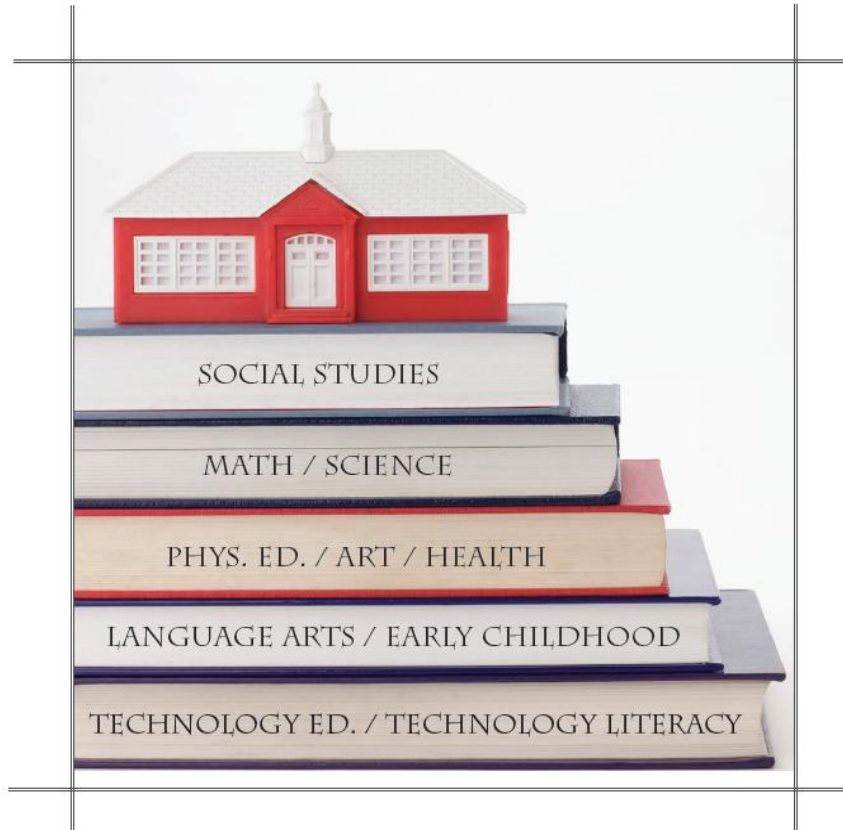


MOBERLY SCHOOL DISTRICT



Instructional Plan

Revised: May, 2010

"Accredited with Distinction"

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INTRODUCTION

Bob Marzano (2003), an educational researcher and popular presenter, focuses on common curriculum that is viable and guaranteed as the most important factor to effective school. In our own district, the Moberly School District is expecting greater consistency and continuity from school to school and teacher to teacher and continuity from grade to grade. This is accomplished by a guaranteed and viable curriculum which is one of the first of Marzano's five school-level factors that promote student achievement. Marzano concludes that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Districts and schools must ensure that the intended curriculum – written materials such as scope and sequence frameworks and curriculum guides – is implemented consistently by all teachers. In turn, the attained curriculum – what students actually learn – should align with the intended and implemented.

How can schools and districts ensure that this alignment occurs? Introducing his concept of a guaranteed and viable curriculum, Marzano states that “Opportunity to learn (OTL) has the strongest relationship with students achievement of all school-level factors” (2003, p.22). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards and ensures that all teachers have adequate time to help students acquire and integrate required content. “If students do not have the opportunity to learn the content expected of them, there is little chance that they will” (2003, p. 24). Opportunity to learn involves commitments from schools and districts to ensure that the written, taught, and learned curricula are aligned.

Defining a Viable Curriculum – The guaranteed curriculum, according to Marzano, is what we decide is imperative to teach – a curriculum that we communicate and assure to all groups. A viable curriculum is a curriculum that we can realistically teach during the time we have available during the course of a school year. We need to focus on what is essential vs. supplemental to teach in a school year. We must organize and sequence our curriculum to enable effective student learning – that is to say, checking to make sure the essentials are being taught and avoiding interruptions during instructional time. The work on the guaranteed and viable curriculum is designed to focus on the standards that are most essential to spend time on and, while not eliminating other standards, to make it permissible to spend less (or no) time on them. The challenge will be to decide what is essential.

Defining a Guaranteed Curriculum – Curriculum is guaranteed, according to Marzano's framework, if states and districts give clear guidance to teachers regarding the content to be addressed in specific courses and at specific grade levels. In addition, processes and personnel must be in place to ensure that there is sustained monitoring of the curriculum and its implementation and that individual teachers do not have the option to disregard or replace assigned content. Such quality control would ensure that all students receive an effective education based on consensus-driven curriculum standards.

If schools are to successfully help students deal with complex, current and future problems, they must create new organizational processes to redesign and renew the curriculum. School structures should enable staff members to discuss, debate, and define programs in practice, revise the scope and sequence, use appropriate instructional methods, and generally redesign their curricular programs. A process of curriculum renewal is easier to implement and to maintain if school staff is provided with concepts, materials and resources that promote its development. (ASCD, 1991)

Because we believe that in today's society random learning and experience will not accomplish the specific goals that we feel are necessary for all students to master in order to be productive members of society, it follows that we must have a systematic process for curriculum and program development and review. The 2008-09 year will see the implementation of the Electronic Alignment Tool (EAT) to organize, write, research, and publish curriculum.

Job descriptions and requirements for the following positions are available for review upon request at the Moberly School District administration office located at 926 KWIX Road, Moberly, MO 65270. Applications are collected annually for these district level curriculum positions during April with interviews to occur if viewed as necessary by the Assistant Superintendent.

Grade Level/Subject Area Chair
Standing Curriculum Committee Chairperson
Instructional Coordinating Council Chair

**Moberly School District
Curriculum Development
Master Schedule**

Curriculum Areas	Research And Development	Curriculum Writing And Course Development	Curriculum Review (Grade level/subject areas, ICC, Administrators, Community, etc.)	Board Action	Curriculum Materials Reviewed and Selected	Curriculum Implementation	Required Curriculum Update to Begin
	September-May	June - August	September - December	January	September - May	September	September
**Science	2015-2016	2016	2016	2017	2016-2017	2017	2022
Social Studies	2012-2013	2013	2013	2014	2013-2014	2014	2019
Math	2011-2012	2012	2012	2013	2012-2013	2013	2018
*Communication Skills	2009-2010	2010	2010	2011	2010-2011	2011	2016
Art	2010-2011	2011	2011	2012	2011-2012	2012	2017
Music	2010-2011	2011	2011	2012	2011-2012	2012	2017
Physical Education	2012-2013	2013	2013	2014	2013-2014	2014	2019
**Business Education	2015-2016	2016	2016	2017	2016-2017	2017	2022
Library/Media	2012-2013	2013	2013	2014	2013-2014	2014	2019
Health	2010-2011	2011	2011	2012	2011-2012	2012	2017
Technology Education	2010-2011	2011	2011	2012	2011-2012	2012	2017
Family & Consumer Science	2010-2011	2011	2011	2012	2011-2012	2012	2017
**Guidance	2015-2016	2016	2016	2017	2016-2017	2017	2022
MATC Programs of Study	2014-15	2015	2015	2016	2015-16	2016	2021

*Research and Writing Year
**Curriculum Resource Year

Revised 2010-2011

MOBERLY SCHOOL DISTRICT

CURRICULUM REVISION BUDGET

First and second year revision cycle

Year One – Art, Music, Health, Family & Consumer Science

Research and Development Stage

Scope and Sequence

Materials, site visits, mileage, etc. = \$500 total

Year Two – Communication Arts

Summer Writing – Curriculum Camp requires 30 hours.

30 hours per person @ \$15 per hour

(Limited to 500 total hours for Language Arts, Math, Social Studies, Science /// 150 total hours for PE, Business, Library Science /// 75 total hours for Music, Art /// 50 total hours for FACS and Industrial Tech and Health.

By September 30, 2010, the Communication Arts Curriculum District Department Chairs and team will submit a draft of the revised curriculum to the Office of Curriculum and Instruction.

The Instructional Coordinating Committee (ICC) approves the draft and it is sent to the Board of Education prior to December 1, 2010. All curriculum should be published in the Electronic Alignment Tool.

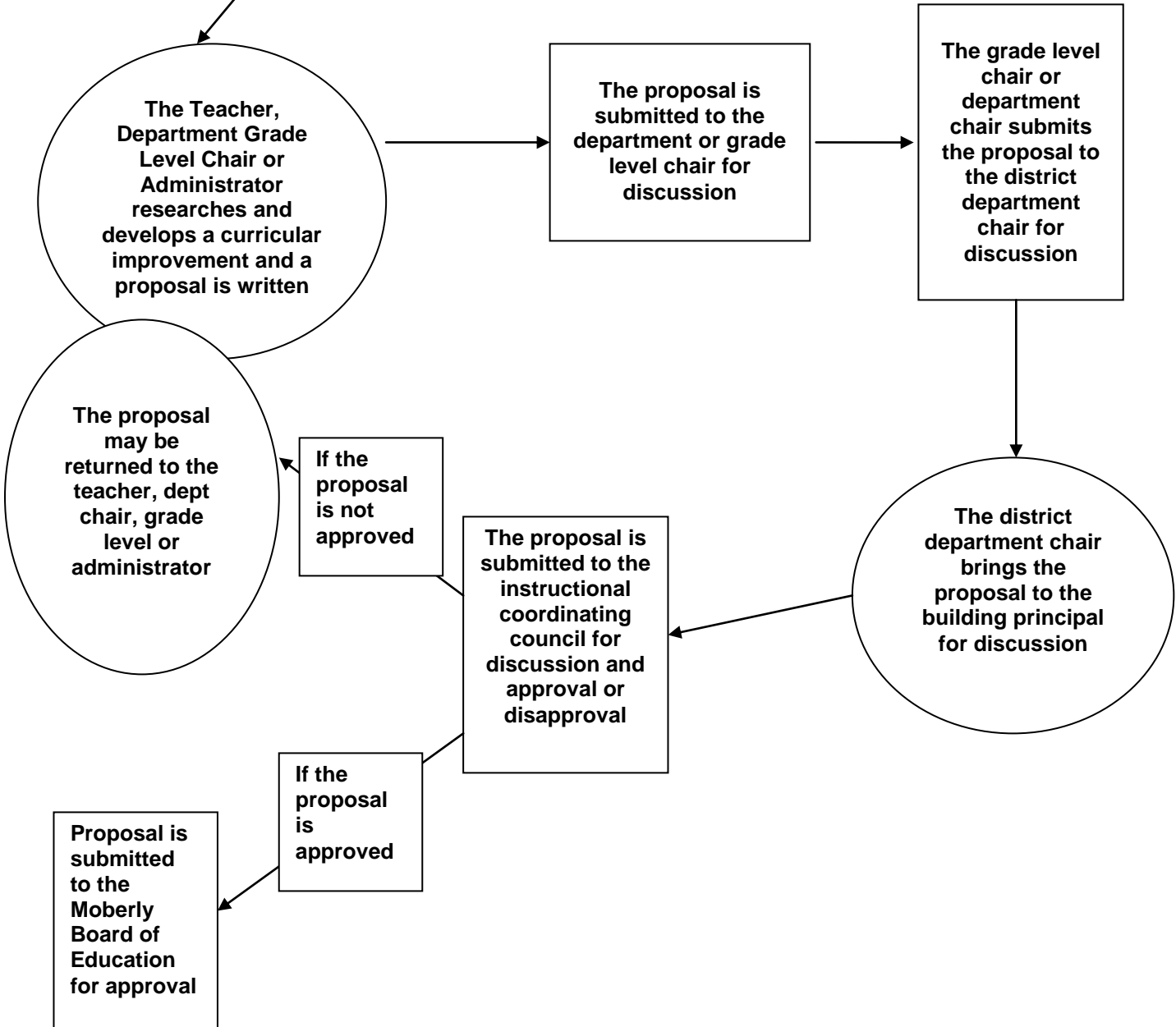
On January 11, 2011, the Board of Education will vote to approve the curriculum.

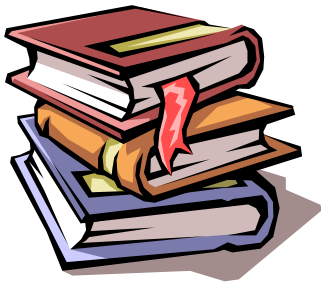
November 2010 through February 2011 materials are selected and purchased for the following school year.

By August 2011, the materials will be placed in classrooms for use. Curriculum Technology funds are limited and a Technology Proposal must be completed to be considered.

MOBERLY SCHOOL DISTRICT CURRICULUM DEVELOPMENT PROCESS

*Teachers are adding instructional & assessment activities through EAT with curriculum writers supervision.





CURRICULUM REVIEW

The first goal of the Instructional Coordinating Council is to direct and oversee the development, coordination and implementation of a comprehensive, outcome-based curriculum and instruction program in the Moberly School District. In an effort to provide guidance to the curriculum review process the following questions and lists are provided for your consideration.

1. Does the curriculum guide contain the following components: rationale, course descriptions, measurable learner objectives, graduate goals, and IS the curriculum cross-referenced to the Show-Me-Standards and Grade Level Expectations (where applicable)?
2. Is the curriculum articulated through the grade levels and subject areas to ensure continuity of learning (Scope and Sequence)?
3. Is the curriculum utilized by staff when planning the instructional programs and in the delivery of educational services?
4. Do teachers indicate that the district's curriculum development and revision process is effective?
5. Does the curriculum development process document the involvement of staff, parents/guardians, members of the community, and students?
6. Do surveys of students and teachers validate that the curriculum is current, challenging and meeting the needs of students as they prepare for college/career?
7. What changes have been made in the curriculum in the last year?
8. What is influencing the curriculum such as MAP, MSIP, college requirements, National or State Competencies, etc?
9. What changes in society or technology will influence the curriculum?
10. Is the curriculum on the District Approved Curriculum Software (EAT)?
11. Are Learning Activities and Assessments included with resources specifically listed or linked?
12. Are Curriculum Maps are linked where appropriate?

Also as you look at the curriculum each of the following must be included to meet the requirements of third cycle MSIP standards according to the State Integrated Standards and Indicators Manual.

Your curriculum guide should be in the following order and placed in the District Electronic Alignment Tool (EAT):

1. Title Page (school district, curriculum area, date of revision, curriculum committee members and assignment) linked in EAT with course title.
2. Graduate Exit Outcomes linked in EAT with course description.
3. Grade Level Expectations listed from drop down menu.
4. Curricular Area Philosophy.
5. Rationale and Course Descriptions for each course for grades K-12.
6. Scope and Sequence K-12 or Curriculum Map.
7. Other Pertinent Information (constructive responses, national goals, additional assessments, etc.).
8. Curriculum on EAT.
 - Measurable student objectives
 - Cross reference to Show Me standards, GLE's and MAP
9. Instructional Strategies (Activities).
 - Needed for each measurable learner objectives
 - Resources listed or linked
10. Assessment.
 - Assessment needs to follow each measurable learner objective
 - Resources listed or linked

Moberly School District Technology Proposal Form

In an effort to utilize available technology funds in a more efficient manner, the Moberly School District has developed a new process for classroom technology purchases. Classroom teachers may complete a Technology Proposal Form for consideration. The proposals will be evaluated by a Technology Faculty Advisory Committee and funds will be appropriated based upon scores. If a question of priority is raised, the Technology Committee will be utilized for a final decision. Each teacher that is awarded funding for their proposal must agree to attend a Professional Development opportunity during the school year with a focus of technology in the classroom and video a lesson utilizing the new technology as an instructional tool. This video, along with the lesson plan will be returned to the Technology Committee Chairman.

Examples of Technology Proposals include but are not limited to:

- New Computer, piece of hardware, server based software
- SMART Boards, Elmo's, Document Cameras, Flex Cameras
- Audio-visual equipment, projectors, clickers

Specific Technology Proposals maybe sent out during the school year for special funds as they come available. These specific technology proposals may be building specific and have definite deadlines.

Teacher completing Proposal _____

Specific Funding Title I/ Grades PreK-5 Only **Deadline** September 8, 2009

Grade Level/Department _____ **Building** _____

Description of the Technology project proposal:

Give an estimate of the cost of this technology:

List the CIS support that will be required for this new technology both initially and on an ongoing base. (consider purchase, installation, training, maintenance, network storage requirements, or back up needs.)

Please answer the following questions:

1. How often do you anticipate this technology being used in your classroom for instruction?
2. How will this technology enhance your instructional strategies?

3. How will this technology increase student achievement?

4. How will you monitor this increase?

Agreements: All PO's will be generated at District Level after Advisory Scoring

Department/Grade Level Chairperson _____

Principal _____

With this signature, the classroom teacher agrees to the terms of funding which are:

- Attendance at a PD opportunity with a technology focus
- Video tape a lesson utilizing the new technology as an instructional tool
- Provide the written lesson plan with the video to Principal

Instructor Signature

Date

Principal Signature

Assist Supt/SPED Director

Score

COMMENTS:

**Moberly School District
Technology Proposal Follow up Sheet**

Name of Technology Proposal Recipient	Grade and/or Subject Area
Quarter/Year	Technology Purchased
<p>Professional Development Attended:</p> <p>Date _____</p> <p>Presenter _____</p> <p>Location _____</p> <p>Piece of Knowledge or Skill gained that was vital to the effective use of this technology In your room?</p>	
<p>Filming of Lesson Plan utilizing Technology</p> <p>Learning Objective Addressed _____</p> <p>Summary of how Technology enhanced the lesson _____ _____ _____</p>	<p>How will you share this knowledge with others in your building?</p> <p>Date of Filming _____</p> <p>Turn in Tape or Recording to Assistant Supt office</p>
<p>Input to make this process better:</p>	

Signed _____ Dated _____

Principal Signature _____

Moberly School District Committee Meeting Dates 2010-11

District Technology Council (DTC) – 3rd Monday – 4:15pm at CO

September 20, 2010	February 28, 2011 (4 th Monday)
October 18, 2010	March 28, 2011 (4 th Monday)
November 15, 2010	April 18, 2011
December 20, 2010	May 16, 2011
January 24, 2011 (4 th Monday)	

Board of Education Meeting – 2nd Tuesday – 5:30pm at CO

August 10, 2010	January 11, 2011
September 14, 2010	February 8, 2011
October 12, 2010	March 8, 2011
November 9, 2010	April 12, 2011
December 14, 2010	May 10, 2011

Collaborative Meeting Dates – Every Monday

August 30	January 3, 10, 24, 31
September 13, 20, 27	February 7, 14, 28
October 4, 18, 25	March 7, 14, 28
November 1, 8, 15, 22, 29	April 4, 11, 18
December 6, 13, 20	May 2, 9, 16, 23

Instructional Coordinating Council (ICC) – 4th Thursday – 4:00pm at CO

September 23, 2010	January 27, 2011
November 18, 2010 (3 rd Thursday)	March 24, 2011

District Leadership Team – 1st Thursday - 9:00am at CO

September 2, 2010	February 3, 2011
October 7, 2010	March 3, 2011
November 4, 2010	April 7, 2011
December 2, 2010	May 5, 2011
January 6, 2011	

School Improvement Committee (SIC) – 4:00pm at MHS IMC

October 21, 2010	April 21, 2011
February 17, 2011	

Vertical Teaming – 8:00-4:00 at MATC Community Room

September 21, 2010	Mathematics 8:00 – 11:30 / Communication Arts 12:30 – 4:00
September 29, 2010	Science 8:00 – 11:30 / Social Studies 12:30 – 4:00
February 15, 2011	Fine & Visual Art 8:00 – 11:30 / FACS & Business 12:30 – 4:00

Professional Development Committee (PDC) – 3rd Wednesday - 4:00pm at CO

September 8, 2010 (2 nd Wednesday)	February 16, 2011
October 20, 2010	No March Meeting
November 17, 2010	April 20, 2011
December 8, 2010 (2 nd Wednesday)	May 18, 2011
January 19, 2011	

Literacy Council – 1st Thursday – 4:00pm at CO

September 2, 2010	February 3, 2011
October 7, 2010	March 3, 2011
November 4, 2010	April 7, 2011
December 2, 2010	May 5, 2011
January 6, 2011	

School Health and Wellness Advisory Council - 11:30am -1:00pm at CO

September 2, 2010	February 3, 2011
October 7, 2010	March 3, 2011
November 4, 2010	April 7, 2011
December 2, 2010	May 5, 2011
January 6, 2011	

Superintendent and Teacher Organizations – Wednesday after BOE – 4:00pm

September 15, 2010	February 9, 2011
October 13, 2010	March 9, 2011
November 10, 2010	April 13, 2011
December 15, 2010	May 11, 2011
January 12, 2011	

New Teacher Induction - SHINE

Year 1 Cohort

September 14 – 4-5:30pm, MS Library
October 20 w/Mentors – 4-5:30pm, MS Library
November 10 – All Day
January 12 – ½ Day, TBD
February 17 – ½ Day, TBD
March 24 – 4-5:30pm, MS Library
April 12 – 4:30 Recognition Ceremony before BOE Meets

Year 2 Cohort

November 9 – ½ day
January 27 – ½ day
March 10 – 3:30-5pm Secondary, MS Library
3:30-5pm Secondary, MS Library

Key Communicators – 2nd Monday – 4:00 – 5:30pm at CO

August 2, 2010 (1 st Monday)	January 10, 2011
September 13, 2010	February 14, 2011
October 4, 2010 (1 st Monday)	March 14, 2011
November 8, 2010	April 11, 2011
December 13, 2010	May 9, 2011

DISTRICT WIDE EVALUATION PLAN

Moberly School District (2010-11)

August

Philosophy/ Mission/ Goals

September (Program Evaluations Due August 31)

Professional Development – **Gena McCluskey**
Assessment/ Instructional Effectiveness – **Ken Bailey**

October (Program Evaluation Due Sept 28)

Social Studies – **Aaron Vitt**
Transportation – **Tim Roling**

November (Program Evaluation Due October 26)

Physical Education/ Health – **Wes Land**
Special / Supplemental / Differentiated Programs
Gifted Program

December (Program Evaluation Due November 30)

Technology – **Alan West**
Public Relations
School Board

January (Program Evaluation Due December 28)

Fine Arts – **Della Bell**
Visual Arts – **Tim Roth**
Superintendent

February (Program Evaluation Due January 25)

Communication Arts – **Laura Beeler**
SHINE – **Tara Link**
Assistant Superintendents / Building Administrators

March (Program Evaluation Due February 22)

Personnel - (**Teachers**)
Food Services – **Tylene Watkins**
Science – **Kelly Briscoe**
Mathematics – **Ken Bailey**

April (Program Evaluation Due March 29)

Family /Consumer Sciences – **Parissa Stoddard**
Athletics/Activities Programs – **Kenny Seifert**
Personnel (Support Staff) – **Tim Roling**

May (Program Evaluation Due April 26)

Business/Technology – **Mike Barner**
Early Childhood / Preschool / PAT – **Karen Berding**
Buildings & Grounds
A+ - **Ken Bailey**

June (Program Evaluation Due May 24)

Health Services
Library / Media Services – **Andrea Ambrosion**
Guidance Counseling Services –
Finances

(Insert Program/Department Name)
DISTRICTWIDE PROGRAM EVALUATION

Program: _____

Persons responsible: _____

Committee Members consulted for input: _____

Program required by: Board of Education ___ State ___ Federal ___

Goals for past school year:

-
-

Objectives to obtain the goals:

- i.
- ii.

Method to measure if goals are met:

Procedures used to evaluate the collected data:

Who collects the data?

Who reports the data?

Who analyzes the data?

Success of program based on the data:

Analysis of effectiveness:

Strengths:

Concerns:

Recommended changes needed to achieve the goals and objectives of the program:

Action to be taken:

Changes made (follow-up to last evaluation):

Date presented to the Board of Education:

INSTRUCTIONAL COORDINATING COUNCIL



MOBERLY SCHOOL DISTRICT Instructional Coordinating Council Membership August 2010

		Years of ICC Service		Years of ICC Service
Administrator from each building			Assessment Coordinator	
Della Bell	GBE		Ken Bailey	District
Tim Roth	South Park			
Parisa Stoddard	North Park		District Special Education Teacher	
Debbie Young	NCRS		Amanda McCluskey	MHS 1
Kelly Briscoe	Middle School		Counselor	
Aaron Vitt	High School		Shari Barron	Secondary 2
Mike Barner	Tech Center			
7 Teacher from each building				
Pam Joiner	South Park	2		
Carol Pemberton	North Park	2	District Technology Curriculum Chairperson	
Linda Lute	NCRS	2	Zach Richardson	MATC 1
Leah Stein	Tech Center		District Librarian	
Tony Stoneking	Middle School	1	Jackie St. Clair	GBE 2
Brenda Barner	High School	2		
Leigh Oberkrom	GBE		Director of Special Services	
2 Parent from Elementary and Secondary			Kelley Speakar	District
Connie Jorgenson	Elementary			
Janene Mathis	Secondary		Central Office Representative	
2 Student from Middle and High School			Gena McCluskey	District
Nick Barnett	High School		Board of Education Member	
John Heimann	Middle School		Lisa Vanderburg	District
District STAR Teacher				
Laura Beeler	NP/SP			

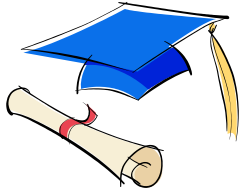
EAT OnLine Curriculum Writers
Moberly School District
2010-11

<u>Position</u>	<u>Building/Area</u>	<u>2010-11</u>
Department Chair	Fine Arts	Jordan Perry
	Math	Daniel Smith
	Business	Sam Richardson
	Comm. Arts	Brenda Barner
	Health/PE	Jason Ambroson
	LMS	open
	Science	Janet Gladstone
	Soc Studies	Tim Barnett
Grade Level Chairperson	NP	Denis Stewart
		Cynthia Moffitt
		Ashley Patrick
	SP	Amanda Brown
		Ashley Hix
		Bonnie Delaney
	GBE	Dana Ross
		Amanda Power
		Brian Hudson
Subject Areas	MMS/Exploratory	Gary Duncan
	MMS/Comm. Arts	Wendy Carter/Diane Poulin
	MMS/Mathematics	Elaine Craft
	MMS/Science	Paula Burkhart
	MMS/Soc Studies	Tony Stoneking
	MHS/Fine Arts	Jordan Perry
	MHS/Health & PE	Jason Ambroson
MHS/FACS	Linda Farris	

EAT Teacher Access: eatonline.missouri.edu

GENERAL LEARNER OUTCOMES





GRADUATE EXIT OUTCOMES

The following **GRADUATE EXIT OUTCOMES** for the Moberly School District include skills and characteristics which each student should acquire through education. Our **GRADUATE EXIT OUTCOMES** are directed toward what students in the Moberly School District should be, should know and should be able to do upon graduation from school. The standards set forth in these **GRADUATE OUTCOMES** reflect our expectations of the knowledge, skills and capacity that students must have to meet ever more rigorous challenges for employment and economic competition; for carrying out their obligations in the governance of our democratic republic; for meeting their responsibilities to family, self and community, and for the perpetuation of culture and civilization.

We believe that the responsibility for education is shared by the family, the schools and the community. We also believe that the goals, expectations and aspirations to be realized through the schools are the same for all. However, all children are not the same. They have different talents and abilities, interests and emotions, strengths and weaknesses. For each individual, we desire an educational system that will both stimulate and urge the full development of potential. We must, therefore, provide considerable choice and flexibility for each student together with basic requirements. We want each child to develop self-confidence and a belief in the success in learning. We want each to develop a propensity for lifelong learning. We want each to develop self-discipline and a sense of decency and responsibility.

The **GRADUATE OUTCOMES** that follow are all in terms of our expectations for students. Taken together, these **GRADUATE OUTCOMES** represent our perception of what is a quality elementary and secondary education.



MOBERLY SCHOOL DISTRICT GRADUATE EXIT OUTCOMES

General Outcomes:

Graduates of the Moberly District will be able to:

- Develop questions and ideas to initiate and refine research
- Conduct research to answer questions and evaluate information and ideas
- Design and conduct field and laboratory investigations to study nature and society
- Use technological tools and other resources to locate, select and organize information
- Comprehend and evaluate written, visual and oral presentations and works
- Discover and evaluate patterns and relationships in information, ideas and structures
- Evaluate the accuracy of information and the reliability of its sources
- Organize data, information and ideas into useful forms (including charts, graphs, and outlines) for analysis or presentation
- Identify, analyze and compare the institutions, traditions and art forms of past and present societies
- Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
- Utilize appropriate techniques for independent study
- Plan and make written, oral and visual presentations for a variety of purposes and audiences
- Review and revise communications to improve accuracy and clarity
- Exchange information, questions and ideas while recognizing the perspectives of others
- Present perceptions and ideas regarding works of the arts, humanities and sciences
- Perform or produce works in the fine and practical arts
- Apply communication techniques to the job search and to the workplace
- Use technological tools to exchange information and ideas
- Identify problems and define their scope and elements
- Develop and apply strategies based on ways others have prevented or solved problems
- Develop and apply strategies based on one's own experience in preventing or solving problems
- Evaluate the processes used in recognizing and solving problems
- Reason inductively from a set of specific facts and deductively from general premises
- Examine problems and proposed solutions from multiple perspectives
- Evaluate the extent to which a strategy addresses the problem
- Assess costs, benefits and other consequences of proposed solutions
- Explain reasoning and identify information used to support decisions
- Understand and apply the rights and responsibilities of citizenship in Missouri and the United States
- Analyze the duties and responsibilities of individuals in societies
- Recognize and practice honesty and integrity in academic work and in the workplace
- Develop, monitor and revise plans of action to meet deadlines and accomplish goals
- Identify and apply practices that preserve and enhance the safety and health of self and others
- Explore, prepare for and seek educational and job opportunities
- Understand the organization and procedures of a library
- Know what resources are in the library and locate them.

Content Specific Outcomes:

In **Communication Arts**, graduates will acquire a solid foundation which includes knowledge of and proficiency in:

- Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
- Reading and evaluating fiction, poetry and drama
- Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
- Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
- Comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
- Participating in formal and informal presentations and discussions of issues and ideas
- Identifying and evaluating relationships between language and culture
- Engage in reading and writing for pleasure

In **Social Studies**, graduates will acquire a solid foundation which includes knowledge and proficiency in:

- Principles expressed in the documents shaping constitutional democracy in the United States
- Continuity and change in the history of Missouri, the United States and the world
- Principles and processes of governance systems
- Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
- The major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
- Relationships of the individual and groups to institutions and cultural traditions
- The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

In **Mathematics**, graduates will acquire a solid foundation which includes knowledge and proficiency in:

- Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
- Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
- Data analysis, probability and statistics
- Patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
- Mathematical systems (including real numbers, whole numbers, integers, fractions), geometry and number theory (including primes, factors, multiples)
- Discrete mathematics (such as graph theory, counting techniques, matrices)

In **Fine Arts**, graduates will acquire a solid foundation which includes knowledge of and proficiency in:

- Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
- The principles and elements of different art forms
- The vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
- Interrelationships of visual and performing arts and the relationships of the arts to other disciplines
- Visual and performing arts in historical and cultural contexts

In **Science**, graduates will acquire a solid foundation which includes knowledge of and proficiency in:

- Properties and principles of matter and energy
- Properties and principles of force and motion
- Characteristics and interactions of living organisms
- Changes in ecosystems and interactions of organisms with their environments
- Processes (such as plate movement, water, cycle, air flow) and interactions of earth's biosphere, atmosphere, lithosphere and hydrosphere
- Composition and structure of the universe and the motions of the objects within it
- Processes of scientific inquiry (such as formulating and testing hypotheses)
- Impact of science, technology and human activity on resources and the environment

In **Health/Physical Education**, graduates will acquire a solid foundation which includes knowledge of and proficiency in:

- Structures of, functions of, and relationships among human body systems
- Principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
- Diseases and methods for prevention, treatment and control
- Principles of movement and physical fitness
- Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
- Consumer health issues (such as the effects of mass media and technologies on safety and health)
- Responses to emergency situations

INSTRUCTIONAL DEVELOPMENT

&

REVIEW MODEL

INSTRUCTIONAL DEVELOPMENT & REVIEW MODEL

The following Instructional Development and Review Model provide the opportunity for curriculum and program recommendations to proceed through a five-step process. Each step in the model provides for input from the widest possible number of different people or groups (teachers, students, parents, administrators, Board members, community members and others). It also ensures that those closest to the students are designing and implementing curriculum and instructional programs.

Examples of some of the areas to be addressed through the model are:

1. Horizontal coordination of study units at each grade level
2. Vertical coordination of subject matter from K-12
3. Program improvements/changes
4. Course deletions or additions
5. Instructional changes, i.e. method and procedures
6. Curriculum revisions, i.e. content, objectives
7. Instructional Management
8. Textbook review
9. Student progress reporting
10. Graduation requirements
11. Promotion policies
12. Grants

PROCEDURAL GUIDELINES

Curriculum development and recommendations for program improvements will proceed through a five-step process. That process is described below.

I. INSTRUCTIONAL COORDINATING COUNCIL

The Instructional Coordinating Council will review all curriculum and program proposals. The I.C.C. will make the decision to forward the proposal or seek further review or development.

II. COMMUNITY

There will be opportunity prior to submission of curriculum or program improvement proposals to the Board of Education for community review and input.

III. SUPERINTENDENT OF SCHOOLS

All curriculum and program improvement proposals will be reviewed by the Superintendent of Schools.

IV. BOARD OF EDUCATION

The Board of Education will receive a full review of the curriculum or program proposals along with a complete report of all comments and recommendations of the various steps above. The Board, after a 30-day review period, may accept, reject, or return for further study any proposal presented.

V. IMPLEMENTATION

Upon approval by the Board of Education, a Program Implementation Plan is activated. Curriculum areas are placed on the District Master Curriculum Development Schedule.

APPENDIX A

INSTRUCTIONAL COORDINATING COUNCIL



INSTRUCTIONAL COORDINATING COUNCIL

A. PURPOSE

To provide a vehicle by which the expertise of district faculty, administration and parents/community members may be brought together regarding curriculum matters.

B. GOALS/OBJECTIVES

1. To direct and oversee the development, coordination and implementation of a comprehensive, outcome-based curriculum and instruction program in the Moberly School District.
2. To act as a communication link among the personnel involved.
3. To facilitate implementation of proposed curriculum changes.
4. To facilitate the process of selecting and appointing staff members to curriculum study committees.
5. To develop and monitor a system of accountability to determine that certain concepts are being taught.

C. DUTIES/RESPONSIBILITIES

1. Advise in the coordination and articulation of curriculum planning in grades K-12.
2. Assist in providing for continuous and systematic evaluation of district curriculum.
3. Encourage and seek out innovative and creative curriculum projects.
4. Serve as an available clearing house for new curriculum ideas.
5. Assist in communication among staff members regarding curriculum.
6. Function as an advisory organization submitting approved recommendations to the Superintendent and Board of Education.
7. Render suggestions to the Professional Development Committee regarding in-service programs. Assist in planning for in-service programs and assist in planning for in-service training for staff when needed.
8. Serve as communicators and promote communications so that all facets of the school system are aware of what others are doing or are looking forward to doing.
9. Study/research comments and recommendations of various committees and/or groups.
10. Coordinate findings of sub-committees, make recommendations, and insure the proposal's continued progress through the model.
11. Evaluate existing programs, new programs and changes.

12. Determine the model's effectiveness on a yearly basis and make recommendations for change.
13. Assist the Superintendent, Assistant Superintendent of Instruction and Building Administrators in filling vacancies on curriculum committees.
14. Develop a format for curriculum proposals to ensure adequate information is provided to facilitate the decision-making process.

D. ORGANIZATION/REPRESENTATION

1. Council members shall be elected from each school according to the following schedule:

Each Building Administrator	7 members
North Park	1 member
South Park	1 member
Gratz Brown Elementary	1 member
Middle School	1 member
Senior High	1 member
Tech Center	1 member
Special Education	1 member
Counselor	1 member
NCRS	1 member
Librarian	1 member
At large Member	1 member
Literacy Coordinator	1 member
Technology Curriculum	1 member
Assessment Coordinator	1 member
Special Services Director	1 member
Board of Education	1 member
Central Office Representative	1 member

All members are to be elected for a two-year term. The terms are to be arranged so approximately one-half of the membership is appointed each school year.

2. Additional groups to be represented:
 - a. The Instructional Coordinating Council shall provide two members to serve each year as parent representatives to the Instructional Coordinating Council.
 - b. Two students shall be selected to serve, one from the Senior High and one student from the Middle School.
 - c. Guidance counselors shall be chosen by the district counselors each year as a representative to the Instructional Coordinating Council.
 - d. All Principals/Directors shall serve on the I.C.C.

- e. Librarians will select one representative.
 - f. Any other person or persons may be called in by the Council as consultants either on a limited or continuing basis.
3. When a member is unable to attend a Council meeting and an alternate has not been elected, the building/program administrator will be responsible for selecting an alternate to attend the meeting.
 4. When a Council member is transferred to another building or area, making it impossible for him/her to represent the group from which he/she was elected, another member shall be elected to complete the term of the original representative.
 5. The secretary of the Council shall notify the appropriate members of vacancies which are about to occur. These members will notify their school/groups which will elect new members before the September meeting. The representative shall be selected from those indicating to the building/program administrator a desire to serve.
 6. All additional representatives should also be selected before the September meeting.
 7. The Assistant Superintendent for Curriculum/Instruction shall be a permanent member of the Instructional Coordinating Council.

F. QUALIFICATIONS FOR MEMBERSHIP:

1. All members of the faculty who have two or more years in the system will be eligible for membership on the Instructional Coordinating Council if they satisfy one of the following requirements:
 - a. They have participated or are presently participating in curriculum-renewal activities.
 - b. They have specialized knowledge or skills which will enhance the work of the Council.
 - c. They show exceptional interest in curriculum problems.

G. INSTALLATION:

Newly elected members shall begin their terms of service at the September meeting of the Curriculum Advisory Council.

H. TERM OF SERVICE:

1. Members will serve a term of two (2) years.
2. The terms of the members will be staggered to allow replacement of one-half of the membership each year.

I. UNEXPIRED TERMS:

The members of the faculty shall elect representatives to complete unexpired terms no later than one month after the vacancy has occurred unless the vacancy occurs over the summer, in which case the election will be held within the first two (2) weeks of the next school year.

J. OFFICERS OF THE INSTRUCTIONAL COORDINATING COUNCIL:

The officers of the Instructional Coordinating Council shall include a chairperson, vice-chairperson, a secretary and executive secretary. The chairperson and vice-chairperson shall be elected by the Council members at the May meeting. Each shall serve a term of one (1) year. The executive secretary will be the Assistant Superintendent for Curriculum/Instruction.

K. OTHER PROCEDURES:

1. The Council shall be apprised of all curriculum recommendations which are made within the school system.
2. The Council shall meet monthly at 4:00 pm on an as needed basis.
3. Reports and communications shall each be submitted to the chairperson no less than one week prior to the regularly scheduled meetings. Where applicable and practical, reports will be distributed to all faculty personnel.
4. Suggestions for major curriculum revisions and system-wide curriculum studies from any members shall be forwarded to the Instructional Coordinating Committee in the form of an agenda one week prior to the monthly meeting.
5. All reports of Instructional Coordinating Council activities to be used for public relations purposes will be routed through the Office of the Superintendent of Schools for approval.
6. All action taken by the Instructional Coordinating Council which affects the school system or curriculum policies shall be submitted as recommendations to the Superintendent of Schools for consideration.
7. Should a member of the committee wish to resign, a "Request for Resignation" should be submitted in writing to building/program administrator and the chairperson of I.C.C. stating reasons for resignation. The request will be acted upon at the next regularly scheduled Instructional Coordinating Council meeting.
8. Prior to the beginning of each school year, notification will be sent to each building/program administrator explaining the purpose and procedures of the I.C.C. along with a listing of current I.C.C. membership and meeting dates for the year. If at this time, there is a vacancy on the committee, the appropriate administrator will be notified to hold an election prior to the first I.C.C. meeting.
9. Any of the above procedures when deemed inefficient, inapplicable or inoperable may be changed by a majority vote of the Council with the approval of the Superintendent.

STANDING CURRICULUM COMMITTEES



STANDING CURRICULUM COMMITTEES

A. PURPOSE

To research and develop curriculum for the district relative to their subject areas.

B. GOALS/OBJECTIVES

1. Define curriculum to be taught at each grade level relative to their subject area with consultation and input from grade-level and subject-area groups.
2. To continuously evaluate programs and curricular offerings in area of responsibility and make recommendations for change/improvement.
3. To coordinate horizontal and vertical instruction in area of responsibility.

C. DUTIES/RESPONSIBILITIES

1. To write the philosophy and goals for their subject area in keeping with the district philosophy and goals.
2. To establish the curriculum for the various courses in the discipline.
3. Review and evaluate materials, old and new, relative to their subject areas and to recommend the adoption of new instructional materials, as required.
4. Organize and align curriculum in their subject area.
5. To continually review and evaluate the existing programs and to recommend any changes for improving the curricular program as well as recommend course deletions and additions as appropriate.
6. Identify general and specific instructional objectives for their curricular area and produce these objectives in written form (curriculum guides).
7. To keep up-to-date on current issues, research, new instructional trends and materials in the field.
8. To send suggestions to the Professional Development Committee regarding in-service programs and to assist in planning for in-service training for staff when needed.
9. Complete tasks as assigned by the I.C.C. and submit a final, written product to the I.C.C.
10. Seek information/input from grade level, subject matter and other faculty groups regarding their assessment of needs in the curricular area.
11. To ensure that the curriculum is being carried out as designed.

D. ORGANIZATION

1. The building/program administrators will assign teachers to committees. Unless already determined by area of teaching, the teacher may express a preference.
2. No teacher will be assigned to more than two committees.
3. Committees will meet as often as necessary to complete their assigned tasks. Limited release time will be provided during the school term for committees working in the maintenance phase or on a special project for the I.C.C. Release time during the school term and paid curriculum development on weekends or during the summer will be provided for committees working on in-depth development/review.
4. Term of service on Standing Curriculum Committees will be indefinite.
5. A Chairperson and Vice-Chair for each Standing Curriculum will be appointed by the Assistant Superintendent. A secretary will be elected by the membership to service for one year.
6. The duties of the chair will be to schedule, promote attendance, plan and conduct meetings and generally to coordinate the activities of the committee.
7. The secretary will keep written records of meetings, action(s) taken, recommendations, etc.

E. MEMBERSHIP

1. Elementary----there will be a member from each grade level (K-5) with each elementary building represented.
2. Middle School--there will be one (2) members representing the subject area.
3. Sr. High--there will be two (2) members representing the subject area.
4. Vocational/Technical--there will be one (1) member representing the subject area.
5. Special Education/Reading--there will be one (1) member from Special Education/Reading.
6. Administrative/Supervisory Personnel--there will be one (1) member.
7. Any other person or persons may be called in by the committee on a limited basis for consultative purposes.
8. The Assistant Superintendent will be a permanent member of all Standing Curriculum Committees.

**For subject areas where there is a limited number of staff (i.e. music, art, home economics) all members of those groups will comprise the Standing Curriculum Committee for that area.

**GRADE LEVEL
&
SUBJECT MATTER
COMMITTEES**

**GRADE LEVEL AND SUBJECT MATTER GROUPS
OTHER FACULTY GROUPS**

A. PURPOSE:

To originate, develop and recommend programs or changes in curriculum relative to their area of instruction through continuous evaluations.

B. GOALS/OBJECTIVES:

1. To continuously evaluate programs and curricular offerings in the area of responsibility and make recommendations for change/improvement.
2. To assist in the coordination of horizontal and vertical instruction in the area of responsibility.

C. DUTIES/RESPONSIBILITIES:

1. To provide input to the Standing Curriculum Committees in regard to curriculum for grade level/subject area.
2. To direct proposed programs/changes to I.C.C. through designated administrative/supervisory personnel.
3. To promote implementation of change after proposal is adopted.
4. To assure that curriculum opportunities are generally equal in all buildings of the district except when clear justification can be made for the differences.
5. To continually review and evaluate the existing programs and to recommend any changes for improving the curricular program as well as to recommend course deletions and additions as appropriate.
6. To recommend the adoption of new instructional materials as required.
7. To ensure that the curriculum is being carried out as designed.
8. To meet at regular intervals for continuing communication and evaluation of programs/instruction.
9. To render suggestions to the Professional Development Committee regarding in-service programs and to assist in planning for in-service for staff when needed.

D. ORGANIZATION:

- K-5 A committee for each grade comprised of all teachers at that grade level.
6-12 A committee for each subject area comprised of all teachers in that area.

OTHER FACULTY GROUPS

1. Building faculty: All instructional staff assigned to a given building.
2. Special Education faculty: All faculty assuming instructional duties in the area of Special Education (including Gifted) or subgroups thereof (e.g., all L.D. teachers, all B.D. teachers, etc.).
3. Reading faculty: All faculty assigned to special reading state compensatory or Title I programs.

TEMPORARY STUDY

AND

ADVISORY GROUPS

TEMPORARY STUDY AND ADVISORY GROUPS

A. PURPOSE:

The Instructional Coordinating Council shall determine priorities and appoint, as the need arises, curriculum planning teams and study groups to seek solutions for problems selected by the Council for action or to review proposals submitted to the Council for consideration.

B. GOALS/OBJECTIVES:

1. To study and provide input regarding specific proposals.

C. DUTIES/RESPONSIBILITIES:

1. Parent/community/student advisory groups will be given an opportunity to review proposals and provide advice and/or reaction to them.
2. Temporary study groups are to provide additional information regarding a specific proposal. This will be accomplished through study and research on the proposal as directed by the Instructional Coordinating Council.

D. ORGANIZATION

1. Groups shall consist of no less than five (5) members and no more than ten (10) members.
2. Parent/community groups shall be appointed by the Superintendent's Advisory Council.
3. Student groups shall be appointed by the Student Senate
4. Faculty groups shall be appointed by the I.C.C. and will include one Council member, one administrator and appropriate staff members in a sufficient number to seek a solution for the problem assigned by the Council.
5. Groups will exist until study is completed and written reactions and recommendations are made.
6. Groups will meet as needed to complete the task assigned.
7. A chair, vice-chair and secretary shall be elected by the membership to serve as long as the committee is convened.
8. Secondary student representation.

APPENDIX B

BOARD POLICIES



CURRICULUM DEVELOPMENT

The Board of Education recognizes that curriculum development provides one of the most effective means of improving the quality of instructional programs and must be adjusted to meet the needs of the students as well as the expectations of the community. The superintendent will initiate a curriculum development program, which will require various administrative and instructional staff participation at building and district levels as well as involvement for parents/guardians, members of the community and students. The Board will review and approve each curriculum guide developed by the district.

The district will provide resources and administrative support for curriculum development, evaluation and revision. A systematic plan will be established whereby each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery. The basic responsibility for this review process will rest with the superintendent, with assistance from the building principals. Individuals who are well qualified in a designated area of study will be appointed by the superintendent or his or her designee to a curriculum review committee for the designated curricular area.

The curriculum review committee will study, revise and/or develop curriculum programs and guides for its specific area of study. During the review process the committee may solicit community and student opinion relative to the content area. The committee should develop a curriculum project that meets the following guidelines.

1. Articulates the curriculum content on a district-wide basis, K-12.
2. Is written in specific terms and can be used by the respective professional staff members.
3. Uses effective methods for presenting the materials to the students.
4. Uses instructional materials that are effectively coordinated with the curriculum guides and programs.
5. Makes use of current supplementary and enrichment materials.

The selection and adoption of instructional materials are primarily based on the programs described in the curriculum guides developed by the individual curriculum review committees. The curriculum review process should be completed the year prior to the fiscal year where funds are allocated to purchase instructional materials related to the curriculum content area developed.

Note: The reader is encouraged to review administrative procedures and/or forms related information in support of this policy area.

Adopted: 08/23/2007

Cross Refs: AD, School District Mission
GBB, Staff Involvement in Decision Making

Moberly School District No. 81, Moberly, Missouri

CURRICULUM DEVELOPMENT

A dynamic instructional program requires ongoing alteration of the curriculum and courses of study.

It is the policy of the Board that no basic course of study shall be eliminated, or new courses added without approval of the Board, nor shall any sharp alteration or reduction of a course of study be made without such approval.

New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation by the administration, so that Board members may have opportunity to review the proposed program.

Moberly Public School No. 81, Moberly, Missouri

BASIC INSTRUCTIONAL PROGRAMS

The educational program of the Moberly School District No. 81 will provide for both formal studies to meet the general academic needs of students, as well as opportunities for individual students to develop specific talents and interests in the performing arts, practical arts, vocational-technical education and other specialized fields.

The various instructional programs offered by the district will be developed with the view toward maintaining a balanced and sequential curriculum that will serve the educational needs of all school-aged children in the district. The curriculum will also meet requirements established by state law, the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education. A written curriculum guide for all subject areas will be developed by the staff and reviewed and approved by the Board.

The Board of Education is committed to educational excellence through the development of communication and computational skills among the district's students. The Board will adopt specific requirements to ensure that high school graduates are sufficiently competent in these important skills. The instructional program will also provide a planned sequence in the language arts, social studies, the sciences, fine arts, industrial and practical arts, health and safety education, vocational-technical education and physical education. At all levels, provisions will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs, and courses adapted to special needs of students.

The ultimate aim of the instructional program will be the development of proficiency in each pupil's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical/computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and develop interest in and/or start career development.

Any instructional program which is required by state or federal law will be provided to students, and procedures will be developed to ensure requirements are met.

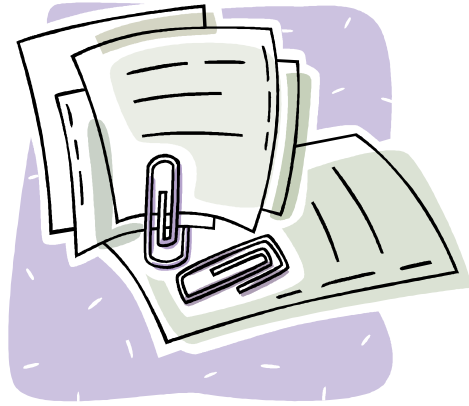
Note: The reader is encouraged to review administrative procedures and/or forms for related information in support of this policy area.

Adopted: September 11, 2001

Cross Refs: IKF, Graduation Requirements

Legal Refs: §§ 161.102, 167.268, 168.717, 170.011, 170.041, Mo. Const., art. 1,
§§ 5-7

Moberly School District No. 81, Moberly, Missouri



ATTACHMENTS

ATTACHMENT B

**PROGRAM IMPROVEMENT
PROPOSAL SUBMISSION GUIDELINE**

Program improvement proposals may be submitted at any time. Consideration should be given to time frames necessary to consider and act upon a proposal. Proposals affecting programs/curriculum at the Middle School and Senior High levels would need to be submitted to the Board of Education no later than December prior to the anticipated implementation date. All proposals should be submitted in triplicate on the appropriate form. Proposals should be reviewed by the appropriate person as listed below.

PROPOSAL ORIGINATOR

COPIES FOR REVIEW

Individual Teacher

Building Administrator

Group of Teachers:

Building Faculties
Special Education
Gifted
Reading

Building Administrator
Assistant Supt. of Special Services
Assistant Supt. of Special Services
Assistant Supt. of Special Services

Curriculum Committee

Committee Chair

Grade Level Groups

Assistant Supt. for Curriculum/Instruction

Parent Groups

Assistant Supt. for Curriculum/Instruction

If dealing with a recommendation
for a specific building

Building Administrator

If dealing with a recommendation
district-wide

Assistant Supt. for Curriculum/Instruction

Community Groups

Assistant Supt. for Curriculum/Instruction

Students

Building Administrator

TASK LIST FOR STANDING CURRICULUM COMMITTEES
CURRICULUM DEVELOPMENT

Year one:

1. Review current research relative to subject area.
2. Poll other districts, programs to obtain copies of curriculums, philosophies, etc.
3. Write subject area rationale. This should reflect Board philosophy and goals, current research, student and community needs.
4. Perform a curriculum audit. This is a determination of how well the curriculum is doing in relation to the stated philosophy/rationale and the needs of students.
5. Develop/describe the scope of content in the subject area.
6. Develop/describe the content sequence for each subject K-12.
7. Develop/describe how each grade or course is to be organized.
8. Develop general curricular goals and tie to Graduate Exit Outcomes.

Year Two:

9. Develop general and specific learner objectives.
10. Develop examples of activities.
11. Develop examples of assessment.
12. Develop resource lists to be used with activities and assessment.
13. Select materials to be used with the revised curriculum.

At each of these points, input will be sought from grade level/subject area.

ATTACHMENT G

DEFINITION OF TERMS

PHILOSOPHY--A public school district's philosophy is the district's statement of its major purposes, accompanied by a reasoned position to express why those purposes are important. The philosophy comes to grips with the nation's needs for an educated citizenry, individual needs of students, and unique characteristics of the community.

GOALS-- General statements of the district's outcomes. They follow logically from the philosophy statement.

OBJECTIVES-- Objectives describe the skills and abilities students are to acquire as a result of teaching. (Guskey, 1985) General objectives equate to course outcomes and specific objectives equate to learner outcomes. Most MAP Key Skills will be written as specific objectives.

RATIONALE--The rationale should consist of the district's main goals for the subject—kept few in number—and its reasons for emphasizing those goals. The goals and supporting reasons must not be confined merely to what textbooks emphasize, but should be a product of serious thinking about the district's philosophy, the purposes of public education in this nation for the twenty-first century, the needs of students and the unique place of the specific subject area in that education.

SCOPE OF CONTENT--The scope should list the most important learner outcomes (specific objective) students are expected to master by the conclusion of the subject's core curriculum and should be organized by content strands.

CONTENT SEQUENCE-- The main topic/subtopics to be covered, basic mastery, and effective learner outcomes for each grade level.

MASTERY LEARNING--Mastery learning is an instructional process. It involves organizing instruction, providing students with regular feedback on their learning process, giving guidance and direction to help students correct their individual learning difficulties, and providing extra challenges for students who have mastered the material.

RESOURCES FOR CURRICULUM DEVELOPMENT COMMITTEES

1. Model Curriculum and new MAP Assessments. (Refer to DESE website)
2. Missouri Department of Elementary & Secondary Grade Level Content Expectations, Oct. 2004 to present.
3. Show-Me Standards, 1996.
4. Missouri Assessment Program, update March 2008.
5. National Assessment of Educational Progress, U. S. Dept. of Education.
6. Missouri Curriculum Frameworks
7. Grade Level Expectations (GLE's)
8. Course Level Expectations (CLE's)
9. Higher Education Expectations
10. LAMP
11. Common Core Standards

**MOBERLY SCHOOL DISTRICT
CURRICULUM WRITING**

The Missouri School Improvement Process (MSIP) and the Missouri Assessment Program (MAP) are two driving forces in Missouri Public Education that guide the direction schools must go as they develop curriculum.

Multi-culture and the Gender-fair Concepts:

Throughout all areas of our curriculum, it is important that students develop an awareness of the diverse cultures that form the melting pot for our nation. All learning resources and materials should be scrutinized for accuracy and gender fairness. Any materials found to be wanting should be eliminated or augmented to meet this standard. Writers of the curriculum should include such resources as guest speakers, displays, exhibits and other ancillary materials directed to this purpose. MSIP on-site teams will peruse our curriculum for this content. Using the EAT program, equity in workplace, gender, and multi-cultural is a drop down menu.

General Goals/Graduate Outcomes:

As stated in standard 6.1 of the MSIP District Procedures Manual, general goals (outcomes) for graduates are to be identified in each subject area (English/language arts, math, science, social studies, fine arts, physical education, and vocational/technical education), and should be linked in EAT by course name.

Rationale:

As stated in standard 6.1 B, the written curriculum should include a rationale which relates the outcomes to the district's philosophy.

Learner Objectives:

MSIP standard 6.1 B (3) addresses the need to include learner outcomes in your written curriculum. Learner outcomes are much more specific than course outcomes. Mastery of these outcomes/objectives should be the basis of mastery of the Course/General Outcomes. When writing curriculum, staff members should make sure all Show Me Standards are covered in Learner Outcomes Specific Objectives for their level of instruction. Learner Outcomes/Specific Objectives should be stated in terms which allow assessment, but the specific criteria for mastery should not be included in the statement. Specific criteria for mastery should be described when writing the method of assessment. As with Course Outcomes/General Objectives, Learner Outcomes/Specific Objectives should use Key Word descriptors from Bloom's Taxonomy as a guide. All Resources should be listed and/or linked on EAT.

Scope and Sequence:

As stated in MSIP standard 6.1 B (4), the curriculum is to be articulated through the grade levels to assure continuity of learning, practice, reinforcement and extension of knowledge, skills and competencies. During the writing process, staff members from all levels should be involved. Consultation should take place to avoid duplication of instruction as well as to determine the depth of instruction at a particular level. All Curriculum Maps should be linked on EAT.

Learner Activities:

This area of the curriculum is not a requirement for MSIP but is a suggested component of a well-developed curriculum. Just as we all vary in personality, teachers vary in their approach to the delivery of instruction. We also realize different students learn curricular offering from a variety of instructional techniques. Depending on the teacher and depending upon the makeup of a particular student population, activities should vary from year to year to achieve Learner Outcomes/Specific Objectives. As a guide to instructors, one example of an appropriate activity should be provided for every five learner outcomes. Beyond that number, this area should be left blank during the scheduled revision cycle of an area of curriculum. Notations should be made or completed activities should be attached to the curriculum as they are developed by the teacher during curriculum implementation. This phase of the curriculum can be periodically reviewed by building principals and/or central office administrators during classroom visits. All Activity Resources should be linked on EAT.

Assessment:

As with activities, this area is not a required component of the MSIP review for curriculum development. However, Standard 16.1 (5) does state, “the percentage of students who master 80 percent or more of the district’s IMS objectives increases or is maintained at a high level”. This is a suggested standard and not a required standard. As we assess various Learner Outcomes/Specific Objectives in the curriculum, they will be assessed in varying levels of mastery depending upon the objective or the assessment tool used. Standard 16.1 (5) is indicating students should master 80 percent of those Outcomes/Objectives at whatever level of mastery is established.

As many Formative & Summative Common Assessments as possible should be used to check student comprehension and mastery. Assessments should be balanced as to the type of questions and depth of knowledge. Criteria for quality and mastery should be clearly defined for all types of evaluation. When recording assessments in the written curriculum, the writer should try to include a variety and range of assessments. All Assessments, especially Common Assessments should be listed and/or linked on EAT.

Student mastery of the Show Me Standards and student performance on the yearly MAP tests is very important for a positive MSIP review. A properly written curriculum will assist in the student success in these areas.

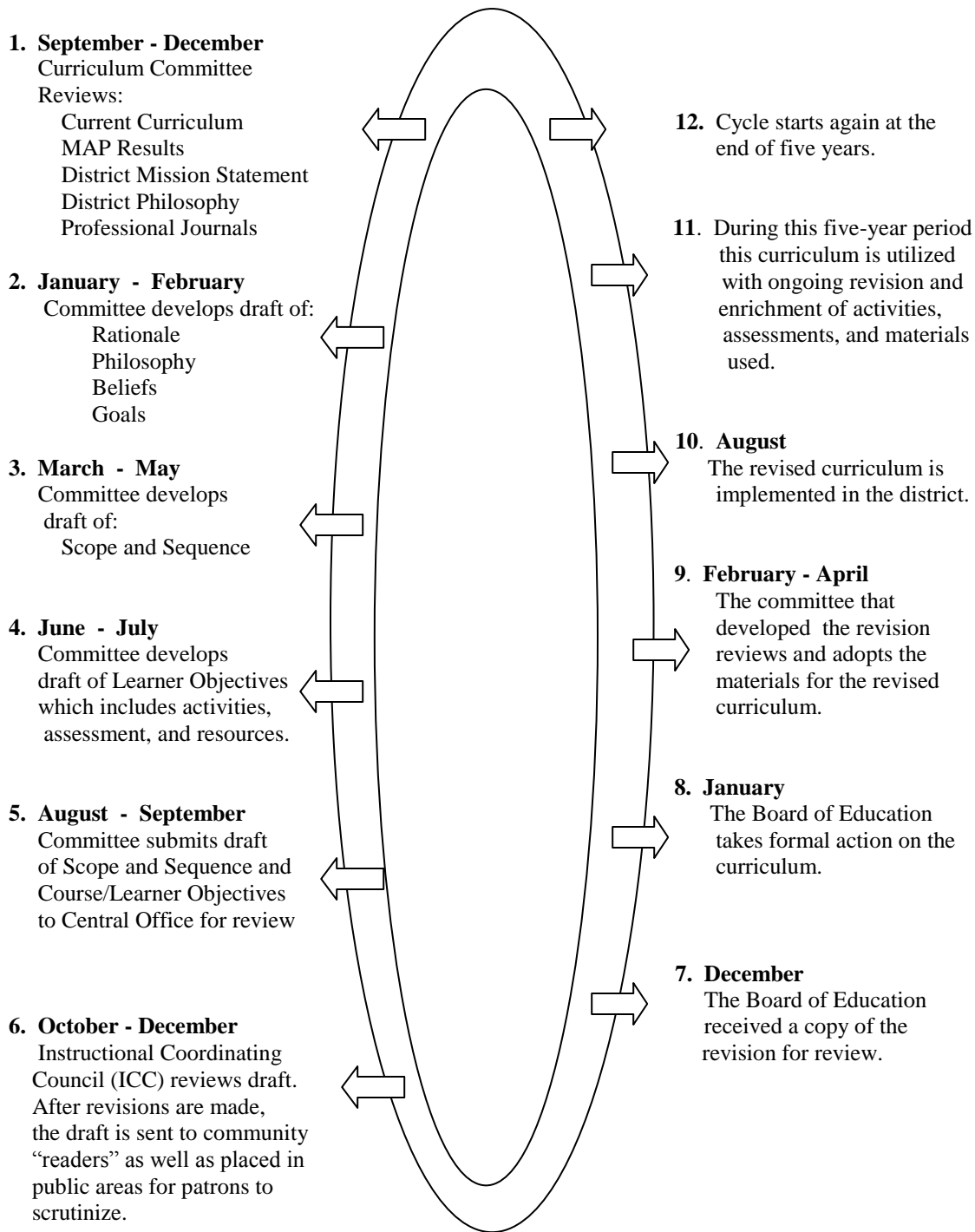
Summary:

Curriculum writing is not designed to happen once every five years. As described in Moberly Board of Education Policy IF-R, “A dynamic instructional program requires ongoing alteration of the curriculum and courses of study”. As designed in this district, there should be a cycle which provides for an in depth review and revision of the curriculum. However, flexibility should be provided which allows professional staff to make minor adjustments and add depth to the curriculum and the instructional process on an ongoing basis.

The process described in this document allows the staff member to use an approved curriculum with strong exit goals for graduates along with established course objectives (course outcomes) and specific objectives (Learner Outcomes). At a minimum, the specific objectives should cover the Show Me Standards at each grade level and meet Grade Level Expectations. In using this curriculum, the instructor will be allowed some flexibility in delivery.

However, the instructor will be asked to consider individual learning styles in determining how instruction should be provided to best meet the needs of students. Instructors will be asked to add to the basic curriculum on a continuous basis by including activities, resources, lesson plans and various assessment procedures utilized.

CURRICULUM DEVELOPMENT REVISION CYCLE



TIMELINE TO COMPLETE CURRICULUM REVIEW AND REVISION

District Chairperson _____ Area _____ Date _____

In the lines below, insert the date when each area is completed.

NOTE: In ALL stages of your curriculum review and revision, focus on the following:

1. Gender equitability
2. Multicultural needs
3. Integration of technology
4. Library Utilization

Each year conferences are held to assist teachers in these areas. Examples include the Pathways Conference, Gender-Equity Update Conference, and the Socialization of the Culturally Diverse Child Conference.

Research and Development (September - May) *First Year Cycle*

1. _____ Review current research relative to subject area. Use the Technology to secure information from national organization goals, model curriculums and instructional strategies.
2. _____ Poll other districts; obtain copies of curriculum, philosophies, rationale, assessments, etc.
3. _____ Write subject area rationale.
4. _____ Perform a curriculum audit. This is a determination of how well the curriculum is doing in relation to the stated philosophy/rationale and the needs of students.
5. _____ Develop subject area goals (graduation exit objectives).
- *6. _____ Develop/describe the scope of content in the subject area K-12 which will include the strands and the course objectives within a strand.
- *7. _____ Develop/describe the content sequences for each subject K-12.

*For numbers 6 & 7, cross-reference Show Me Performance Standards and Curriculum Frameworks.

8. _____ Develop/describe how each grade or course is to be organized. (Write descriptions approximately one paragraph in length.)

Writing and Course Development (June, July, August) *Second Year Cycle*


9. _____ Develop course objectives. (Transfer this information from the scope and sequence).
10. _____ Develop learner objectives, strategies and assessments. (Transfer this information from the scope and sequence).
11. _____ Develop sample activities to accompany learner objectives. One learning activity for every five learning objectives.

- 12. _____ Develop sample assessment activities to accompany sample instructional activities.
- 13. _____ Indicate possible resources to support the learning and/or assessment activities.

District Chair needs to be present at the ICC meeting. ICC members need to receive copies of the curriculum by December 1.

Review the draft of the curriculum revision by ICC, **community readers**, building principals, and Board of Education.

Board of Education action to approve or disapprove the curriculum revision (January). District Chair needs to be present at the Board of Education meeting. The Board members need to receive copies of the curriculum by December 15.

- 14. _____ Review the draft of the curriculum with suggestions from ICC, community readers, school administration and Board of Education.
- 15. _____ Select materials to be used with the instruction of the units. (February - March). ***Need to be ordered by FEBRUARY 1!!!!!!***  (Each year the library/media personnel will utilize the resources to select supportive materials for the revision areas).

Implement revised Curriculum (August).

- 16. _____ Describe how this curricular area will be monitored and evaluated on an ongoing basis.

Signatures of Committee Members:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Make an appointment to meet with the Assistant Superintendent of Curriculum and Instruction on or before the date listed below. At that time you must submit a copy of the Timeline Review and summarize progress.

September 30 _____	Comments: _____
November 30 _____	Comments: _____
January 30 _____	Comments: _____
March 30 _____	Comments: _____

All reports listed above must be received from the District Chairperson during both the first and second year curriculum revision cycle on the due dates to receive remuneration for District Chairperson duties. ☺

DESE WEBSITE REFERENCE GUIDE

Missouri Assessment Program (MAP) – <http://dese.mo.gov/divimprove/assess/index.html>

Curriculum Bulletin Board - <http://dese.mo.gov/divimprove/curriculum/index.html>