



Over the past few years, the Curriculum, Instruction, and Assessment Office has seen a significant change in personnel, structure, and leadership. Through many of these transitions, the Curriculum, Instruction, and Assessment Office has also seen its role in supporting teachers and students shift and change as well. As many of these changes were occurring, it presented an opportunity to reflect on the goals, processes, and impact we have had on teaching and learning. Rebranding a name from the CIA office to the Office for Teaching and Learning is the easy part. Fulfilling the promise of these changes is the challenge that members of the Office are committing to. The purpose of this white paper is to openly share the vision, mission, beliefs, values, and practices that will drive the work of the Office for Teaching and Learning.

The following pages represent a process in which members of the Office for Teaching and Learning collaboratively:

- set norms and shaped our core values.
- determined our vision and beliefs.
- developed a 6 year curriculum cycle for review, analysis, development, and revision of each curricular area.
- designed a professional development model which embraces:
 - Teacher choice in designing curriculum and professional development and supports in doing so.
 - Teacher choice in professional development cohorts over the course of one year
 - Opportunities for focused collaboration and dissemination of ideas and best practices.
 - Focused vertical and horizontal collaboration while implementing and revising curriculum.
- refined the processes through a critical friends protocol based on trust and essential feedback.

It is important to note that what follows represents the first steps in redefining the role of the Office for Teaching and Learning. It is not a finished product. As we continue to collect data, perspectives, and measure our successes and struggles, we will reflect, refine, and revise as well. Our hope is to provide you both a vision (the why) and the practices (the how and the what) that will ultimately result in effectively supporting the incredibly challenging and important job each of you do every day.



Vision

The goal of the Office for Teaching and Learning is to cultivate a culture of learning for all.

We Believe

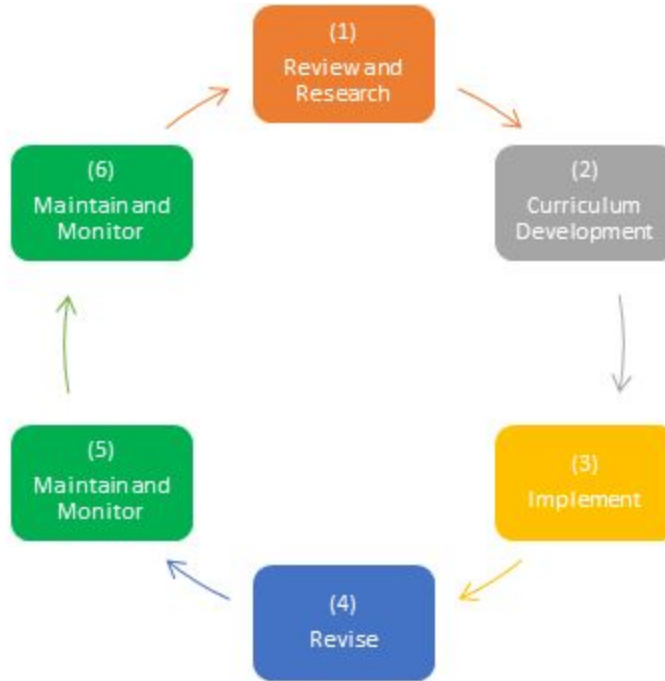
- all people can learn; we are all learners.
- in learning communities in which members discuss, explore and learn together.
- that professional development is most successful when it is personalized and job embedded.
- feedback is best when it is timely, specific, and focused on future action.
- teaching is an active and reflective process that links theory into practice
- assessment should be embedded in the learning process in order to respond to individual student needs.
- learning occurs when it is differentiated and personalized.
- planning, preparation, and reflection are essential to developing a high quality culture for learning.

Values

1. **Learning Above All:** Learning is the reason we exist.
2. **We Serve:** We serve teachers, students, their families, and the community at large.
3. **The High Road:** We do the right thing for those we serve. We are fair and treat each other with respect.
4. **Open Doors:** Everybody is welcome to talk to anybody. We are open and all perspectives provide value.
5. **Celebrate Joy:** Our positive and caring culture supports and celebrates success. We value joy, laughter, and fun.
6. **Continuous Improvement:** We seek a better way - always. We are engaged in an ongoing cycle of goal setting, action, measurement, and analysis.
7. **One Team:** We are in this together. We may disagree, but at the end of the day, we support each other 100%. We share struggles and successes.
8. **Constantly Learning:** We are always learning.



6 year curriculum cycle



Rationale:

- Design and support a guaranteed and viable curriculum for all learners.
- Ensure a process for review, revision, and supports in implementing curriculum with a focus on student learning.
- Ensure fiscal responsibility and effective use of resources.
- Predictability for effective planning of professional development.
- Increased focus on instructional leadership

Implementation (year 3 of the cycle) occurs in the following years below.

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K-5 Mathematics 6-12 CCR 6-12 Business	6-12 Mathematics K-5 Science K-5 Social Studies	K-5 RELA 9-12 FCS	6-12 RELA K-12 Digital Literacy, Computer Literacy, PLTW, Tech Ed	6-12 Science K-12 Art K-12 Music	6-12 Social Studies K-12 World Language K-12 HPE K-12 Library



Full 6 Year Curriculum Cycle

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Year 1: Review and Research	K-5 RELA 9-12 FCS ELL	6-12 RELA K-12 Digital Literacy, Computer Literacy, PLTW, Tech Ed	6-12 Science K-12 Art K-12 Music	6-12 Social Studies K-12 World Language K-12 HPE K-12 Library	K-5 Mathematics 6-12 CCR 6-12 Business	6-12 Mathematics K-5 Science K-5 Social Studies
Year 2: Curriculum Development	6-12 Mathematics K-5 Science K-5 Social Studies	K-5 RELA 9-12 FCS ELL	6-12 RELA K-12 Digital Literacy, Computer Literacy, PLTW, Tech Ed	6-12 Science K-12 Art K-12 Music	6-12 Social Studies K-12 World Language K-12 HPE K-12 Library	K-5 Mathematics 6-12 CCR 6-12 Business
Year 3: Implement	K-5 Mathematics 6-12 CCR 6-12 Business	6-12 Mathematics K-5 Science K-5 Social Studies	K-5 RELA 9-12 FCS ELL	6-12 RELA K-12 Digital Literacy, Computer Literacy, PLTW, Tech Ed	6-12 Science K-12 Art K-12 Music	6-12 Social Studies K-12 World Language K-12 HPE K-12 Library
Year 4: Revise	6-12 Social Studies K-12 World Language K-12 HPE K-12 Library	K-5 Mathematics 6-12 CCR 6-12 Business	6-12 Mathematics K-5 Science K-5 Social Studies	K-5 RELA 9-12 FCS ELL	6-12 RELA K-12 Digital Literacy, Computer Literacy, PLTW, Tech Ed	6-12 Science K-12 Art K-12 Music
Year 5: Maintain and Monitor	6-12 Science K-12 Art K-12 Music	6-12 Social Studies K-12 World Language K-12 HPE K-12 Library	K-5 Mathematics 6-12 CCR 6-12 Business	6-12 Mathematics K-5 Science K-5 Social Studies	K-5 RELA 9-12 FCS ELL	6-12 RELA K-12 Digital Literacy, Computer Literacy, PLTW, Tech Ed
Year 6: Maintain and Monitor	6-12 RELA K-12 Digital Literacy, Computer Literacy, PLTW, Tech Ed	6-12 Science K-12 Art K-12 Music	6-12 Social Studies K-12 World Language K-12 HPE K-12 Library	K-5 Mathematics 6-12 CCR 6-12 Business	6-12 Mathematics K-5 Science K-5 Social Studies	K-5 RELA 9-12 FCS ELL



Highlights and Values of Overall Non Instructional Day Professional Development Model

- Ensures teacher choice in designing curriculum
- Ensures teacher choice in participation via a professional development cohort.
- Ensures dedicated vertical and horizontal collaboration time in Years 3 and 4 during implementation and revisions of curriculum.
- Affords time for sharing and dissemination of high impact practices during Focused Share Out.
- Affords district time for just- in-time initiatives during each non instructional day. If district is not in need of that time, it will be returned to each building to utilize at their discretion. (District Choice).
- Creates and supports a multi-year sustained vision and pathway dedicated to professional learning.

Choice Professional Development Cohorts

- Co-led by District and Building Level Instructional Leaders.
- Utilizes a full year deep dive into a self -selected topic to improve instruction and classroom culture. resulting in increased student learning.
- Opportunities for continued sharing and learning via Canvas courses.
- Time spent developing an Action Plan for implementation of new learning through intentional planning.
- Time spent sharing and receiving feedback on Action Plan via critical friends protocol.
- Topics:
 - Rigor: Ensuring Academic Growth Through High Expectations
 - Best Practices in Assessment and Assessment Design
 - Questioning
 - Effective Feedback
 - Teaching Soft Skills and Classroom Habitudes
 - Motivating Learners
 - Formative Assessment
 - Differentiation and Personalization
 - Cognitive Engagement
 - Building and Maintaining Student Relationships
- Teachers will choose the cohort topic they wish to participate in



Stakeholders Roles

1. Curriculum Design pathway (Year 1 and 2)
 - a. Between 1 and 4 instructional leaders to support professional development and design
 - b. For example: instructional leader with curriculum design expertise, instructional leader with grade level expertise, instructional leader with content expertise.

2. Choice Professional Development Cohort (Year 1,2 and 5,6)
 - a. Teachers will be surveyed to determine most immediate needs to support focused planning.
 - b. Teachers will have choice of the cohort topic they wish to participate in each year in which they will be participating in the Choice Professional Development Cohort Model.
 - c. Co-Led cohorts with at least 2 instructional leaders for all non-instructional day sessions and for sharing and participating in canvas community between non-instructional days.
 - d. Resources for cohorts will be developed by the Office for Teaching and Learning and revised via critical friends protocol
 - i. Session structure and necessary resources (lesson plan, presentation)
 - ii. Creation of Canvas course for resources and discussion
 - e. Instructional Leaders will be provided time to vet and customize instructional plan for non- instructional days.
 - f. While an overall structure for the year will be provided for the three days, use of formative data via teacher survey and anecdotal records will shape the Winter and Spring Non Instructional time within the cohort.

3. Collaboration
 - a. Stipended teacher leaders will utilize protocols for discussion, sharing, and reporting out during non- instructional days.
 - b. Stipended leaders will also maintain curriculum documents and make revisions as necessary.



Year 1: Review and Research

Goals: To identify the strengths and weakness of the curriculum and to create a plan of action to address areas needing improvement and to update the curriculum based upon desired learning outcomes and QCSD goals.

By September	Formation of Curriculum Review Committee.
Fall	Grade-level/content area research in teaching methods and assessment, standards and trends in curriculum design and content, and innovative technology integration. Data review from previous years. Analysis of the curriculum completed and committee meets to discuss findings. Focus on Understanding By Design and appropriate professional development.
Winter	Focus on Stage One of Understanding By Design (Desired Results): What we want students to know and be able to do. Designing Essential Questions and Enduring Understandings, unpacking standards, and revising current district documents. Begin to analyze resources for potential use.
Spring	Focus on revisions to Stage One Documents and brainstorming and design of Stage 2 of the UbD cycle: How will students show what they know and can do. Strategically review and decide on curricular resources.
Summer	Dependent on progress of committee, additional time may be needed to develop, revise, and strengthen Stage 1 and Stage 2 of the UbD documents and plans.

Year 2: Curriculum Development

Fall	Review Stage One and Stage Two. Make adjustments and changes based upon peer feedback. Begin developing Stage 3 of UbD (The Learning Plan) Budget finalized for full implementation of resources. Prepare presentation to QCSD School Board of Directors Education Committee
Winter	Continue to make revisions and act on QCSD School Board of Directors recommendations. Begin to develop Professional Development to support implementation of new curriculum and training of new resources.
Spring	Finalize revisions based upon peer feedback. Make final presentation to School Board Education Committee. Develop and schedule Professional Development opportunities and trainings.
Summer	Curriculum Resources are purchased. Professional development offered to all stakeholders.

Professional Development Model

Teachers in Year One and Two of a Curriculum Cycle may choose between two paths:

- a) Path One- Professional Development and Curriculum Design
- b) Path Two- Choice Professional Learning Cohort Model



Year One: Review and Research				Year Two: Curriculum Development			
Choice 1: Curriculum Development Pathway				Choice 1: Curriculum Development Pathway			
	Fall Non Instructional Day	Winter Non Instructional Day	Spring Non Instructional Day		Fall Non Instructional Day	Winter Non Instructional Day	Spring Non Instructional Day
8:00 AM-12:00 PM	Review and Research	Stage One UbD	Stage Two UbD	8:00 AM-12:00 PM	UbD Refresher	Stage Three UbD	Review Feedback
	Intro to UbD				Stage Three UbD	Unit Analysis and Feedback	Final Revisions
1:00 PM-3:00 PM	<i>District Choice</i>	<i>District Choice</i>	<i>District Choice</i>	1:00 PM-3:00 PM	<i>District Choice</i>	<i>District Choice</i>	<i>District Choice</i>
Year One: Review and Research				Year Two: Curriculum Development			
Choice 2: Professional Development Pathway				Choice 2: Professional Development Pathway			
8:00 AM-12:00 PM	Choice Professional Development Cohort	Choice Professional Development Cohort	Choice Professional Development Cohort	8:00 AM-12:00 PM	Choice Professional Development Cohort	Choice Professional Development Cohort	Choice Professional Development Cohort
1:00 PM-3:00 PM	<i>District Choice</i>	<i>District Choice</i>	<i>District Choice</i>	1:00 PM-3:00 PM	<i>District Choice</i>	<i>District Choice</i>	<i>District Choice</i>



Year 3: Implement

Goal: Full Implementation of Curriculum, including:

By September	Identification of benchmarks for curricular success.
Fall	All teachers are fully implementing the curriculum. Cyber course is implemented. Curriculum fidelity checks and continued professional development.
Winter	Identify targets and curricular components from Semester 1 for refinement based on feedback from staff, parents and students. Curriculum fidelity checks and continued professional development.
Spring	Identify targets and curricular components from Semester 2 for refinement based on feedback from staff, parents and students. Materials inventoried.
Summer	Revisions underway for both live and cyber courses. Materials are purchased. Professional development offered to all stakeholders.

Phase 4: Revise

Goals: To implement the recommended revisions of Phase 3 and to improve student achievement.

Actions include:

By Late August	Updated documents will be submitted to teachers for use. A document highlighting the points of revision and student achievement goals will be attached to these documents with recommendations for using the updated curriculum and assessments.
Fall	Student achievement data will continue to be collected, compiled, and analyzed. Benchmark assessments of student achievement will be implemented and the data will be merged into program assessment data. Meetings/ communication every 6-8 weeks to discuss progress and feedback. Update documents to reflect any further revisions made.
Winter	
Spring	
Summer	Professional Development as needed.

Professional Development Model

Teachers in Year Three and Four of a Curriculum Cycle will be engaged in focused collaborative discussions.

- a) Collaboration surrounding implementation, instruction, assessment, use of resources
- b) Revision of curriculum, assessments, and shared best practices.
- c) Analysis and use of data



Year Three: Implementation				Year Four: Revision			
Collaboration Pathway				Collaboration Pathway			
	Fall Non Instructional Day	Winter Non Instructional Day	Spring Non Instructional Day		Fall Non Instructional Day	Winter Non Instructional Day	Spring Non Instructional Day
8:00AM-12:00PM	Focused Collaboration	Focused Collaboration	Focused Collaboration	8:00AM-12:00PM	Focused Collaboration	Focused Collaboration	Focused Collaboration
1:00PM-3:00PM	<i>District Choice</i>	<i>District Choice</i>	<i>District Choice</i>	1:00PM-3:00PM	<i>District Choice</i>	<i>District Choice</i>	<i>District Choice</i>

Phases 5 and 6: Maintain and Monitor

Goals: To implement the written curriculum and assessments and to continue monitoring student achievement. Actions include:

By Late August	Updated documents will be submitted to teachers for use. A document highlighting the points of revision and student achievement goals will be attached to these documents with recommendations for using the updated curriculum and assessments.
Fall	Student achievement data will continue to be collected, compiled, and analyzed. Benchmark assessments of student achievement will be implemented and the data will be merged into program assessment data. Meetings every 6-8 weeks to discuss progress and feedback.
Winter	
Spring	A five year data analysis will be written for use during the subsequent academic year in which the Curriculum Review Cycle will start again with a Review and Research Plan and Timeline for Phase One:
Summer	Preparation for Curriculum Writing Committee



Professional Development Model

Teachers in Year Five and Six of a Curriculum Cycle will be engaged in the Choice Professional Learning Cohort Model

Year Five: Monitor and Maintain				Year Six: Monitor and Maintain			
Collaboration Pathway				Collaboration Pathway			
	Fall Non Instructional Day	Winter Non Instructional Day	Spring Non Instructional Day		Fall Non Instructional Day	Winter Non Instructional Day	Spring Non Instructional Day
8:00am-12:00pm	Choice Professional Development Cohort	Choice Professional Development Cohort	Choice Professional Development Cohort	8:00am-12:00pm	Choice Professional Development Cohort	Choice Professional Development Cohort	Choice Professional Development Cohort
1:00PM-3:00PM	<i>District Choice</i>	<i>District Choice</i>	<i>District Choice</i>	1:00PM-3:00PM	<i>District Choice</i>	<i>District Choice</i>	<i>District Choice</i>

Choice Professional Development Cohort Choices for 2016-2017

- 1. Rigor: Ensuring Academic Growth Through High Expectations***
2. Best Practices in Assessment and Assessment Design
3. Questioning
4. Effective Feedback
- 5. Teaching Soft Skills and Classroom Habitudes***
- 6. Motivating Learners***
7. Formative Assessment
- 8. Differentiation and Personalization***
9. Cognitive Engagement
- 10. Building and Maintaining Student Relationships***

Note: * Are the cohorts running during 2016-2017 based upon teacher requests



Examples for 2016-2017

K-5 RELA and 6-12 FCS are in Year 1 and can *choose* to analyze curricular needs OR participate in a PD Cohort

6-12 Math, K-5 Science, K-5 Social Studies are in a compacted Year 2 and can *choose* to analyze and/or revise curriculum OR participate in a PD Cohort.

K-5 Math, 6-12 CCR, 6-12 Business are in Year 3 and are in the Collaboration pathway looking at data, student work, revising assessments, and revising curriculum documents.

6-12 Social Studies, K-12 World Language, K-12 Health and Physical Education are in Year 4 and are in the Collaboration pathway looking at data, student work, revising assessments, and revising curriculum documents.

6-12 Science, K-12 Art, K-12 Music are in year 5 and are in the PD cohort pathway.

6-12 RELA, K-12 Digital Literacy/ Computer Literacy, Project Lead the Way, Technology Education are in year 6 and are in the PD Cohort pathway.