

Program/Curriculum

Development

Process Handbook

Webster Groves School District

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Our Purpose:
***Inspiring students' lives
and communities through
learning.***

Our Principles:

- We **ensure** academic excellence and continuous growth.
- We **promote** a safe, inclusive, and equitable environment.
- We **nurture** trusting and supportive relationships.
- We **hear** and **value** diverse voices and multiple perspectives.
- We **prioritize** personal well-being and the well-being of others.
- We **empower** lifelong learners to embrace challenges and explore creative solutions.

Our Profile of a WGSD Graduate:

WGSD students will develop the following knowledge, skills, and traits to flourish as global citizens.

Self-Aware

- Believe in their capacity to learn and grow.
- Understand and appreciate their uniqueness.
- Prioritize care for their physical, social, and emotional well-being.
- Identify and access the necessary support for their needs.
- Demonstrate independence, confidence, and resilience.
- Exemplify personal accountability and effective work habits.

A Critical and Creative Thinker

- Identify and critique sources for credibility when exploring questions and issues.
- Demonstrate curiosity and adaptability when seeking unique solutions to problems.
- Utilize new and existing resources to efficiently solve problems, complete tasks, and accomplish goals.
- Demonstrate a growth mindset and embrace failure as an opportunity to grow.

An Effective Communicator

- Listen to understand others with an open mind.
- Interact with all people in an inclusive and respectful manner.
- Articulate well thought-out and clear ideas.

Knowledgeable

- Demonstrate mastery of core content knowledge.
- Apply knowledge to novel situations.
- Make thoughtful and informed decisions.

Engaged and Empathetic

- Seek to understand the varied experiences and realities of others.
- Advocate for themselves and others using a lens of equity and inclusion.
- Demonstrate integrity and ethical behavior.
- Stand up for what they believe.
- Show care and compassion for others.

A Collaborator

- Invest in shared goals, work, and responsibilities.
- Value, respect, and leverage the diverse thoughts, strengths, and talents of others to achieve common goals.
- Advocate for their ideas and demonstrate willingness to seek and respond to constructive feedback.

Our Equity Resolution

In 2001, the Webster Groves School District created a resolution which acknowledged historic discrepancies in learning and performance among groups of children in its schools and resolved to eliminate those discrepancies by working together with others. While progress has been made, disparities still exist. The following proclamation is written to declare the district's commitment to creating a safe, nurturing, and supportive culture and environment where everyone feels valued for who he or she is and where discrepancies in learning and performance among groups are no longer found.

WHEREAS, the Webster Groves School District's commitment to equity and justice will be consistently expressed in words and actions.

WHEREAS, we recognize the importance of understanding the aspects of our district community's history which were especially unjust and inequitable for people of color, and the effect they still have on all children and families today.

WHEREAS, we believe in the dignity and worth of every person regardless of his or her race, color, religion, sex, national origin, ancestry, ability, age, sexual orientation, gender identity and expression, socioeconomic status, or any other individual characteristic.

WHEREAS, the mission of the district is to ensure "academic and personal success" for every child.

WHEREAS, the core values of the district include diversity, individuality, community, and courage.

WHEREAS, we believe in fostering equity, justice, acceptance, dignity and equal rights for all children and adults.

WHEREAS, we strive to remove social, cultural and educational barriers that members of our district community may experience through learning, advocacy, and community partnerships.

WHEREAS, we believe we must directly confront issues of bias and social injustice in order to eliminate the inequitable practices and unsafe environments these issues create for everyone.

THEREFORE, BE IT RESOLVED, the Webster Groves School District Board of Education on this date May 31, 2017, affirms its commitment to lead efforts to advance a culture of equity and justice leading to better lives for all, including but not limited to the elimination of disparities which exist across groups of children in this school district.

Process for Curriculum Program Evaluation, Development, and Implementation

Phase #1: Evaluation of Program and Research Best Practices in Content Area

1. Establish a Plan

- a. Establish process and timeline for program evaluation.
- b. Determine how you measure progress throughout the program evaluation process and timeline.
- c. Determine stakeholders who will participate in the program evaluation process (i.e. district level administrators/coordinators, building administrators, teachers, district parents/caregivers, and students).

2. Research Current Best Practices

- a. Research best practices in the field (i.e. book studies, journal articles, experts in the field. etc.)
- b. Determine if additional research resources are needed.
- c. Conduct site visits at other schools and districts.

3. Evaluate Current Programming

- a. How do our current practices align with best practices in the field?
 - i. Celebrations/Areas of future growth
- b. Student achievement data, survey data, and participation data
- c. Gather input from various stakeholders
 - i. Survey Forms
 - ii. Evaluation Forms
 - iii. Walk Throughs/Observations
- d. Possible external professional/expert feedback

4. Equity Considerations

- a. How do our current practices support our district's commitment to diversity, equity, and inclusion?
- b. How do the researched best practices support our district's commitment to diversity, equity, and inclusion?
- c. What changes can be made to further the efforts of this program in supporting our district's commitment to diversity, equity, and inclusion?

5. Determine Celebrations and Recommendations for Next Steps

- a. What celebrations do we see in our current programming?
- b. What next steps/changes are recommended to improve the impact of this program?

- c. What, if any, financial and staffing costs are associated with these changes?

6. Curriculum Coordinating Council

- a. Share and solicit feedback with the Curriculum Coordinating Council the program evaluation, celebrations, and recommendations.

7. Board Update

- a. Share with the Board of Education the program evaluation, celebrations, and recommendations. Seek BOE feedback as we begin the next phase of the process.

Phase #2: Implementation of Program Evaluation Recommendations

1. Curriculum Development (use WGSD Curriculum Template)

- a. Commit to exploring opportunities within the development of the curriculum to demonstrate our district's commitment to diversity, equity, and inclusion.
- b. Identify current state and national standards for content area
- c. Cluster standards into complementary units of study within content area
- d. Determine Learning Goals
- e. Develop Proficiency Scales & Report Card Indicators
- f. Develop Learning Targets
- g. Review developed curriculum documents for hidden bias that could be unintentionally incorporated into the process.
- h. Identify leaders (external/internal) or resources that can support the future professional learning plan.

2. Assessment Development

- a. Create an assessment blueprint for each unit regarding the specific learning targets that are to be assessed.
- b. Use assessment blueprint to identify/develop specific questions/performance events/rubrics that will be used to summatively assess student learning as a result of the unit of study.
- c. Use assessment blueprint to identify/develop specific questions/performance events/rubrics that will be used to formatively assess student learning throughout the unit of study.
- d. Review, revise, and create assessments that challenge bias and align with our district's commitment to diversity, equity, and inclusion.
- e. Monitor assessment data and implementation for hidden bias.
- f. Identify leaders (external/internal) or resources that can support the future professional learning plan.

3. Resource Selection

- a. Defining and identifying core beliefs about instructional practices related to the content area.
- b. Research available resources that align with the standards, core beliefs, and units of study for review.
- c. Screen resources for their alignment to our district's commitment to diversity, equity, and inclusion. (protocol needed)
 - i. Seek resources that do align.
 - ii. Eliminate resources that do not align. (protocol needed)
- d. Screen resources for their alignment with researched best practices.
- e. Narrow choices and determine selection criteria.
- f. Engage stakeholders in a feedback process regarding the resources.
- g. Make selection and summarize the resource selection process. (protocol needed)
- h. If over \$50,000 or associated with a contract, then Board of Education approval is required.
- i. Identify leaders (external/internal) or resources that can support the future professional learning plan.

4. Enhance Teaching and Learning Experiences

- a. Further research best practices to enhance teaching and learning experiences.
- b. Commit to exploring opportunities within instructional practices to demonstrate our district's commitment to diversity, equity, and inclusion.
- c. Defining and identifying core beliefs about instructional practices related to the content area.
- d. Review core beliefs for hidden bias that could be unintentionally incorporated into the classroom.
- e. Identify leaders (external/internal) or resources that can support the future professional learning plan.

Phase #3: Development of Professional Learning Plan

1. Identify and Develop Professional Learning Experiences

- a. Determine appropriate professional learning experiences that align with the revisions and selected resources for both teachers and administrators. Consider multiple audiences when making determination.
- b. Select and/or develop professional learning experiences that align to our district's commitment to diversity, equity, and inclusion and support the desired outcomes of the plan.
- c. Create supportive implementation resources for principals to use when coaching/supporting staff with implementation.

2. Develop Schedule and Implement Plan

- a. Schedule and plan professional learning experiences that support understanding and implementation.

- b. Implement a professional learning plan considering the needs of all adult learners.

3. Assess Impact

- a. As part of the professional learning plan, determine measures and actions to assess the impact of the professional learning experience(s) on educator efficacy and student learning.
- b. Reflect on potential impact of professional learning experiences on students, teachers and administrators.

Phase #4: Evaluation and Monitoring of Implementation

1. Monitor the Fidelity of Implementation

- a. Identify goal areas within teacher evaluation tool that align with what's being implemented.
- b. Feedback on implementation will be provided during the evaluation process for teachers.
- c. Schedule walk-through between the Learning department and building administrators for feedback and collective monitoring of implementation.

2. Gather Feedback

- a. Gather formal and informal feedback related to the implementation of the curriculum, assessments, resources, and/or professional learning experiences.

3. Make Minor Adjustments based on Feedback

- a. Analyze results of the feedback and make minor adjustments as needed.

4. Continue to Evaluation and Monitor Implementation

- a. Continue to collect formal and informal feedback, monitor student learning sources (both formative and summative), and make minor adjustments to the implementation plan as needed.

5. Equity Considerations

- a. As we implement the recommendations, ensure the work supports our district's commitment to diversity, equity and inclusion.

Curriculum Template

High Priority Standards (Missouri Learning Standards, National, CREDE, etc.)	
<p><u>Learning Goal</u></p> <p>The student will understand: OR The student will be able to:</p>	<p><u>Proficiency Scale</u></p> <p>4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal (can have multiple bullets underneath)</p> <p>3: Student demonstrates evidence of the learning goal (define, give an example, assessment, etc.) (can have multiple bullets underneath)</p> <p>2: Student demonstrates overall proficiency with the objectives and essential vocabulary (included here or in objectives below) (can have multiple bullets underneath)</p> <p>1: Student demonstrates limited proficiency with the objectives and essential vocabulary</p>
<p><u>Learning Targets</u></p> <p>Specific content or skills taught in order to achieve mastery of the learning goal</p>	

K-12 Program & Curriculum Development Cycle

Year of Curriculum Development Cycle	Phase #1: Evaluation of Current Curriculum and Research Best Practices in Content Area	Phase #2&3A: Implementation of Program Evaluation Recommendations and Professional Learning Plan	Phase #2&3B: Implementation of Program Evaluation Recommendations and Professional Learning Plan	Phase #4A: Evaluation and Monitoring of Implementation	Phase #4B: Evaluation and Monitoring of Implementation	Phase #4C: Evaluation and Monitoring of Implementation	Phase #4D: Evaluation and Monitoring of Implementation
2022-2023	K-12 Math						
	K-12 Counseling						
2023-2024	K-12 Science	K-12 Math					
	6-12 World Languages	K-12 Counseling					
2024-2025	K-12 Fine Arts (Art & Drama)	K-12 Science	K-12 Math				
		6-12 World Languages	K-12 Counseling				
2025-2026	K-12 ELA A	K-12 Fine Arts (Art & Drama)	K-12 Science	K-12 Math			
	K-12 Fine Arts (Music)		6-12 World Languages	K-12 Counseling			

2026-2027	K-12 ELA B	K-12 ELA A	K-12 Fine Arts (Art & Drama)	K-12 Science	K-12 Math		
	6-12 Practical Arts	K-12 Fine Arts (Music)		6-12 World Languages	K-12 Counseling		
2027-2028	K-12 Gifted	K-12 ELA B	K-12 ELA A	K-12 Fine Arts (Art & Drama)	K-12 Science	K-12 Math	
	K-12 PE/Health	6-12 Practical Arts	K-12 Fine Arts (Music)		6-12 World Languages	K-12 Counseling	
2028-2029	K-12 Social Studies	K-12 Gifted	K-12 ELA B	K-12 ELA A	K-12 Fine Arts (Art & Drama)	K-12 Science	K-12 Math
	6-12 Business	K-12 PE/Health	6-12 Practical Arts	K-12 Science		6-12 World Languages	K-12 Counseling
	K-12 Library/Media			K-12 Fine Arts (Music)			
2029-2030	K-12 Math	K-12 Social Studies	K-12 Gifted	K-12 ELA B	K-12 ELA A	K-12 Fine Arts (Art & Drama)	K-12 Science
	K-12 Counseling	6-12 Business	K-12 PE/Health	6-12 Practical Arts	K-12 Fine Arts (Music)		6-12 World Languages
		K-12 Library/Media					

WGSD New Course Proposal

6th-12th Grade

Submitted by:

Department:

Proposed course name:

Old course name: *(if applicable)*:

Place an X next to appropriate descriptor:

☐ This is a new course proposal. ☐ This proposal is for a major revision to an existing course.

When will this course be implemented?

List the person(s) who will lead the development of this curriculum?

Place an X next to the duration of the course. ☐ one semester ☐ one year

This course is open to (circle all that apply) : 6 7 8 9 10 11 12

Prerequisites:

Is there a Pass/Fail option? ☐ Yes ☐ No

Level(s):

Credit:

Does the course meet a graduation requirement? Which one?

Where does this course fit into the department sequence?

What is the potential impact of this course on the other department offerings?

How will this course impact staffing? Can this course be implemented with existing staffing or will new staffing be needed in order to offer this course?

Course description:

Rationale, Objectives, and Strategies

1. Course rationale:
 - a) What is the evidence of student need for this course?

b) Which departmental needs/goals would this course meet?

c) How does this course connect to our Purpose and Principles?

2. Course objectives: What will each student learn and know?

3. Which student assessment procedures will be used?

4. How will the assessments be used to guide instruction? What are some types of instructional strategies that will be used?

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

6. Attach a tentative outline/syllabus for the proposed new course.

7. Include any additional information pertinent to your course.

Approved by: _____ (Department Chair - if applicable)

_____ (Principal)
_____ (Assistant Superintendent)

Course Review Committee: _____ Approved _____ Not Approved

Comments/Feedback

Process for Evaluation of Non-Curriculum-Based Programs

1. Evaluate Current Programming

- a. Gather input from various stakeholders
- b. Possible external feedback
- c. Survey Forms
- d. Evaluation Forms

2. Research Current Best Practices

- a. Research best practices in the field
- b. How do our current practices align with best practices in the field?

3. Equity Considerations

- a. How do our current practices and researched best practices support our district's commitment to diversity, equity, and inclusion?
- b. What changes can be made to further the efforts of this program in supporting our district's commitment to diversity, equity, and inclusion?

4. Determine Recommendations for the Next Steps

- a. What next steps/changes are recommended to improve the impact of this program?
- b. What, if any, financial and staffing costs are associated with these changes?

5. DLT Presentation

- a. Share with district leadership the program evaluation and recommendations.

6. District Committee Presentation

- a. Share with the respective district committee the program evaluation and recommendations.

7. Board Approval

- a. Share with the Board of Education the program evaluation and recommendations. Seek BOE Approval of the program evaluation and recommendations.

Timeline for Evaluation of Non-Curriculum-Based Programs

Year of Program Evaluation	Program Evaluation	Role Responsible for Leading Program Evaluation	Presentation at District-Level Committee
2021-2022	Title I, II, IV Programs	Assistant Superintendent for Learning	Curriculum Coordinating Council
	Professional Development	Assistant Superintendent for Learning	Curriculum Coordinating Council
	School Climate (as part of Equity Report)	Director of Diversity, Equity, and Inclusion	Equity in Action
	Facilities and Grounds	Director of Operations	Building Advisory Committee
2022-2023	Title I, II, IV Programs	Assistant Superintendent for Learning	Curriculum Coordinating Council
	Professional Development	Assistant Superintendent for Learning	Curriculum Coordinating Council
	School Climate (as part of Equity Report)	Director of Diversity, Equity, and Inclusion	Equity in Action
	Technology	Director of Technology	Finance Advisory Committee Curriculum Coordinating Council
	Programs for Migratory Students	Director of Learning Support Services	Curriculum Coordinating Council
	Programs for Homeless	Director of Learning Support Services	Curriculum Coordinating Council

	Students		
	Safety Program and Emergency Response and Intervention Plan	Director of Learning Support Services	Building Advisory Committee
	Guidance and Counseling	Director of Learning Support Services	Curriculum Coordinating Council
2023-2024	Title I, II, IV Programs	Assistant Superintendent for Learning	Curriculum Coordinating Council
	Professional Development	Assistant Superintendent for Learning	Curriculum Coordinating Council
	School Climate (as part of Equity Report)	Director of Diversity, Equity, and Inclusion	Equity in Action
	Gifted Education	Coordinator of Gifted and Talented	Curriculum Coordinating Council
	Parent, Family, and Community Involvement	Chief Communications Officer	Curriculum Coordinating Council
	Student Health Services/District Wellness Program	Director of Learning Support Services	Curriculum Coordinating Council
	Parents as Teachers	Director of Early Childhood Programs	Curriculum Coordinating Council
	Transportation	Director of Operations Chief Financial Officer	Finance Committee
2024-2025	Title I, II, IV Programs	Assistant Superintendent for Learning	Curriculum Coordinating Council
	Professional Development	Assistant Superintendent for Learning	Curriculum Coordinating Council
	School Climate (as part of Equity Report)	Director of Diversity, Equity, and Inclusion	Equity in Action

	Special Education	Director of Special Education Director of Learning Support Services	Curriculum Coordinating Council
	Career/Technical Education	Assistant Superintendent for Learning	Curriculum Coordinating Council
	Programs for English Language Learners	Director of Learning Support Services	Curriculum Coordinating Council
	Library and Media Resources	Coordinator of Library Media Services	Curriculum Coordinating Council
	Early Childhood Programs	Director of Early Childhood Programs	Curriculum Coordinating Council
	Food Service	Chief Financial Officer	Finance Committee