efforts to achieve and maintain high quality teaching and learning.

Reflect on Curriculum Needs Assessment to prioritize needs by content and level in order to determine the focus and goals of the team. Reviewing Curriculum is a continual cyclical process and is never “finished”.

There are driving questions to guide the reflection, and detailed processes to coincide with each area of need. Priorities and next steps would align to the current status determined by the annual needs assessment and should be reviewed annually by the district content/grade level teams and building Professional Learning Communities. As changes occur, at the state, county and district level, processes may need to be reviewed and revised to reflect the continual changes as they impact curriculum and resources, instructional practices, and the diverse needs of teaching and learning.

Needs:

→ Vision

→ Instructional Materials

- Consider the materials available for students and staff: are they sufficient, reflect current practices and research, and provide for the diverse learning needs of students?
- Do the resources encourage a variety of learning experiences, authentic assessments, and enrichment and support experiences for students of various learning levels and styles?

→ State Standards/Prioritizing Standards

- Do teachers have access to the current state standards provided by the state of Michigan (MDE)?
- Are the standards prioritized?
- Are the supporting standards aligned to the priority standards?

→ Instructional Materials

- Are our core curriculum materials aligned to the current standards?

- Consider the materials available for students and staff: are they sufficient, reflect current practices and research, and provide for the diverse learning needs of students?
- Do the resources encourage a variety of learning experiences, authentic assessments, and enrichment and support experiences for students of various learning levels and styles?

→ **Common Scope & Sequence**

- Have educators engaged in the process of developing a district scope and sequence guide to serve as a district approved resource for the alignment of standards to content and as a suggested pacing guide for instruction and learning?

→ **Instructional Practices**

- Instructional practices are aligned to the building/district school improvement plan, 5D framework, and Hess Matrix?

→ **Assessment**

- Are Formative Assessments being used to guide instructional decisions?
- Are there common assessments that are used by all staff?
- Is data reviewed by classroom teachers, professional learning communities, and building school improvement teams for each grade level and content?
- Analysis of data: Use guiding questions for PLC teams.
 - What do we want all students to know and be able to do?
 - How will we know if they learn it?
 - How will we respond when some students do not learn?
 - How will we extend the learning for students who are already proficient?

→ **Professional Learning**

- Is building level and district level Professional Development aligned to the instructional practices determined by the district/school improvement teams?
- Is building level and district level Professional Development driven by the data analyzed and collected?

→ **Relevance**

- Are the resources culturally relevant?
- Do the resources provide real life connections and authentic experiences?

→ **Technology Resources**

- Are there online components to support distance learning and blended learning experiences?
- Are the technology resources primary or supplemental?
- Are the technology resources compatible with the current district infrastructure?
- Are the technology resources required to be renewed annually?

→ **Grading**

- Is there a common grading expectation (ex. English 9 is graded the same way across all WW classrooms?)

→ **Collaboration Time**

- Is there time for reviewing this work?
- Is there a process for reviewing this work?
- Is there a process for reviewing and responding to data?

❖ **Curriculum Adoption**

The following process will be followed when curriculum materials are selected to align with Wayne-Westland Community Schools' adopted curriculum. The respective Content Team or Curriculum Adoption Team will:

1. Define the goal of the Curriculum Adoption
 - a. Grade levels and/or courses
2. Conduct a Comprehensive Needs Assessment (CNA) to determine need
 - a. Student achievement
 - b. Material Usage survey
 - c. Evaluation of current materials based on a rubric
 - d. Any other pertinent information
3. Present CNA results to Curriculum Council for information only
 - a. Include on AROI form
 - b. Communicate with all teachers of the grade/course/content
 - c. Decide who will be on the Curriculum Adoption Team (application optional)
4. Review best practices/research for the content area (could be full day, half day, PLCs)
 - a. Guaranteed and viable curriculum
 - b. Standards
 - c. Practices
 - d. Culturally Responsive Teaching
 - e. Visions for High Quality Instruction incorporate some of this
5. Determine resources to be previewed by the content leader, Executive Director of Curriculum & Instruction, and the content team
 - a. Review materials that have proven effectiveness and have been vetted
 - i. Ed reports
 - ii. What Works Clearinghouse
 - iii. RESA
 - iv. State
 - b. When determining resources to be previewed:
 - i. Evaluate the likelihood of its success when fully implemented

- ii. Identify initial strengths and weaknesses
- 6. Send out notices of meetings relating to curriculum materials to respective staff, through the content leader and/or department head
- 7. Invite to the curriculum committee teachers, administrators, curriculum directors, RESA consultants, and selected publishers to share information about selected resources, including what resources other districts are currently utilizing. (Could be a full day)
 - a. Curriculum reps present materials first
 - b. Team evaluates materials utilizing Instructional Materials Review Rubric
- 8. Recommend specific programs to be piloted in the district, based on staff input (on rubric) and CNA
- 9. Make resources available for staff review
 - a. Each school will pilot so materials will be available at each school
- 10. Pilot resources and collect/evaluate data regarding the resources
 - a. Teachers are selected based on interest and/or application
 - b. Expected to pilot **all** resources being piloted, if more than one source is selected
 - c. Record information about each resource as it is implemented based on defined criteria (ex. EQUIP rubric, WWCS rubric)
 - d. Utilize a minimum of a full unit of study for each resource
 - e. Attend professional learning before, and during, implementation
 - f. Be open to other member's use of materials in your classroom. These members may include the team, your school, Central Office, and other partners such as RESA, state, etc.
- 11. Have publishers return to present to all interested staff (optional)
- 12. Conduct pilot feedback sessions with stakeholders (could be done in conjunction with #14)
- 13. Meet to analyze data and make recommendation
- 14. Make a recommendation to the Curriculum Council, Superintendent's cabinet, and the Board of Education for formal adoption of resources
 - a. Academic Return on Investment (AROI) forms completed
 - b. Presentation that reflects the process and the rationale for chosen materials
- 15. Insure timelines for implementation and procedures for evaluation will be created
 - a. Academic Return on Investment (AROI) forms

❖ Curriculum Review Cycle

K-12 curricula will be revised on a rotating basis. The purpose of ongoing review is to allow our district to lend a concentrated focus to a given curricular area. This curriculum development cycle is a formal means by which all planned courses are revised and kept up-to-date with state and national guidelines as well as current research-based programs and teaching practices.

The curriculum revision cycle does not guarantee that new textbooks, materials, and/or resources can or will be purchased by the district. The expectation will be that if the existing curriculum is revised the district will work to put in textbooks, materials, and/or resources that are up-to-date and aligned to the revised curriculum. The implementation of new textbooks, materials, and/or resources will be determined based on the availability of district funding. If funds are limited, curriculum can be implemented with new materials

brought in by phases (elementary, middle school, and high school), beginning with the level identified as having the most immediate need. Need will be determined by the following:

- Effectiveness and alignment of current textbooks materials, and/or resources with state objectives
- Condition of existing textbooks materials, and/or resources
- Assessment data of scores indicating low performance in the given area

❖ Textbook/Instructional Materials: Review, Adoption, Purchase Cycle

Textbooks/instructional materials support the curriculum. The purpose of a textbook/instructional materials review and adoption cycle is to ensure that materials provided for student use are consistent with the instructional needs and to implement the adopted curriculum. Textbooks/instructional materials and other quality classroom resources that support the curriculum will be updated to meet the instructional needs of students as needed.

Textbooks/instructional materials that support the adopted curriculum are reviewed at the district level. Upon the adoption and implementation of new textbooks/instructional materials for a particular subject area or program, the district will remove all of the former textbooks/instructional materials so that the district can ensure that the new programming will be used and the new curriculum followed as adopted by the Board of Education. Old textbook/instructional materials will be sold where applicable or destroyed if unable to be sold.

Supplemental materials may be reviewed, piloted, and requested, as appropriate and congruent to the state curriculum changes and needs of the changing state assessment.

In addition, additional support materials that enhance, but not replace the existing district-adopted program may also be used as needed by the classroom teacher without District approval provided that the materials are approved by the building principal, and the materials do not take away from the approved curriculum and program.

❖ Current High School Course Descriptions

- John Glen High School
- Wayne Memorial High School

❖ New Curriculum/Program/Course Development Procedures

- New Course Proposal Form

