Seymour Public Schools

K-12 Curriculum Review and

Related Services Plan of Action

Every Student Prepared for Learning, Life, and Work Beyond School

Curriculum, Instruction and Assessment

Curriculum Goals

Seymour Public Schools is committed to continuously strengthening curriculum, instruction, and assessment to ensure that students are:

- Intellectually, physically, and emotionally healthy
- Globally competitive
- Engaged, responsible, and informed citizens
- College and career ready
- Persistent learners who demonstrate effort and a passion for lifelong learning

To achieve these goals, the District utilizes a Model of Continuous Improvement, which fosters an ongoing cycle of assessment, planning, implementation, and reflection. This model ensures that teams of teachers and administrators analyze student performance data, design and implement targeted instruction, and monitor results to drive improvement.

Curriculum Review and Continuous Improvement

The curriculum review process is a structured, data-driven approach designed to enhance student learning. This process involves:

- Evaluating curriculum effectiveness based on student outcomes over time
- Defining what students should know, understand, and be able to do at each grade level
- Determining when content should be taught and assessed
- Utilizing student achievement and stakeholder feedback to guide curriculum refinement and renewal

Curriculum Development and Accessibility

Curriculum development is an ongoing, systematic process, with each subject area undergoing a comprehensive review on a five-year cycle. All curriculum updates follow a standardized process, ensuring consistency in documentation and accessibility. The finalized curriculum is published on the District's internal network, allowing all educators to access curriculum materials across grade levels and subject areas. In this way, any educator within the District can have access to any curriculum (regardless of grade level and subject area) further ensuring that all educators are working toward a common set of goals. Each educator within the District brings his or her own method of teaching to the classroom. However, it is a district expectation that all teachers adhere to the district curriculum and uphold common expectations for student learning.

While each teacher brings a unique instructional approach to the classroom, adherence to the district curriculum and common expectations for student learning is essential. This alignment guarantees that all students receive a cohesive, high-quality educational experience that supports their growth and success.

Phase 1: Analysis and Planning

- Form curriculum committees with representatives from various grade levels and subjects.
- Align current curriculum with state standards and identify gaps.
- Research best practices and visit districts with successful models
- Pilot benchmark units and gather teacher and student feedback.

Essential Questions:

- *How can we assume various perspectives when examining our present work?*
- *How do good researchers gather information to inform future thinking?*
- *What are the ideas that make this revision unique?*
- *How do we examine possibilities and map our direction with purpose?*
- *Are there big ideas that span grade levels and leverage collective efforts?*

Functions and Action

- Organize a Vertical Curriculum Team.
- Identify current curriculum needs in alignment with the district vision through the lens of the specific content area.
- Provide Training and Support

- Offer professional development and resources for the vertical team to effectively review and evaluate the curriculum.
- Review Student Performance Indicators
- Analyze data related to the district vision to understand current student outcomes and areas for improvement.
- Review State and National Documents
- Assess alignment with current educational standards and policies at the state and national levels.
- Examine Literature and Best Practices
- Conduct research and review successful models and strategies from other districts and regions.
- Evaluate Current Program Maps
- Review existing curriculum maps and identify strengths and gaps.
- Identify Key Components
- Establish K-12 Long Term Transfer Goals, Priority Standards, Understandings, and Essential Questions.
- Integrate Vision of a Graduate Competencies and Indicators: effective communicator; critical thinker; emotional intellect; problem-solver; and self-director
- Infuse key skills and competencies from Vision of a Graduate into the vertical content review.

Convening a Curricula Development Team

The first step of the curricula development process is to convene a curricula development team. Such a team, consisting primarily of teachers who represent the various schools and grade levels in a district, administrators, members of the public (e.g., parents, business and industry representatives), and perhaps students, becomes the driving force for curricula change and the long-term process of implementing the curricula. Please note that each local and regional board of education must have a school district curricula team that recommends, develops, reviews, and approves all curricula for the local or regional school district (C.G.S., Sec. 10-220[e]).

Identifying Key Issues and Trends in the Specific Discipline

The team should engage in a study of evidence-based practices and current research that supports effective teaching and learning strategies to meet the needs of all students (i.e., including special education students, Multilingual learners/English learners [MLs/ELs], and academically fragile students). Team members should also be provided

with recent district Next Generation Accountability data and be familiar with the curricula, instructional materials, and assessments currently utilized.

The CSDE AcclerateCT and companion playbooks highlight districts prioritizing common issues and problems through innovative approaches, ideas, and strategies that are producing successful outcomes. The team can connect with fellow districts and borrow, adapt, and put to use these proven models in their own districts and schools.

As teams engage in this process, members are likely to identify many of the following issues and trends that will need to be addressed as the curricula development process moves forward:

- meeting the needs of all students (i.e., including special education students, MLs/ELs, and academically fragile students);
- equity-based learning theory and other cognitive psychology findings on how students learn;
- what determines developmental readiness or developmental appropriateness;
- the current expectations of the field;
- the knowledge of and readiness for change on the part of teachers; • the availability of resources;
- the role and availability of information and technology resources;
- scheduling challenges;
- methods and purposes of assessments;
- learning models (in-person, virtual, remote);
- professional learning.

Assessing Assets, Needs, and Issues

Asset-based approaches to help students see and build on their own strengths before, during, and after the implementation of curricula upholds the commitment to creating a learner-centered environment. Curricula development is a process by which meeting

student needs leads to improvement of student learning. Curricula developers should consider gathering as much information as possible, including: national and state standards, district's portrait of a graduate, desired outcomes or expectations of a high-quality curricula, the role of assessment, the status of student achievement, and actual program content. The information can highlight the concerns and attitudes of teachers, administrators, parents, and students. The information can include samples of assessments, lessons from teachers, assignments, scores on state standardized tests, resources currently used, student perception, and feedback from parents.

Armed with a common set of understandings that arise from the identification of issues and trends, a curricula development team is wise to gather information to best ascertain the perceptions, concerns, and desires of each of the stakeholders in the process. By examining these data carefully, key issues will emerge that will influence the curricula design.

For example:

- Teachers may be dissatisfied with older content and techniques in light of recent research;
- Teachers may not have materials or may not know how to use available materials to enhance understandings;
- Teachers may want to integrate locally identified digital tools and resources to enhance learning; teachers and others may wish to relate the content of the program more closely to contemporary problems and issues;
- Teachers may be looking for ways to increase the amount of interdisciplinary work in which students are engaged;
- Students may express a need for different and/or enriched curricular opportunities;
- Students may request opportunities for problem – based projects;
- parents and others may have ideas, questions or concerns about implementation;
- Test scores may be declining or lower than expected in some or all disciplines.

An effective curricula development process incorporates gathering information to guide the team. The information, commonly gathered through surveys, discussions, and assessment data, most frequently includes:

- teacher analysis of the present curricula to identify strengths, weaknesses, omissions and problems;

- sample lessons that illustrate curricula implementation;
- sample assessments that illustrate the implementation of the curricula;
- teachers at each grade level identifying what they perceive to be the most serious issues within the curricula;
- a detailed analysis of state and local data, including assessment information, grade-level criterion-referenced test data and course final examination results;
- meetings with teachers, guidance counselors, and administrators to generate suggestions for change and improvement;
- parents and other community members including invitations to community meetings to ascertain their concerns and expectations for the program.

There are several questions that the curricula team should be including in their research, such as:

- How will the curricula offer personalization opportunities to meet the needs of all children, including children with disabilities and ELs?
- How will the curricula be culturally, ethnically, and linguistically responsive?
- How will the curricula address the social-emotional needs of students?
- The data collected in conjunction with information obtained from research and various resources become the basis upon which the entire written curricula — from philosophy to goals to assessment — is then built.

Phase 2: Articulating and Developing Overall K–12 Scope and Sequence

- Use data from pilot units to make revisions.
- Develop common assessments and performance indicators for student growth.
- Review and select high-quality instructional materials and technology resources.
- Provide initial training for teachers on new materials and instructional strategies

  Essential Questions:
  - *How will we make this unit valuable?*
  - *How are students inquiring and making meaning?*
  - *Is this fun and engaging, interesting and relevant?*
  - *How will we know what our students know?*
  - *How will the learner experience content and build understanding?*
  - *How are we building 21st-century capacities in all learners?*

  Functions and Actions:
  - Write Curriculum and Align Materials:
    - Develop curriculum and select instructional materials that reflect research-based practices and district goals.
  - Incorporate Curriculum Review Council Design Elements:
    - Foster inquiry and meet the needs of all learners in unit design.
  - Submit for Feedback and Revise:
    - Share drafts with the Curriculum Review Council and revise based on feedback to meet district standards.
  - Pilot Revised Units:
    - Implement the revised curriculum in select classrooms and gather teacher feedback.
  - Board of Education Approval:
    - Present the finalized K-12 curriculum for approval.
    - Foundational Training for Implementation.
    - Provide professional development to support teachers in effective curriculum deliver

Districts create a variety of curricula teams in addition to the legislated school district curricula team. These teams are often content-focused but work together to create a coherent framework of courses/programs. A curricula team should create an overarching curricula philosophy, learning goals, desired results, scope, and sequence. Teams should work across disciplines to include interdisciplinary connections as well as opportunities for application of learning.

Articulating a K–12 Curricula Philosophy

The following fundamental questions guide the overarching philosophy of the curricula:

- "Why learn (specific discipline)?"
- "Upon what guiding principles is our curricula built?"
- "What are our core beliefs about teaching and learning in (specific discipline)?"
- "What are the essential questions?"
- "How will we use assessment to improve the curricula, teacher knowledge and skills,
  and student learning?"
- "How will we adapt the curricula to be utilized in various teaching situations (e.g., in-person, online, blended)?"

As such, the curricula philosophy provides a unifying framework that justifies and gives direction to content-based instruction. After having studied curricula trends and assessed the current program, curricula developers should be ready to construct a draft philosophy to guide the K–12 curricula. Such a philosophy or set of beliefs should be more than just "what we think should be happening," but rather "what our curricula is actually striving to reflect." It is important that this work aligns to the district's vision of the graduate.

An effective philosophy statement has the following characteristics:

Accuracy − The philosophy represents supportable claims. − The philosophy states an educationally appropriate case for the role of (specific content) in the K–12 curricula and its importance in the education for all students.

Linkages − The curricula philosophy is consistent with the district's philosophy of education. − The philosophy provides a sound foundation for curricula goals and learning targets. − The district's teachers are sincerely committed to each belief outlined in the philosophy.

Breadth and Depth − The philosophy aligns with evidence-based pedagogical practices. − The philosophy provides a clear and compelling justification for the curricula.

Usefulness − The philosophy is clear and can be understood by parents and other non-educators.

Defining K–12 Curricula Learning Goals and Desired Results

The purpose of the K–12 curricula philosophy is to describe the fundamental beliefs and inform the process of instruction. The curricula delineates K–12 curricula goals as well as grade-level and course goals that address the key cognitive and affective content expectations/results for the curricula.

Curricula goals:

- Are open-ended, to provide for continuous growth in K–12 and into adult life;
- Grow logically out of and clearly linked to the philosophy of the specific content and the linkage is clear;
- Are comprehensive enough to provide the basis for a quality K–12 curricula for all learners at all places on the learning continuum;
- Include each of the outcomes suggested by the philosophy;
- Are realistic and manageable lending to the development of one or more grade level and course learning targets;
- Align to the district's vision of a graduate.

Developing and Sequencing K–12 Grade-Level and Course Learning Targets

If the philosophy and goals of curricula represent the guiding principles of the curricula, then the grade-level and course learning targets represent the core of the curricula. Learning targets are concrete goals written in student-friendly language that clearly describe what students will learn and be able to do by the end of a class, unit, project, or course. The content standards adopted by the Board state the specific grade-level expectations as to what each student must know and be able to do by the end of each grade. The team should consider several key questions to identify, select, write, and sequence learning targets:

- Is the target measurable and how will it be measured?
- Is the target sufficiently specific to give students a clear understanding of what they should be able to do?

- Is the target compatible with the goals and philosophy of the curricula and the real, emerging needs of students?
- Is the target realistic and attainable by students?
- Are appropriate materials and other resources available to make the target achievable?

Curricula teams create the overall K–12 scope and sequence document to show student learning progressions across grade-levels and courses. They assure smooth transitions and curricular coordination among grades and courses, particularly between elementary schools and middle schools and between middle schools and high schools. These learning targets guide the deeper dive into the creation of specific grade and course level documents.

Course Information Overview, Unit Development, and Lesson Development

The CSDE has created a Universal Curricula Template to guide curricula teams in the creation of course information overviews, units, and lessons (Click: Appendix A). The Template is color-coded to show alignment to the six curricula design principles, in that all curricula must:
be aligned and focused on the educational standards. Provides intentional learning targets describing what all students should know, understand, and be able to do to achieve future success in college, career, and civic life (orange).

- **value diversity** and include students engaging in real-world culturally relevant experiences, explorations, inquiry, and models (blue).
- **provide flexibility** for individualization for teachers and students (purple).
- **challenge all learners and communicates high expectations** and supports learning for historically marginalized students (yellow).
- **make explicit connections and links** between different subjects/concepts/experiences and the district learner goals, framework, vision or portrait of a learner/graduate (red).

The Template (Click: Appendix A) provides a common framework for curricula teams as they design curricula, assessments, and instruction.

Identifying Resource Materials to Assist with Curricula Implementation

An effective curricula includes instructional resources to help answer the question, “What instructional materials are available to help me meet a particular standard, learning target, or set of learning targets?” These materials include a variety of resources and technology. Another question that must be addressed by curricula teams pertains to modifying lessons so that teaching and learning can occur not only in-person but also at a distance or online if necessary, “How will instruction be modified to accommodate learning at a distance scenarios (e.g., blended learning, online learning)?”

Developing and/or Identifying Assessment Items and Instruments to Measure Student Progress

Various types of assessment guide teaching and learning. There are two types of assessment: formative and summative. Summative assessments are the culminating evaluation of student performance against a set of grade-appropriate standards. Formative assessment is a process used to provide feedback to teachers and students during instruction throughout the year. This process is not a single test, but a series of effective teaching practices that assist teachers in adjusting ongoing teaching and learning to improve students’ achievement and mastering grade-level learning targets. Formative assessment includes clarifying the purpose of the learning, providing exemplars so students know what good work looks like, using activities that engage students, and eliciting evidence of their learning. During the formative assessment process, teachers regularly provide feedback that helps students know what they need to do to continue learning, encouraging students to serve as learning resources for one another, and increasing students’ ownership of learning.

The statewide mastery examinations are summative and serve as important indicators of student achievement and progress, but they should not drive instruction. They are designed for broad purposes, such as accountability, reporting, and program evaluation. They are not intended to support day-to-day classroom instruction.

The unique needs and strengths of these learners must be considered in the planning of both assessment and instruction, including the provision of supports, accommodations, and modifications as required in a student’s Individualized Education Program (IEP), Section 504 plan, or other intervention/learning plan. There is no single assessment that meets the needs of identifying what each student knows and is able to do. Thus, a variety of formative and summative assessment practices must be incorporated into the

curricula to assist in answering, “How will I know that my students know and are able to do what is expected of them?”

As assessment drives instruction, it is imperative curricula teams identify and create an assessment process that focuses instruction. The CSDE Sensible Assessment Practices for 2020-21 and Beyond offers guidance to educators and curricula developers on assessment practices.

Phase 3: Implementing

- Implement the curriculum district-wide with support from instructional coaches.
- Conduct regular check-ins with teachers for feedback.
- Offer professional development on instructional strategies and differentiation.
- Begin collecting student performance data for continuous improvement.
- Use formative and summative data to identify areas for improvement.
- Adjust pacing guides and instructional strategies as needed.
- Provide targeted support for teachers and intervention for students.
- Determine the need for additional materials or resources.

Essential Questions:

- *How does the way we write curriculum cause others to implement instruction?*
- *What is lost in translation?*
- *How are students responding to our teaching?*
- *Are we reaching every learner?*
- *How is our instructional repertoire growing?*
- *How can we improve?*

Participants:
K-8 Administrators, Coaches, Coordinators, Department Heads, Specialists, Teachers in ELA and Math, Coordinators, Teachers

Functions and Actions:

- Implement Adopted Curriculum:
    - Roll out the approved curriculum across all grade levels and content areas.
- Provide Ongoing Professional Development and Coaching:
    - Support staff with instructional strategies and best practices.
- Examine Student Outcomes:
    - Use assessment materials, including Performance-Based Assessments and transfer tasks, to measure student learning.

- Gather Ongoing Feedback from Teachers:
    - Use feedback protocols to make timely adjustments.
- Identify and Share Exemplar Units:
    - Highlight successful units and strategies for replication across the district.

Phase 3: Monitor Implementation (continued)

Essential Questions:

- *What is the difference between appropriate levels of challenge, frustration, and extension?*
- *How do we measure what we think students are learning?*
- *How should we refine our techniques to meet the needs of our learners?*
- *What impact do our decisions today have on tomorrow's learners?*

Functions and Actions:

- Collect and Analyze Student Work and Data:
    - Examine various indicators in the learning plan to determine strengths and weaknesses.
    - Review anchor sets for Performance-Based Assessments and calibration of scoring over time.
- Address Weaknesses:
    - Examine stronger units and student work on transfer tasks to leverage highly effective teaching strategies.
- Identify and Share Best Practices:
    - Build and share effective strategies both vertically and horizontally.
- Determine Needs for Supplemental Materials and Professional Development:
    - Support differentiated instructional strategies and address areas of need.

Putting the New Curricula into Practice

Too often, traditional practice includes sending a team away for several after-school meetings and two weeks of summer writing as prelude to a back-to-school unveiling and distribution of the updated or revised curricula. The process envisioned here entails a much more in-depth and systematic approach to both development and implementation. Instead of assuming that the process ends with the publication of new curricula, an effective curricula team continues to oversee the implementation, updating, and evaluation of the curricula.

Providing Professional Learning and Support

It is important to remember that any innovation introduced into a system — including the new curricula — requires time and support to be fully implemented. Districts and schools must invest in providing professional learning and supports to teachers to develop the knowledge and skills regarding the content and ensure fidelity to the curricula. Teachers need opportunities to become aware of the standards and the new curricula. Teachers need at least two years to implement the new curricula and new resources in their classrooms. It is critical that the curricula development team and district/school administrators are aware of this process and are available to nurture it.

Phase 4: Evaluating

- Conduct a comprehensive evaluation of student outcomes and teacher feedback.
- Identify areas of success and areas needing revision.
- Create a sustainability plan for ongoing curriculum updates.
- Share results with stakeholders and celebrate successes.

Essential Questions:

- *How can we distinguish between teaching for knowledge and teaching for understanding?*
- *What impact does this curriculum really have?*
- *How can we figure that out?*
- *Are we speaking the same language?*
- *Are our students transferring what they know across content areas to solve unique problems?*

Functions and Actions:

- Longitudinal Examination of Student Growth:
    - Analyze patterns of intended and unintended outcomes over time.
- Examine Subgroup Trends:
    - Explore data related to gender, learning styles, and enrichment to deepen positive trends and address negative ones.
- Examine Cross-Curricular Indicators:

        - Assess how well students transfer knowledge across content areas.
- Determine Needs for Supplemental Materials and Professional Development:
        - Support differentiated instructional strategies and address areas of need

Monitoring Fidelity of Implementation

There are varieties of ways in which curricula implementation can be monitored including a review of student work, team learning walks, instructional observations, and coaching conversations. The CSDE has developed various learning walk documents to assist districts and schools in specific “look-fors” that align to standards and evidence-based teaching practices. The purpose of walkthroughs is to assist a team of district and school leaders and educators in gaining a snapshot of the teaching and learning occurring on a certain day, at a certain time, across certain classrooms. Walkthroughs do not determine if a certain program is being implemented effectively or serve as a means of evaluating individual teachers, but rather to assist districts and schools in analyzing teaching practices and learning tasks to increase the inclusion of evidence-based practices that have shown the highest impact in successfully teaching students. Additionally, walkthroughs provide leadership and staff the opportunity to collaborate through shared experiences regarding evidence-based practices. The resulting insights can help clarify and focus the work that is needed to help all students achieve at their fullest potential.

The list below connects to resources identified by the CSDE Academic Office as evidence-based best practices to support districts monitoring the fidelity of curricula implementation:

- The EQuIP Student Work Protocol
- CSDE K-2 Literacy Learning Walk Form
- Math Walkthrough Tool
- CSDE NGSS Walk-thru Observation Checklist/Comment Form

Determining the Success and Impact of the Curricula

The curricula development cycle ends and then begins again with a careful evaluation of the effectiveness and impact of the curricula. Using surveys, focused discussions, and meetings like those described previously, a curricula development team needs to periodically gather data on perceptions of curricula strengths, weaknesses, needs, and resources that do not seem to be working effectively. This information should be gathered from data that represent overall student performance that is linked closely to daily instruction. Teams of teachers responsible for the specific content could accomplish this by sharing samples of assessments, performance tasks, student work, lessons, and instructional practices related to the curricula. This detailed review

and analysis of quantitative and qualitative information on the curricula's impact and on people's perceptions of its strengths and weaknesses forms the foundation for the next round of curricula development and improvement. Additionally, these data can drive professional learning and assist in providing teachers with support.

The list below connects to resources identified by the CSDE Academic Office as evidence-based best practices to support districts in determining the success and impact of local curricula:

- EQuIP E-Learning Modules
- The EQuIP Student Work Protocol
- EQuIP Student Work Annotation Guide

Renewing/Revising the Curricula

One of the most common methods of periodically renewing or updating curricula is through grade-level meetings designed to share materials, activities, units, assessments and student work that support the achievement of the curricula goals that were unknown or unavailable when the guide was first developed. These approaches are invaluable professional learning opportunities wherein teachers assume ownership of the curricula they are responsible for implementing. In this way, the guide becomes a growing resource for more effective curricula implementation. The list below connects to resources identified by the CSDE Academic Office as evidence-based best practices to support districts in the curricula renewal and revision cycle:

EQuIP Mathematics Rubric
EQuIP K-2 ELA Literacy Rubric
EQuIP ELA Rubric
EQuIP Rubric for Science

Curriculum Development Priorities

Curriculum leadership has established three levels of development to prioritize curriculum work:

- High Priority – This category includes areas requiring substantial development to meet district curriculum expectations. It may involve new and emerging standards, shifts in educational practices, or constraints that previously delayed progress. These areas demand significant attention and improvement.

- Mid-Level Priority – These areas are in development but have not yet fully met district criteria. Drafts may exist, or work may be in progress, but further refinement is needed.
- Low-Level Priority – This category includes areas where curriculum development is comprehensive and well-established. While major revisions may not be necessary, ongoing review and minor adjustments ensure continued alignment with best practices.

Indicators of Rigorous and Relevant Curriculum

- **Content, Skills, and Understandings** – Clearly defined expectations for student knowledge and abilities, emphasizing fundamental, high-expectation learning that prepares students for success in a global society. The district's mission is reflected in the selection of content and skills, ensuring alignment with state and national standards. The curriculum incorporates 21st-century skills such as problem-solving, communication, collaboration, and adaptability, equipping students for college and career readiness.

- **Maps, Units, and Pacing Guide Development** – Grade-level curriculum documents include essential components such as scope (the breadth of material to be covered), sequence (the order of instruction), and instructional strategies (e.g., spiraled, systematic, or selective emphasis). Comprehensive curriculum maps, units, and pacing guides ensure consistency in instruction and assessment across grade levels and subject areas. Units of study include priority standards, essential questions, interdisciplinary connections, and high-impact instructional strategies that support differentiation and intervention.

- **Assured Learning Experiences** – Key instructional experiences that promote deep understanding and application of content. These experiences incorporate best practices and engaging teaching strategies that support student-centered learning, data-driven instruction, and personalized learning approaches. Assured learning experiences ensure coherence and alignment across courses and grade levels while maintaining high expectations for all students.

- **Assessment and Data Utilization** – A variety of formative and summative assessments measure student learning, ensuring alignment with curriculum standards and instructional goals. Common assessments provide consistency across the district, and clearly defined performance levels (e.g., proficiency, mastery) guide student progress. Assessment data is continuously analyzed to inform instructional decisions and curriculum revisions, ensuring responsiveness to student needs. Teachers may use provided assessment tools, such as rubrics, portfolios, and formative assessments, to gauge students' progress toward the skills and attributes outlined in the Vision of a Graduate Competencies and Indicators: effective communicator; critical thinker; emotional intellect; problem-solver; and self-director. Students can engage in structured and provided self-reflection tools, goal-setting, and self-assessment tools to monitor their own growth and adjust their learning strategies.

- **Curriculum Alignment** – Ensures consistency between the written, taught, and assessed curriculum. Alignment with state and local standards, as well as best instructional practices, creates coherence across grade levels and disciplines. A well-aligned curriculum fosters equity in learning expectations and supports continuous improvement efforts.

Curriculum Review Plan (DRAFT)

Curriculum	Phase One- Analysis and Planning	Phase Two- Articulating and Developing Overall K-12 Scope and Sequence	Phase Three- Implement and Monitor Implementation	Phase Five- Evaluating
Art K-12			x	
Early Childhood (PK)		x		
Multi-Language Learner	x			
Language Arts/English K-12			x	

Library/Media K-12	x			
Mathematics K-12	x			
Music K-12		x		
Physical Education/Health K-12		x		
REACH & CARE	x			
School Counseling		x		
Science K-12		x		
Social Studies K-12	x			
Career and Technology Education 6-12			x	
RISE	x			
World Language K-12	x			

Summary of the Curriculum Review Cycle–DRAFT

Stage	# of years	Goals	Curricular Areas
Phase 1: Analysis and Planning - Assess, Research and Development	1	This stage focused on curriculum development and capacity building by taking a closer look at curricular programs and resources determined to have the potential to support the written curriculum for implementation. Specifically, this stage involves the following:	Multi-Language Learner Math K-12 Social Studies K-12 World Language Spanish K-12 REACH/CARE Library Media K-12
Phase 2: Articulating and Developing Overall K–12 Scope and Sequence	1	This phase focuses on formally integrating the selected program or resource along with the Connecticut State Board of Education approved curriculum standards, Connecticut's curriculum frameworks, and state model curricula, into the targeted grades and/or content area.	Early Childhood Engineering Music K-12 P.E./Health K-12 School Counselor K-12 Science K-12

		Specifically, this stage involves the following: ● Professional Learning for Curriculum Leads ● Deeper exploration of and capacity building within potential resources (Textbook Adoption Evaluation Tool) ● Establishment of continuum (vertical articulation) ● Curriculum writing (Year at a Glance, Pacing Guide, UbD Stage 1 documents, and draft UbD Stage 2 documents) ● Aligning curriculum to Vision of a Graduate ● Selection of resources and Board approval as needed (fall) ● Budget development for new resources and materials (spring) ● Creation of an inventory of any new resources and materials	
Phase 3: Implementing Initial Implementation & Professional Development	2	This stage spans two years and focuses on formally implementing all stages of the Understanding by Design (UbD) process and the selected program or resource with fidelity. Data analysis, planning, and reflection occur in a continuous cycle and create opportunities for teachers to engage in professional learning as needed. Changes and revisions may occur when deemed necessary and appropriate. Specifically, this stage involves the following: ● Ongoing professional learning ● Monitoring of progress within PLCs ● Monitoring of progress in classrooms to ensure a guaranteed and viable curriculum	Art K-12 Language Arts/English K-12 Career and Technology/Applied
Phase 3: (cont.) Implementing and Monitoring	1	Curriculum monitoring instruments are used to gauge the ongoing effectiveness of the fully guaranteed and viable curriculum. A	

		needs assessment will be completed by all members of the grade level or content area team to evaluate the effectiveness of the current curriculum. This needs the evaluation process that will continue in Stage 4. Specifically, this stage involves the following: ● Analysis of summative student performance data ● Generation/revision of an inventory of resources and materials ● Completion of AGSD Curriculum Needs Assessment survey and other evaluation tools as necessary	
Phase 4: Evaluating	1	Curriculum leads are identified from within the grade level or content area team in order to facilitate the process. In addition, a feedback form is provided to caregivers and high school learners for their input. Information from the teacher needs assessment and other feedback forms are compiled and analyzed. A Curriculum Overview is created with input from all members of the grade level or content area team. Researching resources and materials and conducting site visits may occur during this phase. Specifically, this phase involves the following: ● Identification of teachers to serve as Curriculum Leads ● Development of a Curriculum Overview ● Creation/Revision of an inventory of resources and materials ● Research of potential curriculum resources	

Related Services Review Process

The goal is to inform and enhance service delivery using a continuous improvement model. This process led to the development of Indicators of Rigorous and Relevant Related Services, which include:

- Standards and Guidelines – Related services follow evidence-based practices, state and national guidelines, school district policies, and federal and state mandates. Clear, written policies and procedures ensure that services are aligned with the needs of students, families, and school personnel.
- Delivery of Services – A continuum of support and targeted interventions address students' personal, physical, social-emotional, and academic needs. These services are implemented consistently across the district, following research-based best practices and applicable regulations.
- Consultation, Collaboration, and Communication – Strong partnerships between service providers, school personnel, families, students, and the community ensure continuity and effectiveness. Ongoing, culturally responsive communication facilitates access to services, appropriate interventions, and smooth transitions for students.
- Assessment – Comprehensive, unbiased, and culturally responsive assessments create a complete profile of students' strengths and needs. These assessments guide instruction and interventions to maximize educational benefits.

Related Services

Service Area	Phase One- Analysis and Planning	Phase Two- Articulating and Developing Overall K-12 Scope and Sequence	Phase Three- Implement and Monitor Implementation	Phase Five- Evaluating

Health Services				
Occupational/ Physical Therapy				
Psychologists & Social Workers				
Special Education & Special Needs (LD/AC /ED /MH/ABA)				
Speech & Language Hearing Impaired				

* The process for service reviews is under development.

Curriculum Review Plan of Action Proposal (DRAFT)

Year One-Two

Meet with administrators, grade level, team leaders, and/or department chairs to identify needs, wants, and to identify strengths and weaknesses:

- Review data to identify gaps and trends
- Review all current curriculum to identify gaps and redundancy
- Correlate data and curriculum
- Identify missing and outdated curriculum

- Review resources and gaps of resources

Provide a report on the data, gaps and trends identified
- Meet with all stakeholders for feedback

Develop and report long-term resolution to gaps, inconsistencies, and resources and successes
- Meet with all stakeholders for feedback

Review the Comprehensive Curriculum Plan for mission, process, assessment and Vision of a Graduate Competencies..
- Meet with all stakeholders for feedback

Review prior year budgets and allocations for professional development

Review Connecticut State Board of Education approved curriculum standards, Connecticut's curriculum frameworks, state model curricula, CSDE K-12 Universal Curricula Design Principles, and any new legislation regarding curriculum, instruction, and assessment.

Comply with all ELL CSDE guidelines and laws regarding multi-language learners and curriculum

- English Learners in Connecticut's Public Schools: Guidelines for Administrators
- Evidence Based Practice Guide: Multilingual Learners

Review role and laws regarding state assessments such as: LLI, DIBELS, NWEA MAP, SBAC, SAT with building administrators, test coordinators, and IT staff to ensure compliance.

Determine the Seymour Curriculum Council, the Curriculum Check and Review Committee consisting of: Administrators, Coordinators, Instructional Specialists/Coaches, Teachers to:

Present the draft curriculum revision plan and receive feedback and/or modifications for adoption from the Board of Education

Review Understanding by Design (UBD) approach and its merits

Review Vision of a Graduate Competencies and Indicators: effective communicator; critical thinker; emotional intellect; problem-solver; and self-director and alignment within all areas of the curriculum.

Utilize the K-12 Curriculum Review and Related Services Curricular Phases - DRAFT with the Seymour Curriculum Council; *Changes to the K-12 Curriculum Review and

Related Services Curricular Phases will need to be presented to the BOE Curriculum Committee.

Collaborate with the EL/ML Committee and District Teacher to research best practices.

Present annually to the Board of Education:

- New curriculum for adoption
- New legislation regarding curriculum
- Revisions to the K-12 Curriculum Review and Related Services Plan of Action/Comprehensive Curriculum Plan
- District-level data (Typically presented by each school.)
- Updates to the curriculum website
- Look to adopt the Universal **Curricula Template adopted by the CSDE** with the Seymour Curriculum Council.
- **Utilize the** Universal **Curricula Template adopted by the CSDE** and identify trainers in each grade, team and/or department.
- Plan professional development with Understanding by Design and Universal **Curricula Template adopted by the CSDE**
- Implement ELL program as approved in the prior year by the Board of Education
- Follow the Curricular Phase One-Five as it relates to the academic areas and related services
- Utilize the Comprehensive Curriculum Plan and K-12 Curriculum Review and Related Services Curricular Phases to evaluate work.
- Begin a K-12 Computer and Technology Study, including the use of Artificial Intelligence, Robotics, Drones, Makerspacers, 3-D, and related studies.
- Continue working on respective curriculums within their stage of development.

Year Two-Three

All annual recommendations and as designated in Year one and two.

Seymour Curriculum Council meets to review prior year progress and to:

- Plan and complete training of all new certified staff on the Understanding by Design (UBD) Approach
- Adjust designation of grade level leadership, team ladders and/or department chairs as needed.
- Continue working on respective curriculums within their stage of development.
- Vertical teams to meet and review phase four and five of the curriculum cycle.
- Continue on-ramping curriculum into the Universal **Curricula Template designed by the CSDE**
- Identify Technology and Computer Science committee to research best practices.
- Follow the Curricular Phase One-Five as it relates to the academic areas and related services

Year Four and Five

- All annual recommendations and as designated in Year one, two, three and four.
- Seymour Curriculum Council meets to review all yearly as designated in year 1-4.
- Complete Year Four of the Five Year cycle.
- Present Technology and Computer Science analysis and present K-12 solutions to Superintendent and BOE for approval.

Year Five and Six

- All yearly as designated in year one through four.
- Seymour Curriculum Council meets to review prior year progress and to complete year Five of the Five and Six Year Cycle.
- Implement Technology and Computer Science program as approved by the BOE.

APPENDIX

The following appendixes are included in this document to assist in the curricula process:

Appendix A: Universal Curricula Template

Appendix A includes three templates to support the evaluation, design and development of curricula materials.

- Part I: Course Information Overview
- Part II: Unit Development
- Part III: Lesson Plan/Lesson Sequence Development

The Universal Curricula Template assists districts and schools in approaching the creation of curricula through an equity lens and ensuring all learners engage in focused, rigorous, culturally relevant grade-level content.

- The Template (Parts I, II, and III) is color-coded to show adherence to the core principles: Defining intellectual and cognitive rigor with alignment to educational standards (yellow and orange);
- Clarification of what all students should know, understand, and be able to do to achieve future success in college, career, and civic life (orange);
- Opportunities for interdisciplinary connections (yellow);
- Engagement in real-world, culturally relevant experiences, explorations, and models (blue); Integrates materials, resources and technology with concepts and learner goals for coherence (pink);
- Providing flexibility for individualization for teachers and students and opportunities for UDL (purple);
- Support of anytime/anywhere personalized, student-centered learning;
- Communicates expectations and design principles for supporting learning for historically marginalized students (blue).

Appendix B: Glossary (click: Glossary)
Appendix B defines curricula-related words used in the Template and throughout this document.

Appendix C: References

Appendix D: CSDE Contacts by Content

Appendix A: Universal Curricula Template

Part I: Course Information Overview

Course Title	Content Area	Grade Level
Course Description: Questions that should be answered in a course description include:		
Aligned Core Resources:		

Additional Course Information Big ideas addressed in the course	Habits of Mind/SEIH/Transferable Skills Addressed in the Course: The skills you want students to master in their journey to success in college, career, and civic life (e.g., effective communicator; critical thinker; emotional intellect; problem-solver; and self-director).

Adapted from CSDE/Naugatuck Public Schools Curriculum Writing Template

Part II: Unit Development

Refer to the glossary for a definition of each component of the template.

Relevant Standards:	Examples and Explanations:
Transfer Goal:	

Coherence:	
Essential Questions:	Enduring Understanding:
What Students Will Know:	What Students Will Do:
Demonstration of Learning:	

Adapted from CSDE/Naugatuck Public Schools Curriculum Writing Template

Part II: Unit Development (continued)

Refer to the glossary for a definition of each component of the template.

Unit Overview/Summary — FOCUS:
Unit Number:
Title of Unit:
Duration in Days:

= Focused
= Coherent
= Rigorous
= Relevant
= Flexible
= Diverse, Equitable, and Inclusive

Unit-Specific Vocabulary and Terminology:	Aligned Unit Materials, Resources, and Technology:

Opportunities for Interdisciplinary Connections:	Opportunities for Application of Learning:	Critical Consciousness for Diversity and Equity:
Supporting Multilingual/English Learners:		
Lessons:	Learning Targets:	

Adapted from CSDE/Naugatuck Public Schools Curriculum Writing Template

Part III: Learning Plan/Lesson Sequence Development

Lesson Number: Lesson Title: Duration (Sessions/Days):

Lesson Description:	
Standards Addressed: Content standards Interdisciplinary standards CELP	Learning Targets:

Crosscutting Concepts Tasks:			
Name	Description	Purpose	DOK Level

Real-World, Culturally Relevant Connections:	Lesson Terminology/Vocabulary: Academic Vocabulary Content Vocabulary
Guiding Questions:	Anticipated Misconceptions:

Adapted from CSDE/Naugatuck Public Schools Curriculum Writing Template

Part III: Learning Plan/Lesson Sequence Development (continued)

Plan for Differentiation or Personal Learning: How might this unit support all learners that benefit from adaptations and enrichment?	Assessment of Understanding: Readiness, Interim, Formative, Summative Assessments	Opportunity for Student Voice and Choice:
Materials/Resources/Texts/Speakers	Integration of Technology: Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning	

Plan for Virtual Learning (Synchronous): For example: Instead of a brain dump activity, student share words aloud that are written on a chart	Plan for Virtual Learning (Asynchronous): St udents create a word cloud
Home Links: School to Home Connection to engage families as partners in learning	

Adapted from CSDE/Naugatuck Public Schools Curriculum Writing Template

Rigorous and Relevant Unit Design Expectations

(Working draft 3/2025)

Category	Description
Standards	● The standards are aligned and balanced within and/or across the unit(s) ● Big ideas and essential questions represent research in teaching and learning and capture “the big ideas” of the field ● The “unwrapped” standards represent the teachable content and skills ● The level of rigor in the standards extends student thinking to higher levels and is ● evident in the corresponding big ideas and essential questions

Assessment Package	● Assessments capture the level of rigor/ depth of knowledge represented in the ● standards of the unit ● Assessments support the learning progressions and are positioned thoughtfully to complement those progressions ● Assessments represent multiple purposes: to inform, determine progress, and measure mastery ● Criteria for performances at higher levels are clearly articulated: Scoring rubrics distinguish levels of performance, accurately assess standards, provide consistency, assess higher levels of rigor, are accompanied by annotated samples
Assured Learning Experiences: (including performance tasks)	● Assured learning experiences (i.e., specific pedagogical strategies or instructional ● tasks) help learners perceive, process, rehearse, store and transfer new learning. They capture the level of rigor identified in the standards ● Assured learning experiences provide a balance of conceptual understanding, skill building and application represented in the identified levels of depth of knowledge/Bloom's related to the standards ● Assured learning experiences reflect high impact instructional strategies Assured learning experiences promote the learning progressions across the grades/courses ● Assured learning experiences support a structure or lesson design (i.e., connected, spiraled, chronology, how it is scaffolded) ● Assured learning experiences promote 21st century skills (i.e., problem solving, ● communication, critical thinking, and adaptability). ● Assured learning experiences promote interdisciplinary connections
Instruction for All	● Core resources are identified and equip students with the skills necessary to succeed ● Resources support a range of culturally relevant learning needs ● Individual differences (learning styles, skill levels, interests) are accommodated through a variety of strategies and approaches

Overall Learning Plan	● The unit overall reflects the relevance of the standards ● The collection of assured learning experiences and assessments demonstrates the learning progressions ● The entire unit is coherent, with all of its components aligned and balanced ● The unit, as designed, will lead students to achieve the identified standards

Assessment

Assessment is an integral component of teaching and learning. It provides decision makers, including teachers, parents/guardians, students, administrators, and the general public with the information they need to monitor and advance student, teacher, school, and district progress. A key guiding principle related to assessment is that the results of all assessments will be reviewed to better meet the needs of students in attaining their learning goals. Assessments can take on various forms and the following general categorical definitions are offered to establish the general purpose of each assessment type.

Formative Assessment: assessment used to evaluate students' knowledge and understanding of particular content; the results are used by the teacher to adjust and plan instruction to improve achievement in that particular area

- Can be anything that informs instruction – can be daily, ongoing, informal, observation based, embedded within learning activities of a lesson (i.e., have students represent large whole numbers in three different ways), etc.
- Provides diagnostic information
- Occurs prior to or while instruction is taking place
- Is typically informal taking a small amount of time
- Leads to instructional decisions that inform instruction and assist in planning for intervention/enrichment

- Is typically not used for grading purposes
- Used to identify student strengths and weaknesses
- Is an integral part of the teaching-learning process
- Student feedback is provided very quickly – on the spot or within a 1 day turnaround

Interim Assessment: assessment designed to measure progress during the course of instruction with results used to tailor instruction to meet all students' needs and to identify students in need of additional support or extensions to learning

- More formal than formative assessments
- Can be used as an early warning of performance on later high stakes tests
- Can cover some or all of the school year curriculum
- Can be analyzed and used to identify programmatic questions
- Provides a "benchmark" for assessing learning
- Is sometimes used for grading purposes
- Should be administered often enough to provide timely feedback on student learning but spaced widely enough so there is time to alter instruction and produce measurable progress before the next assessment
- Can be analyzed to provide some diagnostic information
- Generally occurs after 4 – 9 weeks of instruction

Summative Assessment: assessment used to document student achievement at the end of a unit or course, or to evaluate the end product of a learning activity or unit of study

- Occurs after the material has been taught
- Can include graded tests and quizzes, final exams, unit tests, graded performances,/district year end assessments
- May be used for grading purposes
- Can be used to provide some diagnostic information

Selecting methods of assessment*

There is a wealth of assessment methods used to assess student achievement, but what factors should guide teacher selection of assessment methods?

The primary goal is to choose a method which most effectively assesses the objectives of the unit of study. In addition, choice of assessment methods

should be aligned with the overall aims of the program, and may include the development of disciplinary skills (such as critical evaluation or problem solving) and support the development of other competencies (such as particular communication or team skills.)

Hence, when choosing assessment items, it is useful to consider both the immediate task of assessing student learning in a particular unit of study, and the broader aims of the program and the qualities of the student. Ideally this is something you do with your colleagues so there is a planned assessment strategy across a program.

When considering assessment methods, it is particularly useful to think first about what qualities or abilities you are seeking to engender in the learners. Nightingale et al (1996) provide eight broad categories of learning outcomes which are listed below. Within each outcome category some methods are suggested.

1. Thinking critically and making judgments
(Developing arguments, reflecting, evaluating, assessing, judging)

- Essay
- Report
- Journal
- Letter of Advice to…. (about policy, public health matters .....)
- Present a case for an interest group
- Prepare a committee briefing paper for a specific meeting
- Book review (or article) for a particular journal
- Write a newspaper article for a foreign newspaper
- Comment on an article's theoretical perspective

2. Solving problems and developing plans
(Identifying problems, posing problems, defining problems, analyzing data, reviewing, designing
experiments, planning, applying information)

- Prepare a committee of inquiry report
- Draft a research bid to a realistic brief
- Analyze a case

- Conference paper (or notes for a conference paper plus annotated bibliography)

3. Performing procedures and demonstrating techniques
(Computation, taking readings, using equipment, following laboratory procedures, following
protocols, carrying out instructions)

- Demonstration
- Role Play
- Make a video (write script and produce/make a video)
- Produce a poster
- Lab report
- Prepare an illustrated manual on using the equipment, for a particular audience
- Observation of real or simulated professional practice

4. Managing and developing oneself
(Working cooperatively, working independently, learning independently, being self-directed,
managing time, managing tasks, organizing)

- Journal
- Portfolio
- Learning Contract
- Group work

5. Accessing and managing information
(Researching, investigating, interpreting, organizing information, reviewing and paraphrasing
information, collecting data, searching and managing information sources, observing and
interpreting)

- Annotated bibliography
- Project
- Dissertation
- Applied task
- Applied problem

6. Demonstrating knowledge and understanding

(Recalling, describing, reporting, recounting, recognizing, identifying, relating & interrelating)

- Written examination
- Oral examination
- Essay
- Report
- Comment on the accuracy of a set of records
- Devise an encyclopedia entry
- Produce an A - Z of ...
- Write an answer to a client's question
- Short answer questions: True/False/ Multiple-Choice Questions (paper-based/digital assessment)

7. Designing, creating, performing

(Imagining, visualizing, designing, producing, creating, innovating, performing)

Portfolio
Performance
Presentation
Hypothetical
Projects

8. Communicating

(One and two-way communication; communication within a group, verbal, written and non-
verbal communication; arguing, describing, advocating, interviewing, negotiating, presenting;
using specific written forms)

Written presentation (essay, report, reflective paper etc.)
Oral presentation
Group work
Discussion/debate/role play
Participate in a 'Court of Inquiry'
Presentation to camera
Observation of real or simulated professional practice

Variety in assessment

It is interesting to note that the eight learning outcomes listed above would be broadly expected of any graduating learner from a higher education program. Yet, when choosing assessment items, we tend to stay with the known or the 'tried and true methods', because they seem to have the ring of academic respectability, or possibly because it was the way we were assessed ourselves.

When choosing methods it is important to offer variety to learners in the way they demonstrate their learning, and to help them to develop a well-rounded set of abilities by the time they graduate.