



Curriculum Development and Evaluation

**Mission and Vision
Statements, Board Goals,
and Governing
Principles**

Hazelwood School District

Vision Statement

The Hazelwood School District will be a premier learning community characterized by excellence, equity and high expectations.

Mission Statement

The Mission of the Hazelwood School District is to launch learners on a quest for high standards, fairness and distinguished achievement.

-Proposed January 6, 2003
-Approved unanimously by the
Accountability Task Force on January 29, 2003
-Approved by the Hazelwood School District
Board of Education on July 15, 2003

Hazelwood School District Goals

Goal # 1

Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading and writing, mathematics, and science.

Goal # 2

Hazelwood teachers will acquire and apply the skills necessary for improving student reading and writing.

Goal #3

Hazelwood School District, the community and all families will support the learning of all children.

The Hazelwood School District Board of Education expects all district business to be conducted, and all decisions to be made, based on the following principles:

- Equity
- Child-focused
- Fiscally responsible
- Excellence
- Diversity
- Fairness
- People-friendly
- Positive culture
- Accessibility to information
- Responsible innovation
- Safety and security

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Curriculum Development Process

Introduction

The Hazelwood School District Curriculum Development and Evaluation Plan provides a process for the Hazelwood School District to develop, revise, and evaluate written curriculum, instructional programs, and assessment plans. The curriculum development and evaluation plan is congruent with the Hazelwood School District's vision and mission. It also articulates a process for ongoing program evaluation. Through this process, curriculum and instruction are reviewed, written, implemented, monitored, evaluated, and revised regularly. Revisions are based upon curriculum effectiveness, stakeholder needs, the state of Missouri's requirements, federal requirements, and national standards.

Board Policy IF "Curriculum Development," requires that a systematic plan be established whereby each curricular area is reviewed. All curriculum areas are reviewed annually. (Appendix A) In addition an intensive review should be completed before a curriculum is revised. (Appendix B)

Goals for Hazelwood School District Graduates

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

The state of Missouri's *Performance (Process) Standards* are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills and the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate. The academic standards are grouped around four goals which require students to demonstrate within and integrate across all content areas the following abilities.

- Goal 1--Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.
- Goal 2--Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Goal 3--Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.
- Goal 4--Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

The state also recognizes the importance of building a solid foundation of factual knowledge and basic skills in the content areas. As a result, the state of Missouri identified *Knowledge (Content) Standards* in Communication Arts, Fine Arts, Health and Physical Education, Mathematics, Science, and Social Studies. Committees of teachers began writing specific Grade Level Expectations (GLEs) for Communication Arts, Mathematics, Science, and Social Studies. Grade Level or Course Level Expectations in each subject area are organized according to Strand, Big Idea, Concept; and Grade. The Hazelwood School District curriculum review process provides a procedure for incorporating these expectations into the classrooms of the Hazelwood School District.

Hazelwood School District Performance Indicators for Effective Curriculum

Keeping in mind the goals for Hazelwood School District graduates, performance indicators (Show-Me Curriculum Coordinators, 2005) for effective curriculum in the Hazelwood School District will be:

1. Curriculum will contain the elements described in the Missouri School Improvement Program (MSIP) IV Standards and Indicators Manual;
2. Curriculum will be aligned externally with the appropriate state of Missouri's Grade Level Expectations (GLEs) and Course Level Expectations (CLEs).
3. The Hazelwood School District curriculum elements will align internally through a backwards design model of instruction (Unwrapping Power Standards).
4. Evidence of effective scope and sequence planning at the PK – 12 level must be observable. This will be evidenced in scope and sequence charts, concepts maps, or curriculum maps.
5. The Hazelwood Accountability Plan will insure implementation of the curriculum and ways for administrators to determine if the written curriculum is being taught. Administrators can use common assessments, collaborative planning, and observations to document curriculum implementation.
6. A plan for creating or revising curriculum will include a collaboration of teachers in grade level or course teams and PK – 12 vertical teams. Assessment data, including the Missouri Assessment Program (MAP) data, will be part of curriculum creation and revision.
7. A plan for continual evaluation of the curriculum will include alignment (internal and external), evaluation of MAP and other assessment data, current research findings, and local action research.
8. The Hazelwood Curriculum will create common vocabulary and achievement expectations across the district.

Curriculum Functions in the Hazelwood School District

District Functions	School Functions	Classroom Functions
Develop and implement curriculum-related policies.	Insure fidelity to the curriculum.	Teach the curriculum, using the board-adopted materials to differentiate instruction to meet individual student needs.
Provide fiscal support for the curriculum.		
Develop a program of studies, curriculum maps, and syllabi within district guidelines.		Develop units of study.
Develop a vision for high quality curriculum		
Develop educational goals aligned with Missouri's Grade Level Expectations (GLEs) and Course Level Expectations (CLEs).	Develop a learning-centered schedule.	
Identify the core program of studies for each level of schooling.		Implement the curriculum, inspiring that all students to achieve mastery.
Develop the documents for a curriculum for each subject. This includes scope-and-sequence charts, curriculum guides, curriculum maps, syllabi, and lesson protocols. A curriculum should specify only those essential outcomes that are likely to be tested and require explicit instruction.		
Provide staff development for all teachers who will use the curriculum guide.	Provide job-embedded (coaching) professional development.	
Select instructional materials.	Align the written, tested, supported, taught, and learned curriculum.	Teach the curriculum using board-adopted materials.
Develop district curriculum-based tests (common assessments) and other performance measures as formative/summative assessments.	Monitor the implementation of the curriculum.	Use formative and summative data in Grade, Team, or Department Data Teams to guide instruction.
Provide resources (time, money, and training) as needed to schools.		
Evaluate the curriculum.		
Develop the structures to facilitate community and teacher input into the curriculum.		
Provide professional development for school administrators and staff.		

Adapted from Brown (2004).

Common Curriculum Terms

Standard:	student and organizational outcomes
Outcome:	target about what students should achieve and what schools and districts should demonstrate relative to organizational effectiveness
Goal:	a long-range statement concerning (a) what students should know, do, and understand and revisit across multiple grade levels or points in time or (b) what schools and districts should accomplish over multiple months or years; goal statements are usually difficult to measure
Objective:	<p>a more specific description of what (a) students are expected to know, do and understand within a more narrow band of time, or (b) specific performance targets that schools or districts are expected to meet within a prescribed time limit. Within the context of curriculum design, objectives can assume a range of scope and specificity, from:</p> <ol style="list-style-type: none">1. program objectives multiyear student achievement targets2. Grade Level Expectations (GLEs) Course Level Expectations (CLEs) single year achievement targets designed to monitor student progress within a course- or grade level structure3. unit objectives specific descriptions of what students are expected to master by the conclusion of a multi-week segment within a course or grade level4. lesson objectives one- to three-day outcome descriptions referring to specific subsections within a unit
Content Standards:	frequently used to describe student achievement targets at cumulative end points; for example, kindergarten through second grade; third through fifth grade
Performance Standards:	specific descriptions of student performances related to expected levels of competence or proficiency within a certain point in time
Benchmarks:	state or district level statements articulated cross-grade level competencies involving major skills as reading, writing, speaking, listening, and mathematical problem-solving
Performance Indicators:	indicators equivalent to specific and behaviorally measurable course- and grade-level objectives

Organization of Curriculum Committees

The following criteria will be used when selecting subject area curriculum committee representatives:

- Experience and expertise of the individual relative in relation to the specific curricular area are considered when selecting representatives.
- Curriculum committee members are expected to have had *Data-Driven Decision Making Training* and *Data Team Training* through the Hazelwood School District Data Trainers.
- Certified staff members that meet the qualifications to be a pilot teacher/trainer/curriculum committee member will serve on curriculum committees.
- As appropriate, certified staff in counseling, library media center, special education, reading, gifted, and other educational areas will be consulted with and/or serve on the committee.
- A principal or assistant principal will serve as an administrative liaison to the curriculum committee.
- Outside consultants will be used as resources in developing rigorous and relevant Hazelwood School District Curricula.
- The Assistant Superintendent for Curriculum and Professional Development will oversee and coordinate activities of all curriculum committees.

Roles and Responsibilities in the Curriculum Development Process

Assistant Superintendent for Curriculum and Instruction will:

1. Coordinate plans for curriculum and program review;
2. Serve as a process specialist;
3. Establish parameters for the committee;
4. Meet with the chair regularly;
5. Negotiate with textbook publishers;
6. Submit documents to the Leadership Team for review;
7. Serve as ex-officio member of subject area committees;
8. Submit information to the Hazelwood School District Curriculum Coordinating Council and Board of Education for review;
9. Develop a budget to meet the needs of the curriculum area;
10. Assist with coordination of professional development;
11. Establish the committee membership using standardized criteria and input from administrators and curriculum coordinators;
12. Share responsibility for coordinating the products of the committee;
13. Contact appropriate parties to provide professional development, as needed;
14. Assist with the contact of publishers to acquire materials as needed; and,
15. Provide the resources and data needed to complete the responsibilities of the committee.

Curriculum Coordinators will:

1. Serve as a content and process specialist;
2. Work with outside consultants to provide input for professional discussion with the curriculum committee in the content area;
3. Contact local, state and national organizations for standards, goals, and best practice;
4. Disseminate research data to committee members and assign reading to members;
5. Arrange professional development prior to the start of a curriculum pilot;
6. Monitor the piloting of new curriculum materials;
7. Lead discussion on qualities in text/materials which are needed to support quality instruction;
8. Arrange school visits as needed;
9. Oversee evaluation and identification of materials recommended for adoption;
10. Invite appropriate staff to provide input as needed;
11. Work with administrators, the curriculum committee, and other curriculum coordinators to schedule and conduct meetings;

12. Insure that the committee incorporates ways in which technology improves instruction in the content area;
13. Share responsibility for the timely completion of the pilot process, materials selection, curriculum products, professional development, and implementation;
13. Submit the annual end of year report (Appendix A or Appendix B);
14. Examine issues related to differentiated instruction; and,
15. Lead the presentation to the Board of Education.

Hazelwood School District Curriculum Coordinating Council

Roles and Responsibilities

The Curriculum Coordinating Council's roles and responsibilities of are to:

- Receive updates on the progress of district curriculum committees, textbook selection committees, and program evaluation committees (Appendix H);
- Develop, publicize, and monitor use of standards for the process used to complete program evaluations and textbook selection;
- Share information regarding curriculum and program evaluation committees with their constituents;
- Review program evaluation reports based on adopted standards before they are submitted to the Hazelwood School District Board of Education for approval;
- Review newly developed curriculum guides based on state and local standards before they are submitted to the Hazelwood Board of Education for approval;
- Act as a sounding board for the public before curriculum and instruction issues are taken to the Hazelwood School District Board of Education;
- Share information on best practices both inside and outside the district;
- Monitor the effectiveness of the curriculum and instruction of the district by examining assessment data on an annual basis;
- Develop, publicize, and monitor curriculum/program review cycle for all programs;
- Recruit parent and community members to serve on curriculum and program evaluation committees; and,
- Assist the Hazelwood School District Board of Education in the area of curriculum and instruction, as assigned.

Membership on the Hazelwood School District Curriculum Coordinating Council will be for a three year term. No more than approximately one third of the membership will change each year.

Membership of the Curriculum Coordinating Council

The twelve representatives of the Curriculum Coordinating Council serve on the council for a three year term. The membership of the Curriculum Coordinating Council includes:

- Three teacher representatives from elementary, middle, and high schools;
- Three parent representatives from elementary, middle, and high schools;
- Early Childhood representative;
- One administrative representative;
- One Hazelwood School District Board of Education liaison; and,
- A representative of the curriculum coordinators;
- Technology coordinator or director; and,
- Assistant Superintendent for Curriculum and Professional Development.

The Assistant Superintendent chairs the Hazelwood School District Coordinating Curriculum Council.

Curriculum Development Cycle

Curriculum Development Cycle

The curriculum development and review is an ongoing process. Redesign and revision of K-12 curriculum follows a three phase process through which different content areas receive priority attention in alternating years. (See Appendix C for the Hazelwood School District Curriculum Development Cycle.)

Year One: Write or Revise Curriculum

1. At the request of the Assistant Superintendent for Curriculum and Professional Development, coordinators will chair curriculum committees, which will include teachers (including early childhood, gifted, and special education), librarians, counselors, administrators, parents, patrons, and/or students. Committee members should consist of a majority of professional staff who have attended training on or who have completed extensive study of the use of standards-based instruction and data-driven decision making. The Hazelwood School District Scoring Guide for Pilot Teachers, Trainers, and/or Curriculum Committee Members outlines criteria the professional staff on the committee should meet. (Appendix D)
2. Begin curriculum development cycle. (Appendix E)
3. Overview best practice research and state, as well as national, standards.
4. Clarify program needs; compare the obtained results with the desired results.
5. Use the Missouri Department of Elementary and Secondary Education Show-Me Standards and Grade Level Expectations (GLEs) and Course Level Expectations (CLEs) as the focus of the curriculum.
6. Identify power standards for instructional emphasis and unwrap the standards and Grade Level expectations (GLEs) and Course Level Expectations (CLEs) including equity concepts, technology skills, research skills, and workplace readiness.
7. Identify and field test instructional materials using the Hazelwood School District Pilot Process. (Attachment F)
8. Examine student performance. Data includes:
 - A. Achievement scores (ACT, Missouri Assessment Program, SAT, Tungsten Learning)
 - B. Curriculum-based common assessments
 - C. Pre- and post-tests
9. Textbook and resource selection process
10. Complete a curriculum map to check for vertical and horizontal curriculum alignment.
11. Write curriculum document including all required elements of the written curriculum. (Appendixes G)
12. Review of draft curriculum by the Hazelwood School District Curriculum Coordinating Council
13. Approval of curriculum by the Hazelwood School District Board of Education
14. Submit unwrapped Grade Level Expectations (GLEs) or Course Level Expectations (CLEs), recommended instructional materials, and budget to the Hazelwood Board of Education for approval.
15. Develop or locate activities, instructional strategies, and assessments that align with the Show-Me Standards and Grade Level Expectations (GLEs) or Course Level Expectations (CLEs). Provide for differentiation of instruction.
16. Review draft curriculum scope and sequence between levels.
17. Disseminate draft curriculum electronically for review by teachers.

18. Submit unwrapped Grade Level Expectations (GLEs) or Course Level Expectations (CLEs), recommended instructional materials, and budget to the Hazelwood School District Board of Education for approval.
19. Complete final revision of curriculum guide.
20. Publish curriculum.
21. Purchase instructional materials
22. Create inventory process.
23. Plan staff development and develop a plan to monitor the curriculum.
24. Develop Hazelwood School District Parent Curriculum Handbook.
25. Post curriculum on-line.

Year Two: Curriculum Implementation

1. Begin implementation of curriculum.
2. Provide and evaluate staff development.
 - A. District-level professional development
 - B. School-level professional development
 - C. Grade-level or department professional development
3. Post Hazelwood School District Parent Curriculum Handbook on-line.
4. Establish a curriculum monitoring plan.
5. Review assessment data via Data/PDC Teams
 - A. Missouri Assessment Program (MAP)
 - B. Hazelwood Common Grade and/or Content Area Assessments
6. Instructional assistance provided to teachers through building/district-level master teachers.

Year Three +: Full Implementation

1. Assess curriculum through assessment data via Data/PDC Teams.
2. Monitor curricular developments at the state and federal level.
3. Adjust, support, and maintain the curriculum as needed.
4. Provide job-embedded staff development.

Required Curriculum Components

According to the Missouri School Improvement Program (MSIP IV) Standards and Indicators Manual (2006), all curriculum guides must contain the components listed in Appendix H

Submission Deadlines for Board of Education

Curriculum guides should be submitted to the Board of Education one month before the meeting at which approval is being requested. Secondary guides should be submitted in time to be approved in January so that they can appear in the Program of Studies for the following year. Elementary guides should be submitted in time to be approved in March to be implemented in the following school year.

Responsibilities by Structural Levels

District Responsibilities	School Responsibilities	Grade-Level Team Department Responsibilities	Instructor Responsibilities
Develop educational goals aligned with state goals.	Ensure that all staff members understand and implement the curriculum. (Building Data/PDC)	Through Data Teams, ensure that all staff members within the grade level or discipline have an understanding of mandated student achievement.	Use an ongoing process (Data Teams) of data acquisition, analysis, feedback, and adjustment to differentiate the delivery of the written curriculum to meet the needs of the students within the classroom.
Build consensus about the core curriculum for each grade level and for each course.	Work with parents and community members to ensure understanding and acceptance of designated student achievement standards.	Work collaboratively (Data Teams) to address mandated standards and monitor longitudinal progress toward mastery of those standards.	Develop long-range planning calendars and related unit designs to implement the curriculum and support student achievement of standards.
Create a curriculum that clearly specifies essential learner outcomes that require explicit instruction.	Facilitate ongoing dialogue and inquiry within and across grade levels regarding the meaning and instructional implications of standards and standards mastery.	Develop and implement job-embedded professional development to ensure that all instructors are implementing standards with consistency and commonality of understanding.	Collaborate with other grade-level and department members (Data Teams) to ensure consistency of standards interpretation, implementation, and achievement
Provide ongoing professional development for school-based staffs to ensure understanding and successful implementation of the curriculum.	Supplement the district's educational goals to ensure that the strengths and needs of all learners within the school are met.	Use coaching, study groups, Data Teams, and action research projects to identify and address student achievement and organizational productivity problems specific to a grade level or content area.	Identify areas of incongruity or misalignment between and among the written, tested, supported, taught, and learned curricula.
Ensure that the supported curriculum (textbooks, electronic resources, and schedules) provides sufficient resources and time for the curriculum to be presented and learned.	Investigate and adopt methods for differentiated instruction to ensure that every learner masters the standards at an appropriate pace.	Collaborate with administrators at the school and district levels to ensure that the written, tested, taught, supported, and learned curricula are aligned and support the achievement of mandated standards.	

Responsibilities by Structural Levels (continued)

District Responsibilities	School Responsibilities	Grade-Level Team Department Responsibilities	Instructor Responsibilities
Facilitate the development and implementation of the District Accountability Plan. Facilitate the development of common curriculum assessments to monitor school, grade-level, team, and department achievement.	Develop and implement the Building Accountability Plan that guides and informs the process so that proficiency is achieved at the individual student and school level.	Analyze formative and summative assessments during Data Team Meetings to guide instruction	Use the strategies identified in Data Team Meetings to improve instruction and student learning
Provide assistance to ensure adequate progress relative to student achievement standards.	Continually monitor the alignment among the various levels of the curriculum (the written, the implemented, and the learned).	Monitor curricular alignment through Data Team Meetings	Monitor individual student achievement through common formative assessment data

Adapted from Brown (2004)

Works Cited

Brown, J.L. (2004). *Curriculum Handbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

Show-Me Curriculum Administrator's Association. (2005). *Performance Indicators for Effective Curriculum*. Jefferson City, MO: Author. (Retrieved 7/24/2006 at http://www.smcaa.org/contnet.asp?con_id=11)

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HAZELWOOD SCHOOL DISTRICT
PROGRAM AND EVALUATION

I. PROGRAM/DATA INFORMATION

Curriculum: _____

Personnel Responsible for Evaluation: _____

Month of Annual Review:

II. EVALUATION OF PROGRAM/DATA *(To Be Completed by Evaluators)*

Evaluator Name:

Position:

Comprehensive School Improvement Plan (CSIP) Goals(s) Addressed:

Level of Performance in Achieving Desired Outcomes (Place a check in the appropriate box)

Advanced Proficient Average Below Basic Basic

(Please use the back of this form or attachments as appropriate to provide information needed to support or further explain this evaluation.)

Strengths of Program/Data:

Concerns Regarding Program/Data:

Recommendations Regarding Program/Data:

Comments of Evaluators/Program Personnel:

Signature of Evaluator: _____ Date: _____

Appendix B

Hazelwood School District Extensive Curriculum Evaluation (Year Prior to a Curriculum Revision)

Steps 1 through 5: Organization and Design

Step 1: Identify curriculum committee members

Select based on the Hazelwood Curriculum Committee Scoring Guide

Step 2: Select areas in which to focus for the curriculum evaluation.

The primary focus of the evaluation is the alignment and effectiveness of the curriculum.

WHAT DOES ACHIEVEMENT DATA SAY ABOUT THE EFFECTIVENESS OF OUR CURRICULUM?

Data can be:

- Student achievement
- Adequacy of materials
- Professional development

Step 3: Select the information sources that will be needed for the evaluation.

Triangulate your information. Strive to collect multiple types of information from multiple sources.

Quantitative Data

- Student test scores
- Student local assessment scores
- Grades
- Longitudinal achievement/enrollment trends
- Attendance and tardiness
- Awards
- Budgetary allocations
- Enrollment
- Graduate follow-up data
- Professional Development
- Observations of implementation
- Survey results
- Time in the program/on task

Qualitative Data

- Case study information
- Lesson plans
- Focus group interviews
- Observations
- Parent compliments and complaints
- Student portfolios
- Visiting team reports

Step 4: Establish a schedule for the evaluation

Step 5: Develop or select the instruments or forms for collecting quantitative or qualitative information.

Steps 6 and 7: Information Collection and Analysis

Step 6: Collect the information

Step 7: Analyze the information, summarize the results, and make recommendations

When writing recommendations for curriculum revisions, be as specific as possible. Indicate implications for:

Grade levels

Scope and Sequence

Materials

Professional Development

Achievement Targets

Conclusion: Steps 8, 9, and 10

Step 8: Prepare the summative report, including curriculum revision expectations.

Step 9: Share the final evaluation

Step 10: Begin the curriculum revision process.

**Hazelwood School District
Curriculum Evaluation Template**

**(NAME OF CURRICULUM/COURSE)
(Month/Year)**

Context:

(Briefly describe the purpose of the curriculum evaluation.)

Evaluation Process:

Data:

(Use visual representations, such as charts and graphs)

Identified Areas for Focus During Curriculum Revision:

Recommendations

(Include recommendations for grade levels, scope and sequence, materials, professional development, and assessment.)

Hazelwood School District Curriculum Review Cycle

Year	Year 1 Revise Curriculum Board Adoption	Year 2 Begin Implementation and Evaluation	Year 3 Monitor and Adjust	Year 4 Monitor and Adjust	Year 5 Monitor and Adjust	Year 6 Monitor and Adjust	Year 7 Research
2007 2008	Art (K-5) Business Business Technology Computer Business Application Communication Skills Journalism 3 and 4 Modern Media Speech FACS (9-12)	FACS (7-12) Math (K-8) Health Occupations (9-12) MS Academic Excellence Science (K-9)					
2008 2009	Gifted Education Math (9-12) Science (10-12)	Art (K-5) Business Business Technology Computer Business Application Communication Skills Journalism 3 and 4 Modern Media Speech	FACS (7-12) Math (K-8) Health Occupations (9-12) MS Academic Excellence Science (K-9) FACS (7-12) Math (K-8)				
2009 2010	Art (6-12) Com Skills (9-12) College Prep English Creative Writing Early Childhood (PK) Foreign Language (K-12) Industrial Tech (9-12) Instrumental Music (9-12)	Gifted Education Math (9-12) Science (10-12)	Art (K-5) Business Business Technology Computer Business Application Communication Skills Journalism 3 and 4 Modern Media Speech	FACS (7-12) Math (K-8) Health Occupations (9-12) MS Academic Excellence Science (K-9) FACS (7-12) Math (K-8)			

Hazelwood School District Curriculum Review Cycle

Year	Year 1 Revise Curriculum Board Adoption	Year 2 Begin Implementation and Evaluation	Year 3 Monitor and Adjust	Year 4 Monitor and Adjust	Year 5 Monitor and Adjust	Year 6 Monitor and Adjust	Year 7 Research
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2010 2011	Business Education Library/Media (K-12) Social Studies (6-12)	Art (6-12) Com Skills (9-12) College Prep English Creative Writing Early Childhood (PK)	Gifted Education Math (9-12) Science (10-12)	Art (K-5) Business Business Technology Computer Business Application Communication Skills Journalism 3 and 4 Modern Media Speech	FACS (7-12) Math (K-8) Health Occupations (9-12) MS Academic Excellence Science (K-9)		
2011 2012	Com Skills (9-12) Health (K-9) Physical Education (K-5) Social Studies (K-5)	Business Education Library/Media (K-12) Social Studies (6-12) Special Reading (K-12) Theatre & Drama (9-12) Vocal Music (K-6)	Art (6-12) Com Skills (9-12) College Prep English Creative Writing Early Childhood (PK)	Gifted Education Math (9-12) Science (10-12)	Art (K-5) Business Business Technology Computer Business Application Communication Skills Journalism 3 and 4 Modern Media Speech	FACS (7-12) Math (K-8) Health Occupations (9-12) MS Academic Excellence Science (K-9)	
2012 2013	Com Skills (K-5) Instrumental Music (K-5) Vocal Music (K-5) Health (K-9) Physical Education (6-12)	Physical Education (K-5) Health (K-9) Social Studies (K-5) Communication Skills (9-12)	Business Education (9-12) Social Studies (6-12) Theatre and Drama (9-12)	Early Childhood (PK) Library/Media (K-12) Art (6-12)	Art (K-5) Business Business Technology Computer Business Application Communication Skills	Art (K-5) Foreign Language (K-12)	Math (K-8) Science (K-9) MS Academic Excellence FACS (7-12) Health Occupations (9-12)

Appendix D-1

**Hazelwood School District
Communication Arts Teacher Scoring Guide**

School: _____ Rater: _____ Grade: _____

Recommended Pilot Teacher, Curriculum Committee Member, or Trainer: _____

TRAIT	RATING	NOTES															
Teacher's effectiveness based on communication arts Common Formative Assessments, MAP, and/or Tungsten Data	Circle data sources: Common Formative Assessments MAP Tungsten Data Proficient % _____ Advanced % _____	Provide individual teacher's communication arts Common Formative Assessment, MAP, or Tungsten Data															
Master's Degree	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">Bachelor's Degree</td> <td style="width: 33%; border: none;">Master's Program</td> <td style="width: 33%; border: none;">Master's Degree</td> </tr> <tr> <td style="border: none;">-----</td> <td style="border: none;">-----Enrollment-----</td> <td style="border: none;">-----</td> </tr> <tr> <td style="border: none; text-align: center;">1</td> <td style="border: none; text-align: center;">2</td> <td style="border: none; text-align: center;">3</td> </tr> </table>	Bachelor's Degree	Master's Program	Master's Degree	-----	-----Enrollment-----	-----	1	2	3	University or College _____ Graduation/Expected Graduation Date _____						
Bachelor's Degree	Master's Program	Master's Degree															
-----	-----Enrollment-----	-----															
1	2	3															
Data-Driven Decision Making Training Data Team Training	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">None-----</td> <td style="width: 33%; border: none;">Will Attend-----</td> <td style="width: 33%; border: none;">Completed--</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none; text-align: center;">Nest time Offered</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none; text-align: center;">1</td> <td style="border: none; text-align: center;">2</td> <td style="border: none; text-align: center;">3</td> </tr> </table>	None-----	Will Attend-----	Completed--		Nest time Offered		1	2	3							
None-----	Will Attend-----	Completed--															
	Nest time Offered																
1	2	3															
Voluntary professional development attended by the teacher in the last three years	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">Inadequate-----</td> <td style="width: 33%; border: none;"></td> <td style="width: 33%; border: none;">Extensive</td> </tr> <tr> <td style="border: none;">Quantity</td> <td style="border: none;"></td> <td style="border: none;">Quantity</td> </tr> <tr> <td style="border: none;">And</td> <td style="border: none;"></td> <td style="border: none;">and</td> </tr> <tr> <td style="border: none;">Quality</td> <td style="border: none;"></td> <td style="border: none;">Quality</td> </tr> <tr> <td style="border: none; text-align: center;">1</td> <td style="border: none; text-align: center;">2</td> <td style="border: none; text-align: center;">3</td> </tr> </table>	Inadequate-----		Extensive	Quantity		Quantity	And		and	Quality		Quality	1	2	3	List on an attached sheet the names and dates of professional development attended in the last three years
Inadequate-----		Extensive															
Quantity		Quantity															
And		and															
Quality		Quality															
1	2	3															
Teacher's communication arts content knowledge & pedagogy highly respected by teachers in the building	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">Low-----</td> <td style="width: 33%; border: none;"></td> <td style="width: 33%; border: none;">High</td> </tr> <tr> <td style="border: none; text-align: center;">1</td> <td style="border: none; text-align: center;">2</td> <td style="border: none; text-align: center;">3</td> </tr> </table>	Low-----		High	1	2	3										
Low-----		High															
1	2	3															
Teacher's willingness to be a communication arts pilot teacher, curriculum committee member, or trainer	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">Low-----</td> <td style="width: 33%; border: none;"></td> <td style="width: 33%; border: none;">High</td> </tr> <tr> <td style="border: none; text-align: center;">1</td> <td style="border: none; text-align: center;">2</td> <td style="border: none; text-align: center;">3</td> </tr> </table>	Low-----		High	1	2	3										
Low-----		High															
1	2	3															
Teacher recognized by other teachers in the building as a "go to" instructional leader in communication arts	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">Low-----</td> <td style="width: 33%; border: none;"></td> <td style="width: 33%; border: none;">High</td> </tr> <tr> <td style="border: none; text-align: center;">1</td> <td style="border: none; text-align: center;">2</td> <td style="border: none; text-align: center;">3</td> </tr> </table>	Low-----		High	1	2	3										
Low-----		High															
1	2	3															

Appendix D-2

**Hazelwood School District
Reading Teacher Scoring Guide**

School: _____ Rater: _____ Grade: _____
 Recommended Pilot Teacher, Curriculum Committee Member, or Trainer: _____

TRAIT	RATING	NOTES												
Teacher’s effectiveness based on reading Common Formative Assessments, MAP, and/or Tungsten Data	Common Formative Assessments, MAP, or Tungsten Data Proficient % _____ Advanced % _____	Provide individual teacher’s reading Common Formative Assessment, MAP, or Tungsten Data												
Master’s Degree	<table border="0"> <tr> <td>Bachelor’s Degree</td> <td>Master’s Program</td> <td>Master’s Degree</td> </tr> <tr> <td colspan="3">-----Enrollment-----</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Bachelor’s Degree	Master’s Program	Master’s Degree	-----Enrollment-----			1	2	3	University or College _____ Graduation/Expected Graduation Date _____			
Bachelor’s Degree	Master’s Program	Master’s Degree												
-----Enrollment-----														
1	2	3												
Data-Driven Decision Making Training Data Team Training	<table border="0"> <tr> <td>None-----</td> <td>Will Attend-----</td> <td>Completed</td> </tr> <tr> <td colspan="3">Next Time Offered</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	None-----	Will Attend-----	Completed	Next Time Offered			1	2	3				
None-----	Will Attend-----	Completed												
Next Time Offered														
1	2	3												
Voluntary professional development attended by the teacher in the last three years	<table border="0"> <tr> <td>Inadequate-----</td> <td>Extensive</td> </tr> <tr> <td>Quantity</td> <td>Quantity</td> </tr> <tr> <td>And</td> <td>and</td> </tr> <tr> <td>Quality</td> <td>Quality</td> </tr> <tr> <td>1</td> <td>2</td> </tr> <tr> <td></td> <td>3</td> </tr> </table>	Inadequate-----	Extensive	Quantity	Quantity	And	and	Quality	Quality	1	2		3	List the names and dates of professional development attended in the last three years
Inadequate-----	Extensive													
Quantity	Quantity													
And	and													
Quality	Quality													
1	2													
	3													
Teacher’s reading content knowledge & pedagogy highly respected by teachers in the building	<table border="0"> <tr> <td>Low-----</td> <td>High</td> </tr> <tr> <td>1</td> <td>3</td> </tr> <tr> <td></td> <td>2</td> </tr> </table>	Low-----	High	1	3		2							
Low-----	High													
1	3													
	2													
Teacher’s willingness to be a reading pilot teacher, curriculum committee member, or trainer	<table border="0"> <tr> <td>Low-----</td> <td>High</td> </tr> <tr> <td>1</td> <td>3</td> </tr> <tr> <td></td> <td>2</td> </tr> </table>	Low-----	High	1	3		2							
Low-----	High													
1	3													
	2													
Teacher recognized by other teachers in the building as a “go to” instructional leader in reading	<table border="0"> <tr> <td>Low-----</td> <td>High</td> </tr> <tr> <td>1</td> <td>3</td> </tr> <tr> <td></td> <td>2</td> </tr> </table>	Low-----	High	1	3		2							
Low-----	High													
1	3													
	2													

Appendix D-3

**Hazelwood School District
Mathematics Teacher Scoring Guide**

School: _____ Rater: _____ Grade: _____

Recommended Pilot Teacher, Curriculum Committee Member, or Trainer: _____

TRAIT	RATING	NOTES															
Teacher’s effectiveness based on mathematics Common Formative Assessments, MAP, and/or Tungsten Data	Circle data sources: Common Formative Assessments MAP Tungsten Data Data collected over _____ years Proficient % _____ Advanced % _____	Provide individual teacher’s mathematics Common Formative Assessment, MAP, or Tungsten Data. Multiple year data from a variety of sources is preferred															
Master’s Degree	<table border="0" style="width:100%; text-align:center;"> <tr> <td>Bachelor’s Degree</td> <td>Master’s Program</td> <td>Master’s Degree</td> </tr> <tr> <td>-----</td> <td>Enrollment</td> <td>-----</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Bachelor’s Degree	Master’s Program	Master’s Degree	-----	Enrollment	-----	1	2	3	University or College _____ Graduation/Expected Graduation Date _____						
Bachelor’s Degree	Master’s Program	Master’s Degree															
-----	Enrollment	-----															
1	2	3															
Data-Driven Decision Making Training Data Team Training	<table border="0" style="width:100%; text-align:center;"> <tr> <td>None-----</td> <td>Will Attend-----</td> <td>Completed</td> </tr> <tr> <td></td> <td>Next Time Offered</td> <td></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	None-----	Will Attend-----	Completed		Next Time Offered		1	2	3							
None-----	Will Attend-----	Completed															
	Next Time Offered																
1	2	3															
Voluntary professional development attended by the teacher in the last three years	<table border="0" style="width:100%; text-align:center;"> <tr> <td>Inadequate-----</td> <td>-----</td> <td>Extensive</td> </tr> <tr> <td>Quantity</td> <td></td> <td>Quantity</td> </tr> <tr> <td>And</td> <td></td> <td>and</td> </tr> <tr> <td>Quality</td> <td></td> <td>Quality</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Inadequate-----	-----	Extensive	Quantity		Quantity	And		and	Quality		Quality	1	2	3	List on an attached sheet the names and dates of professional development attended in the last three years
Inadequate-----	-----	Extensive															
Quantity		Quantity															
And		and															
Quality		Quality															
1	2	3															
Teacher’s communication arts content knowledge & pedagogy highly respected by teachers in the building	<table border="0" style="width:100%; text-align:center;"> <tr> <td>Low-----</td> <td>-----</td> <td>High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3										
Low-----	-----	High															
1	2	3															
Teacher’s willingness to be a communication arts pilot teacher, curriculum committee member, or trainer	<table border="0" style="width:100%; text-align:center;"> <tr> <td>Low-----</td> <td>-----</td> <td>High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3										
Low-----	-----	High															
1	2	3															
Teacher recognized by other teachers in the building as a “go to” instructional leader in communication arts	<table border="0" style="width:100%; text-align:center;"> <tr> <td>Low-----</td> <td>-----</td> <td>High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3										
Low-----	-----	High															
1	2	3															

Appendix D-4

**Hazelwood School District
Science Teacher Performance Scoring Guide**

School: _____ Rater: _____ Grade: _____

Recommended Pilot Teacher or Trainer: _____

TRAIT	RATING	NOTES															
Teacher’s effectiveness based on science MAP or Common Formative Assessment data	Circle Data Sources: Common Assessment MAP Data Data collected over _____ years Proficient % _____ Advanced % _____	Provide individual teacher’s science MAP or Common Formative Assessment data. Multiple year data from a variety of sources is preferred															
Master’s Degree	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>Bachelor’s Degree</td> <td>Master’s Program</td> <td>Master’s Degree</td> </tr> <tr> <td colspan="3">-----Enrollment-----</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Bachelor’s Degree	Master’s Program	Master’s Degree	-----Enrollment-----			1	2	3	University or College _____ Graduation/Expected Graduation Date _____						
Bachelor’s Degree	Master’s Program	Master’s Degree															
-----Enrollment-----																	
1	2	3															
Data-Driven Decision Making Training Data Team Training	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>None-----</td> <td>Will Attend-----</td> <td>Completed</td> </tr> <tr> <td colspan="3">Next Time Offered</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	None-----	Will Attend-----	Completed	Next Time Offered			1	2	3							
None-----	Will Attend-----	Completed															
Next Time Offered																	
1	2	3															
Voluntary professional development attended by the teacher in the last three years	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>Inadequate-----</td> <td></td> <td>Extensive</td> </tr> <tr> <td>Quantity</td> <td></td> <td>Quantity</td> </tr> <tr> <td>And</td> <td></td> <td>and</td> </tr> <tr> <td>Quality</td> <td></td> <td>Quality</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Inadequate-----		Extensive	Quantity		Quantity	And		and	Quality		Quality	1	2	3	List on an attached sheet the names and dates of professional development attended in the last three years
Inadequate-----		Extensive															
Quantity		Quantity															
And		and															
Quality		Quality															
1	2	3															
Teacher’s science content knowledge and pedagogy highly respected by other teachers in the building	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>Low-----</td> <td></td> <td>High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----		High	1	2	3										
Low-----		High															
1	2	3															
Teacher’s willingness to be a science teacher leader (pilot teacher, curriculum committee member, or trainer)	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>Low-----</td> <td></td> <td>High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----		High	1	2	3										
Low-----		High															
1	2	3															
Teacher recognized by other teachers in the building as a “go to” instructional leader in science	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>Low-----</td> <td></td> <td>High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----		High	1	2	3										
Low-----		High															
1	2	3															

Appendix D-5

**Hazelwood School District
Social Studies Teacher Performance Scoring Guide**

School: _____ Rater: _____ Grade: _____

Recommended Pilot Teacher, Committee Member, or Trainer: _____

TRAIT	RATING	NOTES												
Teacher’s effectiveness based on social studies Common Formative Assessments	Circle Data Sources: Common Assessment Data collected over _____ years Proficient % _____ Advanced % _____	Provide individual teacher’s social studies Common Formative Assessment data. Multiple year data from a variety of sources is preferred												
Master’s Degree	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Bachelor’s Degree</td> <td style="width: 33%; text-align: center;">Master’s Program</td> <td style="width: 33%; text-align: center;">Master’s Degree</td> </tr> <tr> <td style="text-align: center;">-----</td> <td style="text-align: center;">-----</td> <td style="text-align: center;">-----</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </table>	Bachelor’s Degree	Master’s Program	Master’s Degree	-----	-----	-----	1	2	3	University or College _____ Graduation/Expected Graduation Date _____			
Bachelor’s Degree	Master’s Program	Master’s Degree												
-----	-----	-----												
1	2	3												
Data-Driven Decision Making Training Data Team Training	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">None</td> <td style="width: 33%; text-align: center;">Will Attend</td> <td style="width: 33%; text-align: center;">Completed</td> </tr> <tr> <td style="text-align: center;">-----</td> <td style="text-align: center;">-----</td> <td style="text-align: center;">-----</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td></td> <td style="text-align: center;">Next Time Offered</td> <td></td> </tr> </table>	None	Will Attend	Completed	-----	-----	-----	1	2	3		Next Time Offered		
None	Will Attend	Completed												
-----	-----	-----												
1	2	3												
	Next Time Offered													
Voluntary professional development attended by the teacher in the last three years	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Inadequate Quantity And Quality</td> <td style="width: 33%; text-align: center;">-----</td> <td style="width: 33%; text-align: center;">Extensive Quantity and Quality</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </table>	Inadequate Quantity And Quality	-----	Extensive Quantity and Quality	1	2	3	List on an attached sheet the names and dates of professional development attended in the last three years						
Inadequate Quantity And Quality	-----	Extensive Quantity and Quality												
1	2	3												
Teacher’s social studies content knowledge and pedagogy highly respected by other teachers in the building	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Low</td> <td style="width: 33%; text-align: center;">-----</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </table>	Low	-----	High	1	2	3							
Low	-----	High												
1	2	3												
Teacher’s willingness to be a social studies teacher leader (pilot teacher, curriculum committee member, or trainer)	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Low</td> <td style="width: 33%; text-align: center;">-----</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </table>	Low	-----	High	1	2	3							
Low	-----	High												
1	2	3												
Teacher recognized by other teachers in the building as a “go to” instructional leader in social studies	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; text-align: center;">Low</td> <td style="width: 33%; text-align: center;">-----</td> <td style="width: 33%; text-align: center;">High</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </table>	Low	-----	High	1	2	3							
Low	-----	High												
1	2	3												

Appendix D-6

**Hazelwood School District
Special Area Scoring Guide**

School: _____ Rater: _____ Grade: _____
 Recommended Pilot Teacher, Committee Member, or Trainer: _____

TRAIT	RATING	NOTES															
Teacher’s effectiveness based on special area Common Formative Assessments	Circle Data Sources: Common Assessment Data collected over _____ years Proficient % _____ Advanced % _____	Provide individual teacher’s special area Common Formative Assessments. Multiple year data from a variety of sources is preferred															
Master’s Degree	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Bachelor’s Degree</td> <td style="width: 33%;">Master’s Program</td> <td style="width: 33%;">Master’s Degree</td> </tr> <tr> <td colspan="3">-----Enrollment-----</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Bachelor’s Degree	Master’s Program	Master’s Degree	-----Enrollment-----			1	2	3	University or College _____ Graduation/Expected Graduation Date _____						
Bachelor’s Degree	Master’s Program	Master’s Degree															
-----Enrollment-----																	
1	2	3															
Data-Driven Decision Making Training Data Team Training	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">None-----</td> <td style="width: 33%;">Will Attend-----</td> <td style="width: 33%;">Completed</td> </tr> <tr> <td colspan="3">Next Time Offered</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	None-----	Will Attend-----	Completed	Next Time Offered			1	2	3							
None-----	Will Attend-----	Completed															
Next Time Offered																	
1	2	3															
Voluntary professional development attended by the teacher in the last three years	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Inadequate-----</td> <td style="width: 33%;">-----</td> <td style="width: 33%;">Extensive</td> </tr> <tr> <td>Quantity</td> <td></td> <td>Quantity</td> </tr> <tr> <td>And</td> <td></td> <td>and</td> </tr> <tr> <td>Quality</td> <td></td> <td>Quality</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Inadequate-----	-----	Extensive	Quantity		Quantity	And		and	Quality		Quality	1	2	3	List on an attached sheet the names and dates of professional development attended in the last three years
Inadequate-----	-----	Extensive															
Quantity		Quantity															
And		and															
Quality		Quality															
1	2	3															
Teacher’s special area content knowledge and pedagogy highly respected by other teachers in the building	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Low-----</td> <td style="width: 33%;">-----</td> <td style="width: 33%;">High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3										
Low-----	-----	High															
1	2	3															
Teacher’s willingness to be a special area pilot teacher, curriculum committee member, or trainer	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Low-----</td> <td style="width: 33%;">-----</td> <td style="width: 33%;">High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3										
Low-----	-----	High															
1	2	3															
Teacher recognized by other teachers in the building as a “go to” instructional leader in special area content	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Low-----</td> <td style="width: 33%;">-----</td> <td style="width: 33%;">High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3										
Low-----	-----	High															
1	2	3															

Appendix D-7

Hazelwood School District Train-the-Trainer Criteria

Rater: _____ Recommended Trainer: _____ Grade Level: _____

REQUIREMENT: COMPLETION OF DATA-DRIVEN DECISION MAKING AND DATA TEAM TRAINING

TRAIT	RATING	NOTES									
Teacher's effectiveness based on MAP, Tungsten, or common formative assessment data	Circle data sources: Common Formative Assessments MAP Tungsten Data Data collected over _____ years Proficient % _____ Advanced % _____	Provide individual teacher's communication arts Common Formative Assessment, MAP, or Tungsten Data. Multiple year data from a variety of sources is preferred									
Master's Degree	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Bachelor's Degree</td> <td style="width: 33%;">Master's Program</td> <td style="width: 33%;">Master's Degree</td> </tr> <tr> <td>-----</td> <td>Enrollment-----</td> <td>-----</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Bachelor's Degree	Master's Program	Master's Degree	-----	Enrollment-----	-----	1	2	3	University or College _____ Graduation/Expected Graduation Date _____
Bachelor's Degree	Master's Program	Master's Degree									
-----	Enrollment-----	-----									
1	2	3									
Three years classroom experience in the Hazelwood School District	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">1-2 years-----</td> <td style="width: 33%;">3 years-----</td> <td style="width: 33%;">> 3 years</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	1-2 years-----	3 years-----	> 3 years	1	2	3				
1-2 years-----	3 years-----	> 3 years									
1	2	3									
Committed to the Hazelwood School District for at least three (3) years	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Low-----</td> <td style="width: 33%;">-----</td> <td style="width: 33%;">High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3				
Low-----	-----	High									
1	2	3									
Desire to take leadership roles within the building/district	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Low-----</td> <td style="width: 33%;">-----</td> <td style="width: 33%;">High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3	List leadership roles:			
Low-----	-----	High									
1	2	3									
Willingness to work with building and district leadership in the use of data	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Low-----</td> <td style="width: 33%;">-----</td> <td style="width: 33%;">High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3	List leadership activities:			
Low-----	-----	High									
1	2	3									
Voluntary professional development attended by the teacher in the last three years OR professional organization membership and participation	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Inadequate-----</td> <td style="width: 33%;">-----</td> <td style="width: 33%;">Extensive</td> </tr> <tr> <td>Quantity and Quality</td> <td></td> <td>Quantity and Quality</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Inadequate-----	-----	Extensive	Quantity and Quality		Quantity and Quality	1	2	3	List on an attached sheet the names and dates of professional development attended in the last three years
Inadequate-----	-----	Extensive									
Quantity and Quality		Quantity and Quality									
1	2	3									
Strong presentation skills and comfort with adult learners OR a desire to develop presentation skills and comfort with adult learners	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Low-----</td> <td style="width: 33%;">-----</td> <td style="width: 33%;">High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3	Presentations:			
Low-----	-----	High									
1	2	3									
Teacher is not overcommitted to other responsibilities	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Low-----</td> <td style="width: 33%;">-----</td> <td style="width: 33%;">High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3	Circle current obligations: Curriculum Committees Data/PDC Team National Board Certification Grant Participation Tutoring			
Low-----	-----	High									
1	2	3									
Demonstrated use of data to guide instruction, differentiate instruction, and/or assessment used to determine remediation.	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Low-----</td> <td style="width: 33%;">-----</td> <td style="width: 33%;">High</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	Low-----	-----	High	1	2	3	List examples:			
Low-----	-----	High									
1	2	3									

**Hazelwood School District
Curriculum Development and Review Cycle
Yearly Curriculum Update Checklist**

Date Initiated	Date Completed	Phase in Cycle
_____	_____	Phase I Research Pilot Process Materials Selection Write Curriculum Online Submission (EAT Online) CCC Review Board of Education Approval Professional Development
_____	_____	Phase II Professional Development Implementation Evaluation
_____	_____	Phase III Professional Development Implementation Evaluation
_____	_____	Phase IV Professional Development Implementation Evaluation
_____	_____	Phase V Professional Development Implementation Evaluation
_____	_____	Phase VI Professional Development Implementation Evaluation
_____	_____	Phase VII Professional Development Implementation Evaluation Research

Report Submitted by: _____ Date: _____

Appendix F

Hazelwood School District Pilot Process

- I. Professional Development Plan
 - a. Before a pilot
 - i. Theory
 - ii. Fidelity to implementation
 - b. During a pilot
 - i. Selection based on data
 - c. After material selection
 - i. Design of activities and assessments
 - ii. Implementing selected materials

- II. Pilot Teacher Responsibilities (F-1)

- III. Pilot Teacher Unit Plan
 - a. Elementary (Appendix F-2)
 - b. Secondary (Appendix F-3)

- IV. Data
 - c. Unit Pre-test
 - d. Journal Entries
 - e. Rubric (Appendix F-4)
 - i. Self-reflection Tool
 - ii. Observation Rubric
 - f. Student Work Samples
 - g. Unit Post-test

- IV. Parent Letter (Appendix F-5)

Curriculum Pilot Teacher Responsibilities

Stay true to the pilot program by:

- using only the pilot program materials for the entire course of the pilot.
- following the pacing guide.
- using the lesson plan you developed at the professional development sessions held prior to the pilot process.
- reflecting a minimum of twice a week in your journal about all elements of student learning.
- welcoming observers of and discussion about the pilot process.
- collaborating with others about successes and challenges.
- teaching the piloted curriculum for the equivalent of one hour per day.
- staying positive about the pilot program with students, parents, community members, colleagues, and administrators.
- recognizing that the pilot process will be challenging but rewarding.

Elementary Pilot Process Unit Study

Grade Level _____

Date _____

Unit/Topic _____

Materials _____

Beginning Unit Lessons		Mid Unit Lessons		Ending Unit Lessons	
Start Date	End Date	Start Date	End Date	Start Date	End Date
Learning Focus:		Learning Focus:		Learning Focus:	

Notes

Elementary Pilot—Page Two

LEARNING FOCUS

1. Take unit assessment.
2. List big ideas you think are assessed by the test.
3. Check on the outcomes from the materials and list items in the state of Missouri’s Grade Level Expectations (GLEs) or Course Level Expectations (CLEs).

Big Ideas from Assessment	Skills as defined by the Grade Level Expectations (GLEs) OR Course Level Expectations

LESSON ANALYSIS—LEARNING OUTLINE

1. Track the big ideas through the assigned lessons.
2. Identify any expected student difficulties.
3. Plan to meet the student needs while retaining the rigor of the tasks.

	Beginning Unit Lessons	Mid-Unit Lessons	Ending Unit Lessons
Big Ideas			
Expected Student Responses			
How will students work through barriers?			

BACKGROUND EXPERIENCES THAT IMPROVE PERFORMANCE

Identify other concepts/skills in these lessons that should not be overlooked.

Watch out! Don't get bogged down in background knowledge, but do not skip them either. Although these topics are not the focus of the unit, students use these building blocks in later units.

Background Knowledge (Beginning)	Background Knowledge (Middle)	Background Knowledge (End)

COMMON PILOT ASSESSMENTS

To check on the learning process of each student as they engage with the content of the unit, we utilize “signposts” along the way based on the outcomes we have set. Select a common question or problem from each of the sections in the unit as good indicators of what students are learning. Each teacher will administer these three items and the unit assessment to their class. From those samples, select three pieces of student work: one response representing the thinking of a student not developing understanding of the topic, a second response indicating that some progress toward the understanding is developing, and a third response representing work showing clear understanding. These work samples from each teacher will be shared and discussed. The items will be used to help us better understand how students develop understanding and to evaluate this program’s potential benefit for students’ content area knowledge and thinking.

Recommended Assessment for Student Work Collection	Understanding This Assessment is Intended to Assess

**Hazelwood School District
Secondary Pilot Unit Study Guide**

Grade Level _____

Planning Date _____

Unit _____

Projected Beginning Date _____

Projected Ending Date _____

Identification of Big Ideas in Unit

What is the unit about?

1. First take the unit test; this will help you identify the targeted learning for this unit.
2. How far do you take these content ideas? What is the specific benchmark learning?
3. Which state of Missouri Grade Level Expectations (GLEs) OR Course Level Expectations (CLEs) does this unit address?
4. Read the introduction and overview of the unit. Further develop the focus for learning.

NOTES

ANALYSIS OF A UNIT

Cycle through each unit, considering these planning questions.

Part 1

1. Describe the big idea developed from the concepts presented in this particular unit.
2. What will students do or say to demonstrate their learning of these big ideas? What would learning by students look like and sound like?
3. List points where you will check on student understanding or skills. Include formative and summative assessment items.

Part 2

4. What vocabulary will your students need? What terms are they developing as they engage with the content?
5. What important questions guide the learning through these lessons?

Part 3

6. What barriers to learning do you expect?
7. What strategies will you use to intervene when students confront these barriers? How do you plan to assist those students whom you predict will have difficulty? What extensions or challenges will you give students who are ready for them?
8. Establish a pacing guide. Record the number of days you are blocking for this unit.

These planning questions are repeated for you to use with each unit.

Weekly Plan Topic: _____ Pages _____ Expected Date for this Topic _____

Part 1

1. Describe the big idea developed from the concepts presented in this particular unit.
2. What will students do or say to demonstrate their learning of these big ideas? What would learning by students look like and sound like?
3. List points where you will check on student understanding or skills. Include formative and summative assessment items.

Part 2

4. What vocabulary will your students need? What terms are they developing as they engage with the content?
5. What important questions guide the learning through these lessons?

Part 3

6. What barriers to learning do you expect?
7. What strategies will you use to intervene when students confront these barriers? How do you plan to assist those students whom you predict will have difficulty? What extensions or challenges will you give students who are ready for them?
8. Establish a pacing guide. Record the number of days you are blocking for this unit.

Secondary Pilot—Page Four

Weekly Plan Topic: _____ **Pages** _____ **Expected Date for this Topic** _____

Part 1:

1. Describe the big idea developed from the concepts presented in this particular unit.

2. What will students do or say to demonstrate their learning of these big ideas? What would learning by students look like and sound like?

3. List points where you will check on student understanding or skills. Include formative and summative assessment items.

Part 2

4. What vocabulary will your students need? What terms are they developing as they engage with the content?

5. What important questions guide the learning through these lessons?

Part 3

6. What barriers to learning do you expect?

7. What strategies will you use to intervene when students confront these barriers? How do you plan to assist those students whom you predict will have difficulty? What extensions or challenges will you give students who are ready for them?

8. Establish a pacing guide. Record the number of days you are blocking for this unit.

Weekly Plan Topic: _____ Pages _____ Expected Date for this Topic _____

Part 1

1. Describe the big idea developed from the concepts presented in this particular unit.
2. What will students do or say to demonstrate their learning of these big ideas? What would learning by students look like and sound like?
3. List points where you will check on student understanding or skills. Include formative and summative assessment items.

Part 2

4. What vocabulary will your students need? What terms are they developing as they engage with the content?
5. What important questions guide the learning through these lessons?

Part 3

6. What barriers to learning do you expect?
7. What strategies will you use to intervene when students confront these barriers? How do you plan to assist those students whom you predict will have difficulty? What extensions or challenges will you give students who are ready for them?
8. Establish a pacing guide. Record the number of days you are blocking for this unit.

Weekly Plan Topic: _____ Pages _____ Expected Date for this Topic _____

Part 1

1. Describe the big idea developed from the concepts presented in this particular unit.
2. What will students do or say to demonstrate their learning of these big ideas? What would learning by students look like and sound like?
3. List points where you will check on student understanding or skills. Include formative and summative assessment items.

Part 2

4. What vocabulary will your students need? What terms are they developing as they engage with the content?
5. What important questions guide the learning through these lessons?

Part 3

6. What barriers to learning do you expect?
7. What strategies will you use to intervene when students confront these barriers? How do you plan to assist those students whom you predict will have difficulty? What extensions or challenges will you give students who are ready for them?
8. Establish a pacing guide. Record the number of days you are blocking for this unit.

Secondary Pilot—Page Seven

TEAM PLAN

To check on the learning progress of each student as they engage with the unit, we utilize “signposts” along the way to the outcomes we have set. Select a **common assessment** or **performance** as s good indicators of what students are learning. Each teacher will administer these items and the unit assessments to their class. From those samples **select three pieces of student work**: one representing the thinking of a student not developing understanding; a second response indicating that some progress toward the understanding is developing; and a third response representing work showing clear understanding. These work samples from each pilot teacher will be shared and discussed. The items will be used to help us better understand how students develop understanding and to evaluate this program’s potential benefit for students’ content thinking.

Recommended Assessments for Students Work Collection	Understanding this item intended to assess

Category	4	3	2	1
Encouragement of Students	Almost all students are engaged most of the time.	A majority of students are engaged some of the time.	Students are engaged a few times a week or just a few students are engaged.	Engagement is rare.
Sense Making and Content Talk	It is standard practice for students to make sense of what they are learning as they talk to others and in their written work. Students are learning from others through sense-making.	Some students show evidence of sense-making in their tasks and/or written work. Students sometimes listen to other's reasoning.	Students share their thinking with the teacher when it is required but rarely learn from others in the classroom.	When talking about content, students provide answers.
Self-Monitoring	It is common practice for students to think about their thinking. Students know when they do not understand and realize when they should rethink their work.	Students think about their thinking often. When they do not understand, they are beginning to realize that they need to rethink their work.	Students rely on the teacher to confirm their answers. Students are beginning to realize when they should rethink their work.	The teacher is the only source of understanding in the classroom. Students need teacher confirmation that answers are correct.
Questioning	Questions guide instruction as students engage in tasks. Questions are not about getting the answer but about supporting student learning.	Most of the time, questions are used and students expect to be asked questions to help them learn.	The primary strategy for instruction is telling but sometimes questions guide instruction.	Students expect how to be told to do work.
Development of Conceptual and Factual Knowledge	Students are well on their way of developing both concepts and skills. They make connections to past learning, recall what they have learned, and use what they have learned.	The majority of students make connections to past learning, recall what they have learned, and use what they have learned.	Students make connections and recall information when prompted but occasionally fall back on procedures rather than understanding of content concepts.	Students forget what they appeared to previously know. They think procedurally rather than conceptually.
Representation and Explanation	Students can clearly explain and/or represent their thinking. Representations clearly demonstrate understanding to others.	Most of the time students are reasoning either through representation or explanation. Others can follow their thinking.	Most explanation is hard to follow. Written work is usually completed in a rote manner.	Students do not graphically communicate ideas. They cannot explain their answers.

Self Reflection Tool completed by _____ on _____.
(date)

Observer Rubric completed by _____ on _____.

Sample Pilot Letter

Date

Dear Parent or Guardian:

The Hazelwood School District is looking at new (**CONTENT AREA**) books and materials. New _____ materials will begin to be used in classrooms throughout the district according to the following timeline:

Grade Levels	Year New Materials Will Be Used

New _____ materials will be chosen by a committee that will include teachers from across the district. Your child’s teacher is one who will “try out” or pilot several different programs and help chose the program that best meets the needs of the students in the Hazelwood School District. This pilot will allow the _____ Curriculum Committee to make a recommendation to the Hazelwood School District Board of Education before any materials are adopted or purchased.

The _____ content, or what is to be taught, is NOT changing. Your child will learn the same subject matter but will be taught using new books and other curricular materials. Teachers who pilot will receive training before, during, and after they begin using the new materials.

Support for the program will be provided by _____, Hazelwood School District _____ Coordinator. Outside support will be provided by _____.

We appreciate all the effort that will be given to the pilot process by students, teachers, and building principals. Please contact us if you have any questions.

Sincerely,

Principal

Coordinator

**Hazelwood School District
Curriculum Alignment Scoring Guide**

	Advanced	Proficient	Basic	Below Basic
Objectives	Most of the verbs used in the curriculum’s objectives are at or above Level 3 of Depth of Knowledge; some of the verbs used in the objectives are at Level 4 of Depth of Knowledge.	Most of the verbs used in the curriculum’s objectives are at Level 3 of Depth of Knowledge.	Most of the verbs used in the curriculum’s objectives are at Level 2 of Depth of Knowledge.	Most of the verbs used in the curriculum’s objectives are at Level 1 of Depth of Knowledge.
Assessment Alignment	All assessments align with the Missouri Grade Level Expectations.	Most assessments align with the Missouri Grade Level Expectations.	Some assessments align with the Missouri Grade Level Expectations.	Few assessments align with the Missouri Grade Level Expectations.
Activity Alignment	The description of all activities clearly aligns with the learning objectives and is further clarified with a corresponding assessment document.	The description of all activities clearly aligns with the learning objectives.	The description of all activities uses language that approaches alignment with the learning objectives.	The description of all activities cannot be interpreted as aligned with the learning objectives.

**Hazelwood School District
Curriculum Review Worksheet
to Meet 4th Cycle MSIP Standards**

Curriculum Area _____

- _____ **Cover Page**
Names/titles of the curriculum committee member
Year the curriculum study was developed (Cover Sheet)

- _____ Board Agenda Item Request

- _____ Introduction
Table of Contents
District Mission Statement
District Vision Statement
Curriculum development and review process
Data collected and analyzed

- _____ Rationale
How the subject area/course relates to the mission and graduate goals

- _____ Course Descriptions
Content of each subject area at the elementary level and content of each course at the secondary level

- _____ Student Achievement Goals
Specific, measurable learner objectives for each course aligned to the state of Missouri's Grade Level Expectations (GLEs) OR Course Level Expectations (CLEs). Included factors must be:
 - _____ Equity
 - _____ Gender Equity (G)
 - _____ Racial/Ethnic Equity (E)
 - _____ Disability Awareness and Equity (D)
 - _____ Technology (T)
 - _____ Research/Information-Seeking Skills (R)
 - _____ Workplace/Job Preparedness Skills (W)

- _____ Curriculum Map

- _____ Lesson Protocols

Curriculum Review Worksheet

Page Two

- _____ Instructional Strategies
Differentiated instructional activities and resources provided
- _____ Common Assessment Instruments and Criteria
Evidence that the learner objectives have been articulated by grade level/course sequence
Systemic procedures to review and revise the written curriculum
- _____ Coordinating Curriculum Council Review
- _____ Hazelwood School District Board of Education Review and Approval for each curriculum guide
- _____ Professional Development Needs
1. District Level Professional Development
 2. School-based Professional Development
 3. Grade Level or Content Area Professional Development
- _____ Appendix Items

Appendix H

**Hazelwood School District
Curriculum Coordinating Council Feedback**

Curriculum: _____ Grade Level: _____

Date of Review: _____

Thank you for agreeing to review the presented Hazelwood School District Curriculum. Copies of the curriculum are available on the table. Please complete the feedback form and give it to _____.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The material is presented at a level appropriate for the age of the student.					
The material provides a variety of activities.					
The text covers the concepts outlined in the course curriculum.					
The text provides a variety of activities.					
The assessments test what students should know when they complete the course.					

Comments: _____

I would like to talk or write to someone about this curriculum.

Name: _____

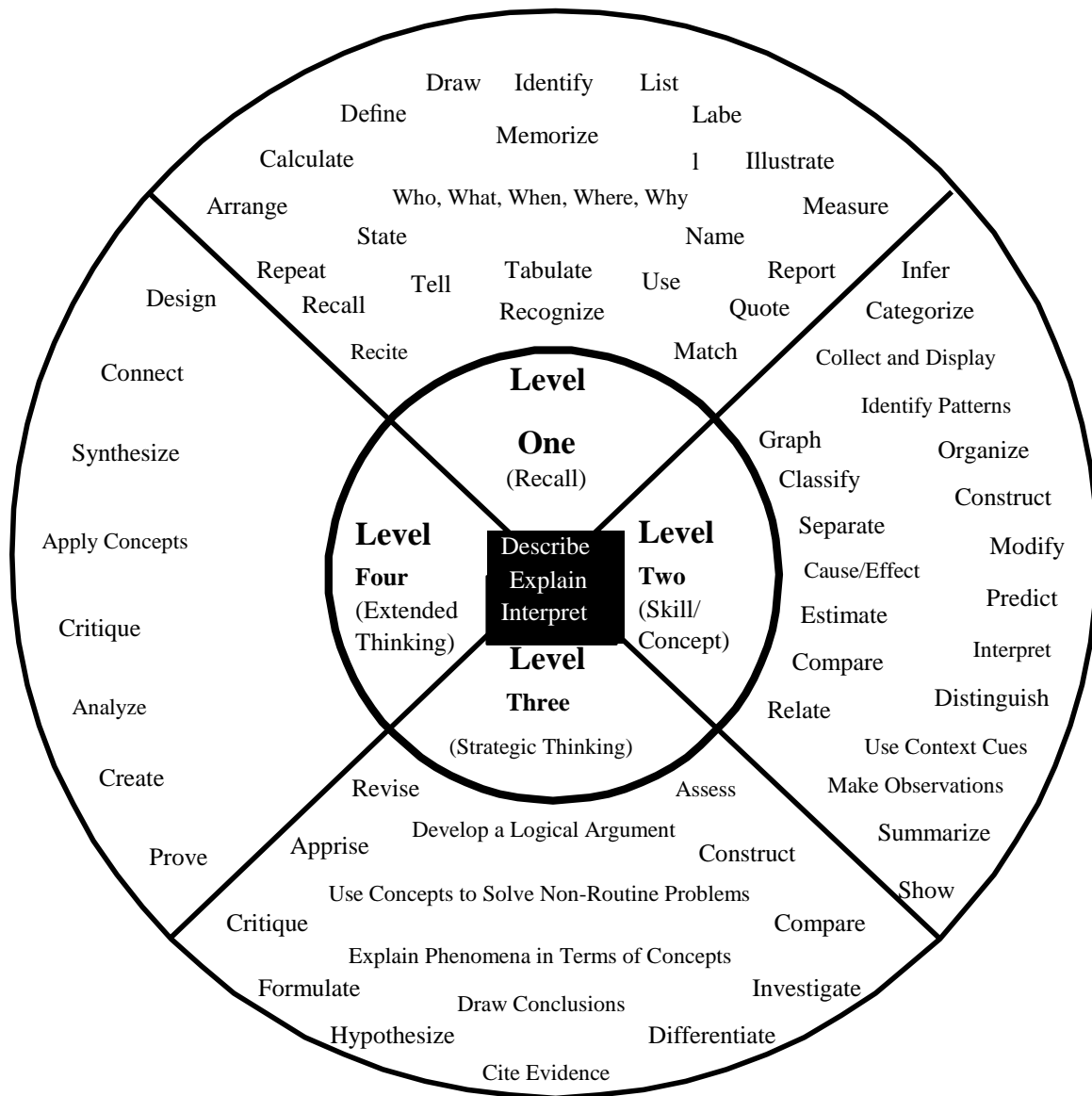
Address: _____ City, State, Zip: _____

Telephone Number: Day _____ Night _____

Email address: _____

Thank you for your time

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

State of Missouri's Show-Me Process Standards

The Show-Me Process Standards are grouped by goals. For a more detailed explanation of the process standards, refer to the Show-Me Standards/GLE OR CLE Strands Documents on the DESE website: (<http://dese.mo.gov/standards/index.html>)

Goal 1: Gather, analyze, and apply information

Standards:

1. develop research questions/ideas
2. conduct research
3. design/conduct investigations
4. organize information using tools
5. comprehend/evaluate resources
6. discover/evaluate relationships
7. evaluate information
8. organize data and ideas
9. compare past and present societies
10. apply information, ideas, skills

Goal 2: Communicate effectively

Standards:

1. plan and make presentations
2. revise communications
3. exchange ideas and take others' perspectives
4. present perceptions and ideas
5. produce works in the arts
6. apply communication techniques
7. use information technology

Goal 3: Recognize and solve problems

Standards:

1. identify and define problems
2. apply others' strategies
3. apply one's own strategies
4. evaluate problem-solving processes
5. reason logically
6. examine solutions from many perspectives
7. evaluate strategies
8. assess consequences

Goal 4: Take social responsibility

Standards:

1. support decisions
2. understand and apply citizenship rights
3. analyze individuals' responsibilities
4. practice honesty and integrity
5. develop/revise plans of action
6. identify cooperative tasks
7. apply safety/health practices
8. explore/seek opportunities

State of Missouri
Department of Elementary and Secondary Education (DESE) Curriculum
Development Resources

DESE Grade Level and Course Level Expectations:

<http://dese.mo.gov/divimprove/curriculum/GLE/index.html>

Grade Level and Course Level Expectations

Communication Arts Grade and Course Level Expectations 2.0

Math Grade and Course Level Expectations 2.0

Science Grade and Course Level Expectations Version 2.0

Social Studies Grade and Course Level Expectations Version 2.0

Fine Arts

Music

Visual Arts

Theatre

Health Education

Physical Education

MAP Alternate

Missouri Comprehensive Guidance Program

Resources

Communication Arts Glossary

Mathematics Glossary K-6

Mathematics Glossary 7-12

Mathematics Examples

Social Studies Glossary

Music Master Glossary

Visual Arts GLE Terms