



Fremont City Schools

Curriculum Management Plan

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Board of Education

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Goals

- Increase student achievement.
- Close the socio-economic, ethnic, and disability gaps in student achievement.
 - Build hope, trust, and respect with our community.

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a. Rationale for a Curriculum Management Plan

The primary function of a school system is to produce increased student learning over time. This requires a school system to establish a clear, valid, and measurable set of pupil standards for learning. Standards are then used to formulate measurable objectives that are set into a workable framework for teachers. In the Fremont City School District, these desired student learning expectations (i.e. objectives, outcomes, proficiencies) reflect the essential knowledge and skills specified by the State of Ohio, other identified national content standards, local community attitudes and assumptions, as well as beliefs by professional staff about what students should know and be able to do. When combined in a coherent and systemic format, it becomes the guiding force for curriculum, instruction, student assessment and the teacher's delivery system.

b. Purpose of a Curriculum Management Plan

A requirement of school systems committed to continuous improvement of the teaching and learning process is the development of a comprehensive Curriculum Management Plan (CMP). The importance of such a plan is that it provides the internal congruency, quality assurances, clear linkages, and financial support necessary for ensuring continuous improvement toward meeting the district's mission and goals. It helps a school system to obtain the educational and economic benefits of a coordinated and focused program for students, both to enhance learning which is complex and multi-year in its dimensions, and to employ economies of scale where applicable. It also provides a strong directional focus for instruction to facilitate the design, delivery, and assessment of the curriculum. In essence, it is the CMP that provides the structure to ensure quality control of the curriculum and instructional process. Instead of leaving the primary function of a school system to chance, a comprehensive CMP recognizes that student learning is the result of a well-planned series of events. These events must be designed to happen consistently and coherently across the system.

Thus, Board policies, guidelines, and procedures are developed to create the expectation and the context for developing well-articulated curriculum documents that contain aligned assessments. Board policies should also require that guidelines and procedures be developed for selecting major instructional materials, as well as for adopting, implementing, evaluating, and revising the district's written curriculum for all content areas of instruction.

Ultimately, the CMP conveys the intent of district leadership and guides the development, scope, alignment, and evaluation of the written curriculum in all subject areas. It also ensures quality control of the design and delivered curriculum. Last, it links the budgeting process and outlines cyclical curriculum examination to assure that students matriculate through the educational system prepared to meet, upon graduation, their varied life roles.

I. Curriculum and Instruction Philosophy, Mission Statement, and District Graduate Portrait/Exit Outcomes

Curriculum Philosophy

The purpose of education is primarily the development of skills, knowledge, processes, and attitudes necessary for the student to successfully function as a productive citizen in an ever-changing world. Education also recognizes the characteristics unique to each individual and provides a process for the development and expression of each student's unique abilities and talents.

In order to assure that graduates of the Fremont City School District possess the skills and knowledge to have successful experiences in higher education, technical and vocational schools, and in the workplace, a curriculum and instructional model with measurable results for student learning will be designed and implemented throughout the system. As a standards-based model, the focus is on the results that each student achieves in meeting and exceeding state standards as well as the approved district standards and content objectives.

Meeting these high performance standards will be accomplished by:

- recognizing and believing that all students are capable of achieving excellence in learning the essentials of formal schooling;
- allowing the instructional process to be adapted and modified to improve learning when appropriate;
- accepting the fact that schools can maximize the learning conditions for all students through a written and aligned curriculum, clearly-stated objectives, quality teaching, high expectations for all students to achieve, and pre- and post assessments that are aligned to the district's curriculum for the purpose of improving student learning; and
- involving parents and the community as partners with the district to provide a safe, orderly learning environment, challenging curriculum, quality educational programs, and successful learning experiences for each student.

Mission Statement of Fremont City Schools

Goal One

Goal Two

Goal Three

These goals provide direction and focus to all district work identified and prioritized in the district's Comprehensive Continuous Improvement Plan, in its administrative departments' plans and in its schools' comprehensive continuous improvement plans. Aligned with the three comprehensive, district goals, these documents provide direction for decisions about teaching and learning, and how schools need to be organized and managed to ensure that all students receive quality curriculum and instruction and that they are able to meet or exceed identified standards of performance.

A. Graduate Portrait

Fremont City Board of Education policies provide the goals and strategies of the educational program and expectations from which all curriculum development efforts are to be derived. These expectations become the key measures of how effective the curriculum and instructional program is in both design and delivery. Because the Board of Education considers these expectations to be important, necessary, and worthy of attainment by all students who graduate from the Fremont City Schools, then it is only appropriate to use them as statements that form the basis or framework for constructing a portrait of a graduate. This portrait will then be used to communicate the district's expectations for graduates to teachers, administrators, students, parents, and the community at large.

Fremont City Schools have several student expectation statements. These statements, when categorized under four major headings, ask students to be:

1. academically prepared;
2. effective communicators;
3. leaders and good citizens; and
4. productive and continuous learners.

These goals and strategies of the educational program guide administrators, teachers and the board in all of their duties, including: curriculum development, selection of materials, and issues related to instructional time.

B. Graduate Portrait Indicators

Students in the Fremont City Schools will be:

Effective thinkers and problem-solvers who:

1. think analytically and creatively;
2. use inductive (specific to general) and deductive (general to specific) reasoning;
3. examine issues from a wide variety of perspectives;
4. identify problems and employ appropriate strategies toward their solution;
5. know how to locate, evaluate and apply information needed to solve a problem;
6. use a scientific method of inquiry; and
7. use technology for production and problem-solving.

Effective communicators who:

1. read, listen and view interpretively and critically;
2. write and speak in an organized and clear manner;
3. reason and communicate mathematically;
4. recognize the creative arts as a reflection of human experience and human nature;
5. express personal creativity by developing original and artistic works; and
6. respond with respect to the creative expression of others.

Self-directed individuals who:

1. demonstrate life-long learning skill;
2. live a healthy lifestyle;
3. demonstrate goal-directed behavior and work ethic;
4. accept responsibility for their behavior and emotions and cultivate strengths and positive qualities;
5. demonstrate honesty and integrity;
6. exercise high standards of attendance and punctuality;
7. manage and prioritize time; and
8. demonstrate responsible decision-making skills.

Effective contributors who:

1. initiate and sustain social interactions;
2. demonstrate leadership;
3. demonstrate the ability to cooperate and collaborate in group activities;
4. demonstrate fairness in competition and other social interactions;
5. manage resources effectively; and
6. develop and maintain relationships.

Involved community members who:

1. demonstrate good citizenship;
2. respect the rights and contributions of all people; and
3. take the initiative to improve local and global environments.

II. Curriculum Defined

The Board “recognizes its responsibility for the quality of the educational program of the schools.” The policy further specifies, “curriculum provides instruction in courses required by statute and State Department of Education regulations.” This policy also requires that the curriculum be aligned with the Academic Content Standards and articulated from grade to grade. This is consistent with general principles in the CMP.

In general the role of the curriculum is to realize the district’s mission for educating all of its students. The written curriculum becomes a guide or the work plan for instruction (i.e. the taught curriculum), the results of which are assessed as the tested curriculum. An instructional system’s design and communication of the prescribed curriculum or intended curriculum is critical in achieving alignment between the plan and the work. It is when all three pieces are congruent (written, taught, and tested curriculum), that the district’s expectations for student achievement are realized and continuously improved, and we can say there is alignment of the curriculum.

Curriculum is the knowledge, skills, attitudes, and the processes to be taught and learned at the appropriate levels/areas or courses in the district’s schools. A strong curriculum policy calls for the Board of Education, upon the recommendation of the Superintendent, to review and adopt a curriculum that supports a superior education. Another important aspect of this policy is the connection among the written, taught, and tested curriculum. This policy requires strong language to direct the development of a written curriculum, the fact that teachers are required to teach the written curriculum, and that teacher-made assessments, standardized tests, and state tests will be congruent with the written and taught curriculum.

A. Curriculum Definitions

1. **Curriculum Alignment** is the degree to which the written, taught, and tested curriculum is congruent. It is also the extent to which the curriculum is used to guide decisions about materials, textbooks, staff development, facilities, and budgeting. If there is alignment of the curriculum, there is agreement, continuity, and connectedness, horizontally, vertically, and systematically.
2. **Written Curriculum** is defined as those standards, goals, benchmarks, and grade level indicators unpacked power indicators that students are to achieve and teachers are to teach. It contains benchmarks which are aligned to district developed assessments, suggested time frames, examples of instructional strategies, aligned resources, and correlations to state Academic Content Standards. The Board of Education will approve the written curriculum, and every teacher will receive a written curriculum document for the course(s) he/she teaches.
3. **Taught Curriculum** refers to the delivery of the written curriculum. It is the process that is used by teachers to develop units of study, lesson plans, and/or approaches to instruction for teaching the written curriculum. Teachers are required by Board policy to deliver the adopted curriculum.
4. **Tested Curriculum** is that portion of the written curriculum that is assessed both formally and informally to evaluate student progress toward mastery of the written curriculum.
5. **Alignment** is the congruency between the written, taught, and tested curriculum: vertical alignment refers to agreement throughout the Pre-K-12 systems; horizontal alignment refers to agreement within a grade level or course and across schools.
6. **Deep Alignment** refers to instruction providing maximum pedagogical parallelism and transfer to ensure congruence between the written, taught and tested curriculum in order to achieve greater depth within the content and further greater specificity and adherence to the teaching strategies identified with the written curriculum. Research has shown that this particular characteristic in curriculum development has significantly reduced the impact that social-economic status has on achievement.
7. **Deeply Aligned Standards Based Curriculum** refers to general statements of what students must know and be able to do (standards), are used to establish what is taught. The district's written, tested, and taught curriculum aligns to the content, context, and cognitive standards of the state assessment. Deep alignment results in instruction that meets and exceeds the cognitive level of test content, and presents the content in multiple contexts. Teachers focus on principles and process involved in true comprehension and mastery of multiple learning.
8. **Standards-Based Classroom:** In a standards-based classroom, four things consistently happen from grades K-12. They are:
 - a. The district's tightly coordinated written, taught and tested curriculum is aligned with the performance assessment from the state that students must pass
 - b. Teachers are constantly assessing through formal and informal measures to determine if students are learning. The assessment data is used to plan when to move on, how to re-teach a concept that students have not learned, when to skip a concept that students have learned in a prior grade, or when to realign or reorganize instruction.
 - c. Instructional delivery (how a concept is taught) is varied so that students with different learning styles and time orientations are able to learn the concept. Dynamic instructional delivery creates opportunities for students to think critically and to solve problems in classroom settings of compelling interest.
 - d. Rigorous safety nets are a set of methods and/or strategies that are in place for students who may need additional services to support their learning.

9. **Unpacking The Standards:** Identify the knowledge, reasoning, skills, and product learning targets underpinning the grade level indicator.
10. **Formative Assessments:** All activities undertaken by teachers and students that provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. The objective is to promote growth.
11. **Summative Assessments:** Assessments used to determine how much students have learned as of a particular point in time. The purpose is accountability.

B. Curriculum Management Principles

1. Curriculum development is an ongoing process that includes the management, development, and delivery of curriculum. It is participatory in nature, involving vertical teams that include representation from the various stakeholders: teachers, principals, curriculum specialists, students, parents, and/or community as appropriate, as well as writing teams that involve teachers, curriculum specialists, and content experts.
2. The curriculum is based on a core set of relevant, challenging student objectives that guide decisions about teaching and learning, and which are aligned vertically (Pre K-12), horizontally within an instructional level and systematically across the district.
3. Curriculum is developed to ensure that students have the opportunity to learn through the same core of significant objectives at a particular instructional level, from teacher to teacher and from school to school.
4. The curriculum is accessible, manageable, user friendly, current, and reflects best practice in the field.
5. The curriculum is assessed regularly at all levels: district, school, classroom, and individual student.

C. Instructional Management Principles

1. Classroom instruction must include all skills and content required by the Academic Content Standards as directed by Pacing Guides.
2. Teachers are encouraged to use flexibility and creativity in the *how* of teaching (instruction), not the *what* of teaching (curriculum objectives).
3. District-wide adoptions of core sets of instructional resources that would include textbooks, software, supplemental materials and instructional programs are selected by trained district textbook selection teams using an approved process for program and instructional materials adoption. The criteria for selection of the materials are based upon its alignment with the curriculum. The selection process must be followed. (Section I) All department heads must complete Student Fee Explanation regarding materials annually. (Appendix F)
4. Staff development is designed and implemented to prepare staff members to effectively teach and monitor the prescribed curriculum.

D. Assessment Management Principles

Student assessment must provide for the acquisition, analysis, and communication of student achievement data to:

- guide teachers' instruction at appropriate levels of challenge;
- guide students' learning;
- guide district and school improvement of curriculum alignment and programmatic decisions; and,
- communicate progress to parents to support learning at home.

A specified percentage of the district's curriculum will be assessed in order to evaluate the overall effectiveness of the district curriculum and its capacity to produce desired student achievement results. This assessment will be achieved through the development and use of local assessment items that are aligned to the district curriculum.

These principles will be used to guide the local development and delivery of the district-aligned curriculum. They will also be reflected in district policy and used to provide quality control of the written, taught, and tested curriculum.

III. Curriculum Expectations

A. The Written Curriculum

It is the expectation of the district that learning for all students will be enhanced through delivery of a written, aligned, coordinated and articulated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from school to school. The curriculum should reflect the best knowledge about the growth and development of learners, and the content requirements as set forth by the state, local, and national standards of the various content disciplines.

Components of the Written Curriculum

Components include:

1. a written curriculum guide for each area of learning and at all grade levels;
2. curriculum guides that are content-focused (template in Section III);
3. identification of appropriate instructional resources (process for textbook selection, evaluation of supplemental materials, and software evaluation found in Section I);
4. assurance of curriculum alignment of instructional resources to written curriculum objectives;
5. curriculum originals will be stored in the office of the Director of Curriculum;
6. all teachers will have copies of curriculum guides for courses they teach;
7. principals will have copies of curriculum guides for all courses taught at their school;
8. copies of curriculum guides will be available at the central office;
9. copies of curriculum information will be made available to parents;
10. information concerning district curriculum will be made available to the public via the district's website.

In addition, a management system will be implemented to provide ease of access across the system to all curriculum documents, lesson planning and delivery options, and locally developed assessments. This will give teachers necessary and current information to guide their instruction.

Curriculum guides shall, at a minimum, address the following criteria:

1. clarity and specificity of objectives;
2. congruence of the curriculum to the assessment process;
3. instructional resources; and
4. clear approaches for classroom use.

B. Evaluation Criteria for Determining Adequacy of Curriculum

The criteria that will be used to evaluate and develop curriculum guides include the following:

DISTRICT STANDARD FOR CURRICULUM	13 Point Minimum
Clarity and Specificity of Objectives States tasks to be performed or skills/concepts to be learned	3 points
Congruence of the Curriculum to the Assessment Process Each objective is keyed to district and/or state assessment	3 points
Delineation of the Prerequisite Essential Skills, Knowledge, Attitudes States specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grade levels)	2 points
Instructional Resources States for each objective the match between the basic text/instructional resources(s) and curriculum objectives	2 points (3 possible)
Clear Approaches for Classroom Use Provides general suggestions for approach	3 points minimum (4 possible)

IV. Curriculum Development Guidelines

The following elements shall be used in the development process to ensure a high degree of quality:

- 1. District Goals and Objectives for Students and Courses**
 - Must support district goals and objectives
 - Must support Ohio Academic Content Standards
- 2. Pacing Guide Alignment**
 - Pacing guides aligned to standards, target assessments and other appropriate measures (i.e. local pre/post assessments)
- 3. Aligned Curriculum Assessments**
 - Pre-assessment guide teachers' planning at the appropriate level
 - Summative assessments provide the data to measure student progress and allow for application of appropriate safety nets
 - Students must be instructed to use and interpret individual performance data
 - District utilizes student data to improve curriculum alignment and program decisions
- 4. Aligned Instructional Strategies**
 - Teachers must apply research-based best practices, methodologies, development appropriateness, differentiation of instruction and priorities for using instructional time to provide appropriate levels of challenge.
 - Strategies for enrichment, re-teaching, or acceleration of the curriculum is clearly defined for every grade level indicator.
 - Review of professional growth required/recommended for effective delivery of the district curriculum with attention to varying levels of teacher knowledge and experience
- 5. Aligned Instructional Resources**
 - Lists of available and approved instructional resources
 - A defined structure of criteria will be applied to all committees across the district to assure consistency
 - Definitions of boundaries/limitations to the use of designated resources
 - Application of district criteria and processes for selecting textbooks and instructional resources
 - Application of instructional resources selection based on congruence to approved curriculum with student needs as a priority
- 6. Connections**
 - Curriculum provides connections for special programs so that coordination and articulation occur by design
 - Teachers provide students with practical application opportunities for the taught content and skills
 - Application of diverse cultural heritage connections throughout the content
 - Suggested strategies for integrating the curriculum across multiple disciplines including technology applications

7. Format

- Subject area written curriculum guides include the following elements: (Template – Section III)
 - a. district mission statement
 - b. district curriculum mission
 - c. Pre K-12 Academic Content Standards for the subject area with expected emphasis, and unpacked grade/course power indicators; and
 - d. Pacing guide derived from the Academic Content Standards for the content area at all instructional levels that specify the content skills, attitudes, concepts, and processes to be taught
 - e. Formative assessment questions aligned to indicators/OAT
 - f. Summative assessment questions aligned to OAT, curriculum maps, and rubric scoring tools aligned to standards based report cards
- Correlation to available instructional resources, adopted texts, and other supplemental materials
- Aligned suggested instructional strategies
- Recommended time allocations
- Suggested enrichment activities and modifications for re-teaching or accelerating the curriculum
- Connections for special programs, interdisciplinary activities, cultural opportunities, and practical real-world applications

8. Process for Validating the Curriculum

- Every curriculum will undergo a process for validating its degree of adequacy and rigor by:
 - a. Scoring the curriculum document using the curriculum management audit criteria for curriculum adequacy;
 - b. Consulting with subject-area department heads or teachers for review; and/or
 - c. Using an internal and external reviewer to validate adequacy and rigor

9. District Approval of Curriculum

- Curriculum or courses must follow the adopted process for adding, dropping or revising courses and curriculum
- Director of Curriculum/curriculum department must review and recommend curriculum
- Presentation of recommended curriculum to the Superintendent and Board of Education for formal approval

A. The Taught Curriculum

The district has several expectations for the teaching and learning process. Teachers have a right to know what the district expectations are regarding curriculum and instruction. They also have the right to expect that their teaching efforts are included in the planning process of providing a quality education program throughout the district. The district is responsible for assuring continuity and equity across the system in the delivery of the curriculum. **Thus, all faculty members have a responsibility not only to contribute to the refinements of the written curriculum as specified in this plan, but to teach the curriculum according to the policy on *Curriculum Development*.** The principal and other supervisors shall see that optimum use is made of available curriculum guides and that necessary resources to support the delivery of the district-approved curriculum are provided for teachers.

Curriculum guides are to serve as a framework from which teachers develop units of study, lesson plans, and approaches to instruction that will serve the students' needs. Included in each curriculum guide will be a pacing guide that serves as a guide for planning units of study. In addition to consistent delivery of the grade level indicators and benchmarks in the curriculum, it is expected that instructional delivery will be based on sound teaching principles grounded in educational research. Instructional supervision efforts, therefore, are to focus on the delivery of the curriculum using these sound-teaching principles.

Instructional Process

A systematic process is to be in place for planning and providing instruction appropriate for each student and for engaging the student until grade level indicators are mastered. This systematic process is to include:

- a. establishing a school climate that is conducive to learning;
- b. implementing research-based practices and strategies to teach the curriculum;
- c. expecting high levels of learning for all students;
- d. ensuring that all students experience opportunities for personal success;
- e. varying the time for learning according to the special needs of students and the complexity of the task;
- f. having both staff members and students take responsibility for learning;
- g. differentiating curriculum in order to meet individual student needs;
- h. determining students' current skills and learning to guide instruction at appropriate levels of challenge;
- i. basing instructional decisions on student achievement data;
- j. matching instructional strategies and assessments to the objectives;
- k. teaching to the grade level indicators using approaches to meet a variety of learning styles and needs;
- l. providing progression to a more challenging level for students who demonstrate mastery of the grade level indicators;
- m. providing re-teach, enrichment or acceleration opportunities for students based upon the results of initial instruction; and
- n. using technology as a tool to teach and learn the required curriculum.

Data-Driven Instruction and Learning

Effective use of student achievement data is critical to achieving the district's standards and helping students reach indicators in the *Graduate Portrait*. This type of data-driven instruction occurs when students are regularly assessed for mastery of the curriculum and the assessment data is used to guide instructional decisions at the student, building, and district levels. Evidence of data-driven instruction includes such thing as:

1. using pre-assessment to determine students' learning levels for diagnostic purposes;
2. focusing and narrowing instruction by teaching to grade level indicators not mastered and differentiating curriculum to address individual needs;
3. using flexible grouping and regrouping of students within the classroom based upon student achievement data;
4. varying the instructional time, setting, and/or presentation for re-teaching and enrichment opportunities based on student achievement data;
5. communicating information about student achievement to parents in a timely, understandable fashion;
6. encouraging parents and students to work with teachers to establish learning targets for students in order to achieve mastery of the curriculum;
7. offering opportunities for students to accelerate through the curriculum requirements;
8. using safety-nets to provide needed help and assistance to students who have not demonstrated mastery;
9. using data to identify general achievement trends across the district for the purpose of curriculum and instructional improvements;
10. developing improvement plans at the district, building, and classroom levels; and
11. evaluating and improving instructional programs based on student achievement data and other relevant data.

Instructional Staff Development

A quality professional development program is essential for creating schools where there is a commitment to learning and continuous improvement. In such schools, all students and staff members engage in learning opportunities that focus the learner on improving his/her performance. Effective professional development efforts include high-quality, on-going, results-based professional development with intensive follow-up and support. In addition, the most effective professional development plans use recommended models and processes that are proven to be more effective and engaging for adult learners.

Adult learners require programs that:

- should have a climate of respect and in a collaborative mode;
- help learners achieve self-direction and empowerment;
- capitalize on learners' experiences;
- foster participation;
- foster critical, reflective thinking;
- foster learning for action; and
- foster problem posing and problem solving.

The National Staff Development Council has identified several standards for the design and implementation of staff development efforts. These standards as well as other research in the field of staff development formulate the basis for district planning. Staff development should provide for:

1. research-based training opportunities in the design and delivery of curriculum;
2. induction training for teachers new to the district;
3. mentoring and coaching for all teachers;
4. development and implementation of a staff development plan to accompany curriculum revisions, curriculum development, and new district initiatives in curriculum and instruction;
5. on-the-job application of learning with follow-up and support;
6. opportunities for teachers to share ideas and strategies;
7. the expectation that learning and improving is part of the job;
8. systematic plan must be followed;
9. building professional development teams will formulate building goals that integrate district goals and building data.

Instructional Staff Development Process

- All buildings will form professional development team.
- Utilizing the professional development tool, each building will prioritize goals for the academic year. (Section II, Appendix A)
- The district CCIP will dictate professional development options noted on the professional development tool.
- Building goals will be complete prior to the beginning of the school year.
- Professional development budgeting will be complete prior to the start of the academic school year. This includes district and building budgets.
- Professional development documents must be complete, authorized, and approved prior to professional development event.
- Each participant must provide implementation evidence as a result of the professional development. Building level activities will be monitored by principals.
- Appropriate receipts/reimbursement documentation must be submitted following the professional development activity, if applicable.

Managing Curriculum Implementation

Both building and district administrators will manage the design and implementation of the curriculum. Strategies for curriculum management include:

1. developing a working knowledge of curriculum scope and sequence charts for all courses and subjects taught;
2. completing training requirements for designing, implementing and monitoring curriculum;
3. analyzing student assessment data;
4. regularly observing teaching in all classrooms using both a district-developed monitoring process for curriculum delivery and curriculum maps;
5. conducting interviews and conferences with individual teachers and/or teams to improve curriculum development and delivery;
6. attending meetings with building/district instructional staff;
7. managing the district evaluation and professional development growth process;
8. providing and participating in building/district training opportunities;
9. scheduling time for staff to discuss and share ideas and strategies;
10. providing vertical teaming opportunities for staff to discuss and share ideas and strategies; and
11. reviewing and refining staff development components of the school improvement plans to address changes in areas needing improvement or to address district priorities.

B. The Tested Curriculum

Appropriate and timely student achievement data is needed to support data-driven instruction of the written curriculum. The tested curriculum in all areas provides for the acquisition, analysis, and communication of student achievement data to:

1. measure student progress;
2. guide teachers' instruction at appropriate levels of challenge;
3. guide students' learning;
4. guide district/building improvement of curriculum alignment and programmatic decisions; and
5. communicate progress to parents to support learning at home.

The district will establish appropriate measures for determining the effectiveness of curricular design and instructional programming at district, school, and classroom levels. One of the purposes of assessing student learning beyond direct classroom instruction is to determine the extent to which students are achieving and maintaining their mastery of appropriate specific learning objectives and the extent to which instructors are displaying effective conveyance of curriculum in the classrooms. To this end, the tested curriculum includes the critical components as follows:

1. A district-wide, locally developed assessment system that documents, records, and reports student mastery of the curriculum in all subject areas.
2. A variety of assessment tools to assess students, programs and curriculum. These will include, but not be limited to: local pre and post-assessments, End-of-Course tests, End-of-Grade tests, college entrance exams (SAT/ACT), and/or advanced placement exams (AP).
3. An information management system that provides timely, efficient feedback on district assessment to students, teachers, parents, principals, and district administrators.
4. On-going classroom-level assessments of student learning in a variety of formats, including locally validated items and targeted authentic assessments such as performances, productions, and demonstrations.
5. Adequate practice and assessments in the testing format of required tests such as Academic Achievement Tests, Ohio Graduation Test, SAT, ACT, and AP.

6. An assessment process that allows students to demonstrate and receive credit with no prior classroom instruction in a particular course.
7. Clear guidelines and criteria for determining when a student is eligible to receive credit with no prior classroom instruction and a defined process for demonstrating competency.
8. A program evaluation component that guides curriculum redesign, instructional planning and programmatic decisions based on student achievement within each program and content area.

IV. Curriculum Development Cycle

The district has developed a model for the development and alignment of district curriculum documents. It consists of four levels: (1) a curriculum advisory council, (2) a curriculum management coordinating committee (3) subject area vertical management teams, and (4) curriculum writing teams.

The Director of Curriculum will provide oversight for the Curriculum Management Committee (CMC) vertical management teams. The purpose of the committee will be to coordinate, manage, and evaluate the overall effectiveness of the curriculum development and alignment process. The major responsibilities are to ensure communications, quality control, congruency and connectivity between the various subject-area vertical teams.

Subject area vertical teams will be organized and trained to guide the development of the curriculum content for all subjects and courses. Curriculum writing teams will be organized and trained to write the curriculum using the district-approved template for each content area or course.

The curriculum development cycle will include three phases:

Phase I – Planning and Developing the Curriculum

The following components should be completed:

1. evidence of alignment to the state standards at grade levels;
2. suggested time frames for teaching; and
3. correlations to textbooks and instructional resources, and national and state assessments.

Phase II – Initial Implementation of the Curriculum

During this phase, teachers will be required to use aligned grade level indicators provided in Pacing Guides. Teachers will have input into making necessary modifications to the Pacing Guide for teaching to required grade level indicators. It is during this phase that suggested teaching strategies, pre- and summative assessments will be completed. Between Phase II and Phase III, an external review of the curriculum will be completed. This review will be used to make further curriculum adjustments.

Phase III – Implementing the Curriculum

This will involve expandable implementation and training throughout the district. During this time, there will be an interim review of the curriculum.

V. Curriculum Roles and Responsibilities

1. Fremont City Schools Role Description for Superintendents

- a. Believes in learner-centered education
 - i. Fairly and consistently holds all educators to high standards.
 - ii. States frequently that “all means all.”
 - iii. Treats other educators as professionals.
 - iv. Supports individual growth and development by providing administrators and teachers with time to evaluate their individual strengths and weaknesses and improve as necessary.
 - v. Learns as much as possible about Standard Based Education (SBE).
 - vi. Clears up misperceptions about SBE by sending consistent messages to administrators, teachers, staff and community.
 - vii. Helps public understand and share the vision of learner-centered education by showcasing examples of student-centered learning environments.
 - viii. Publicly acknowledges successful student-centered approaches.
- b. Aligns processes in support of content standards
 - i. Actively involves various stakeholders in opportunities to learn about SBE and to make decisions and policy in support of SBE.
 - ii. Offers incentives for educators to participate in high quality SBE professional development experiences.
 - iii. Establishes venues for multidisciplinary learning/working through flexibility in delivery systems.
 - iv. Develops and uses administrator evaluations that focus on school improvement plans and the implementation of SBE.
 - v. Brings community and staff together to identify the accountability mechanisms necessary in a SBE system.
 - vi. Understands and communicates that all school and district actions stem from the support standards (e.g., discipline, community service, open houses, parent-teacher conferences, etc.).
 - vii. Helps others acquire the skills necessary to change practices in classrooms, schools and the district.
 - viii. Questions the value of programs or activities that do not support standards-based education.
- c. Provides success opportunities for all learners
 - i. Maintains an objective and external look at diversity.
 - ii. Supports federal, state, and local initiatives and mandates regarding special populations.
 - iii. Promotes and supports alternative delivery systems (e.g., magnet schools, charter schools, thematic learning, project based learning) that engage students and raise achievement levels.
 - iv. Rewards innovative and successful risk takers; supports those taking calculated risks.
 - v. Promotes, validates and facilitates the use of local expertise to help students meet standards.
 - vi. Provides SBE experiences and learning opportunities for administrators, Board members, teachers, and support staff.
 - vii. Uses technology as a facilitative tool.

- d. Is reflective and uses data to influence policies and practices
 - i. Works with stakeholders to define key progress indicators; ensures that data necessary to ascertain indicators is collected regularly.
 - ii. Ensures the development and maintenance of a district-wide database that any educator may access at anytime to view key progress indicators by gender, race, ethnicity, grade level, quadrant, school, etc.
 - iii. Provides a continuous, comprehensive flow of information about school programs, problems and progress to staff and public.
 - iv. Institutionalizes assessment which generates a common understanding of district strengths and weaknesses.
 - v. Uses assessment to measure growth and improve practices at district, school and classroom levels.
 - vi. Ensures that principals and teachers assist in the collection, interpretation, and reporting of classroom and school data.
 - vii. Provides principals with timely feedback to facilitate learning, growth, and whole school improvement.
- e. Practices stewardship in support of standards
 - i. Flattens organizational hierarchies to increase communication and collaboration and reduce “red tape.”
 - ii. Empowers others to lead change.
 - iii. Develops an ongoing education dialogue; meets regularly with community leaders to give and receive information.
 - iv. Works with community to meet changing needs and continuously improve education system.
 - v. Serves as a positive role model for educators and students.

2. **Fremont City Schools Role Descriptions for School Board Members**

- a. Believes in learner-centered education
 - i. Consistently delivers the message that high expectations are for all students; clarifies what is meant by “all.”
 - ii. Remembers that everyone is a student and holds everyone to high standards.
 - iii. Believes in SBE and supports it through decision making.
 - iv. Approaches policy process by regularly asking students and teachers to discuss their standards work.
 - v. Hires learner-centered administrators.
 - vi. Personalizes the policy process by regularly asking students and teachers to discuss their standards work.
 - vii. Visits schools to experience standards in action.
 - viii. Facilitates discussions about the means of ensuring that all students meet high standards.
- b. Aligns processes in support of content standards
 - i. Uses standards as the filter through which educator and system performance is assessed.
 - ii. Keeps abreast of standards movement, education literature, and relevant legislation.
 - iii. Helps the public understand the assessment is intended to measure progress and improve instruction.
 - iv. Holds administrators accountable for meeting district and student achievement goals.
 - v. Realizes that student learning is the bottom line and aligns evaluation processes accordingly.
 - vi. Understands that state standards require local decisions about implementation.
 - vii. Works with others to develop one strong voice promoting standards driven education reform.
 - viii. Seeks to consolidate and align multiple reform agendas to support implementation of a standards-based education system.
- c. Provides success opportunities for all learners
 - i. Ensures that appropriate accommodations are provided so that all learners may be assessed accurately.
 - ii. Seeks to provide students with high quality programs and access to important content areas.
 - iii. Provides more funding when necessary; some students may need additional resources to reach standards, others may need fewer.
 - iv. Approves learner-centered grant applications, programs, and initiatives that support district goals.
 - v. Encourages adoption of research-based innovations.
 - vi. Supports the use of technology to further the implementation of standards-based education.
 - vii. Increases availability of technology by securing resources.
- d. Reflective and uses data to influence policies and practices.
 - i. Works with administrative staff to establish implementation timelines and critical milestones for SBE.
 - ii. Requests quarterly updates on the SBE implementation process.
 - iii. Uses data to respond to individual needs and allocate resources.
 - iv. Uses data about learning to make decisions, refine directions, adopt and grow.
 - v. Asks “How will that improve student achievement?” before setting policy.
 - vi. Supports embedded standards-based professional development.
 - vii. Becomes an action researcher by using data and reflection as critical thinking tools.
 - viii. Explores literature to learn about best practices.
 - ix. Uses data to increase credibility and encourage partnerships.

- e. Practices stewardship in support of standards
 - i. Supports participatory, site-based management processes.
 - ii. Brings diverse expertise together to address dilemmas.
 - iii. Participates in staff development activities as a co-learner.
 - iv. Listens to the field when educators say that something does not work well, then responds to better meet the needs.
 - v. Learns to work well with the media.
 - vi. Invites community members and the media into schools to understand how standards work.
 - vii. Seeks multiple perspectives prior to making critical decisions.
 - viii. Works with stakeholders to discover solutions.
 - ix. Develops team skills and values varying perspectives.
 - x. Promotes linkages between K-12 and higher education; discourages actions that protect turf.
 - xi. Uses SBE as a hook to recruit businesses to become more involved with schools.
 - xii. Develops academic partnerships to increase community involvement and fight disengagement.

3. **Fremont City Schools Role Description for Principals**

- a. Believes in learner-centered education
 - i. Sees self as one learner in a community of learners.
 - ii. Views self as an educator first and then as an administrator.
 - iii. Fully understands standards as important for learning.
 - iv. Reflects belief in SBE through language, actions, and interactions.
 - v. Helps everyone in school share responsibility for everyone else's learning.
 - vi. Lets learner needs drive decisions.
 - vii. Sees what students and staff can do as "works in progress."
 - viii. Stimulates learning by sharing responsibility and accountability.
 - ix. Sees school as a learning organization.
 - x. Supports mission and goals that reflect a focus on the learner.
- b. Aligns processes in support of content standards
 - i. Exhibits a working knowledge of standards.
 - ii. Understands how standards match the broader framework of school's vision, values, mission, and improvement plan.
 - iii. Uses standards as a filter for everything being done; examines how standards affect each product, project, or program.
 - iv. Works with staff to develop programs that integrate home, school, and community in meeting the needs of all students.
 - v. Encourages and aligns appropriate standards-based accountability measures for staff and students through ongoing processes.
 - vi. Establishes coaching partnerships in support of standards.
 - vii. Has the time and authority to continually realign policies, resources, and structures to support standards.
 - viii. Uses baseline data to guide curriculum, instruction, and assessment practices in support of standards.
 - ix. Ensures that these efforts result in the emergence of more coherent and effective standards-based systems.
- c. Provides success opportunities for all learners
 - i. Recognizes that a wide spectrum of learning opportunities is needed to meet all needs and accommodate all learning styles and intelligences.
 - ii. Communicates that each student is intelligent.
 - iii. Provides multiple ways for students to express learning, for teachers to assess students, and for students to improve their work.
 - iv. Uses student success as a criterion for quality education.
 - v. Reviews student work to understand what happens in classrooms.
 - vi. Supports alternative pedagogies with staffing and time.
 - vii. Provides personal support for students.
 - viii. Gives continuous and immediate performance feedback to staff.
 - ix. Provides access to self and others for any learner.
 - x. Provides resources so there are "no excuses" for learners.
 - xi. Provides professional development so that teachers can help all students learn, including opportunities for educators to share what they know about how students learn best.
 - xii. Makes decisions that are learner-based, not behavior-based.

- d. Is reflective and uses data to influence policies and practices
 - i. Widens sources, including anecdotal data as well as “hard” data such as standardized test scores; widens quantitative data through scores on standards-based problems, presentations of learning, attendance, turnover; widens qualitative data by looking regularly at student work, especially “best effort” work.
 - ii. Asks hard questions about student achievement data; why do some students not meet standards? What are WE going to do about it?
 - iii. Makes student staffing an important part of staff meetings by building a network of information around each student.
 - iv. Analyzes data by looking for patterns, themes, trends, gains, losses, sudden changes; analyzes on individual and group levels.
 - v. Reads common test with staff and shares learnings.
 - vi. Sponsors self-study groups.
 - vii. Knows what happens in classrooms – what the standard is, what the content and objectives are, how these relate to learner ability, and where the group is and why.
 - viii. Matches where students are and where they should be according to agreed-upon performance standards.
- e. Practices stewardship in support of standards
 - i. Values and encourages shared leadership, responsibility, and decision making in recognition of individual and collective commitment to student learning.
 - ii. Encourages meaningful, effective, and productive partnerships and collaboration.
 - iii. Understands the need for and elicits community involvement in partnerships with the school.
 - iv. Recognizes the need to make sure that everyone has a role in defining the school, and that people need to do meaningful work.
 - v. Communicates effectively; fully values and focuses on understanding all the voices in the community.
 - vi. Identifies and clearly articulates commonly held community beliefs.

4. **Fremont City Schools Role Descriptions for Curriculum Supervisors & Staff Developers**
- a. Believes in learner-centered education
 - i. Helps people see that standards are for all students by providing student work samples from a broad range of students.
 - ii. Recognizes where students and staff are in the learning process and how comfortable they may be with more self-directed learning.
 - iii. Frames all work around what will happen for students.
 - iv. Understands that SBE is a process.
 - v. Promotes and models active, engaged, and relevant instruction.
 - vi. Devises ways for students and staff to assume more responsibility for their learning; gives up some control and direction.
 - b. Aligns processes in support of content standards
 - i. Ensures that standards drive what is taught in the classroom.
 - ii. Provides common staff experiences and uses various approaches to expose others to standards.
 - iii. Helps people see that each standard doesn't need to be taught individually ("There is physics in waves and mathematics in earthquakes."); works with teachers to bring together different subjects that have been taught separately.
 - iv. Meets regularly with other developers and coordinators to ensure compatibility of efforts and consistency of messages.
 - v. Purchases materials and supplies necessary for standards implementation before making other purchases.
 - vi. Considers structures that need to be aligned such as the evaluation process and the curriculum and works with others to do so.
 - vii. Designs systems around what learners need.
 - c. Provides success opportunities for all learners
 - i. Applies a developmental approach to all learners; assess where they are and moves forward accordingly.
 - ii. Works with teachers to provide students with opportunities to achieve content standards at comfortable, individual paces.
 - iii. Refers to mistakes as learning opportunities.
 - iv. Allows for creativity and different approaches to understanding.
 - v. Visits classrooms, observes instructional practices, asks what students are learning.
 - vi. Asks teachers what they need to help all students achieve high standards.
 - vii. Discusses intelligence theories, learning styles, brain research, and gender theories at in-service meetings and leadership academies.
 - viii. Understands the power of technology to help all learners, make learning more accessible, and address equity issues.
 - ix. Tailors technology based on pace and learning style.

- d. Is reflective and uses data to include policies and practices
 - i. Conducts formal needs assessments and user satisfaction surveys for all professional development experiences.
 - ii. Uses studies to show that more complex learning occurs in standards-based systems.
 - iii. Analyzes different uses of meeting time to increase efficiency.
 - iv. Plans a continuous improvement retreat at the beginning of each year where educators learn data analysis techniques and look at student achievement data.
 - v. Develops all educators to be school improvement facilitators.
 - vi. Conducts exemplary standards-based workshops (i.e., hands-on, inquiry-based, integrative, content-rich).
 - vii. Pilots performance-based professional development, then gradually makes all professional development experiences.
 - viii. Ensures that learners are co-designers of their educational experiences and opportunities.
 - ix. Works with teachers to develop SBE instructional evaluations, participates in classroom and peer observations, and discusses findings with colleagues.
 - x. Treats teaching and learning situations as action research opportunities; reflects on what is being done and why.
 - xi. Views self as a change agent.
 - xii. Regularly presents student achievement data, anecdotes, and best practices to the superintendent, school board, staff, and public.
- e. Practices stewardship in support of standards
 - i. Practices unified leadership.
 - ii. Shares key learnings with colleagues, works in teams for greater efficiency, and crosses lines horizontally as well as vertically.
 - iii. Develops and maintains networks with other educators and districts.
 - iv. Serves as a learning advocate who is visible and vocal about standards and student learning needs.
 - v. Sponsors discussion groups about student needs with students, staff, and other stakeholders.
 - vi. Engages in joint planning and learning to increase articulation from elementary school to middle school to high school.
 - vii. Forms strategic partnerships with a variety of groups; connects competitive organizations to facilitate sharing and co-learning.

5. **Fremont City Schools Role Descriptions for K – 12 Teachers**

a. Believes in learner-centered education

- i. Establishes clear expectations at the beginning of the semester, course, or assignment; if necessary, modifies the expectations based upon student input and needs.
- ii. Measures expectations fairly and consistently.
- iii. Focuses on what learners need to achieve standards instead of what is fun to teach.
- iv. Takes students seriously; never doubts or underestimates them; treats students as co-learners.
- v. Remains open minded to student views and approaches.
- vi. Shows an interest and becomes involved in student activities.
- vii. Understands that everyone is a learner.
- viii. Recognizes that students are in control of their learning.
- ix. Provides students with the skills they need to be lifelong learners.
- x. Helps students take responsibility and ownership for their learning by encouraging, praising, and rewarding them when appropriate.
- xi. Functions as a learning facilitator to help students become more resilient and independent learners.

b. Aligns processes in support of content standards

- i. Knows specific content standards very well and is aware of other standards so that they may be integrated across projects.
- ii. Participates on standards writing and revision committees to clarify and continuously improve the content standards.
- iii. Ensures that standards drive what is taught in the classroom.
- iv. Asks students their opinions about standards and assessments.
- v. Post standards in all classrooms, including daily lesson's grade-level indicators.
- vi. Helps students understand the relevance of standards by using simulations, hands-on activities, and interdisciplinary projects.
- vii. Ensures that several standards are being addressed when adapting and developing lessons and projects.
- viii. Explains the purpose and relevance of all assignments and projects in relationship to the grade-level indicators and benchmarks.
- ix. Seeks depth of understanding over "coverage" or breadth.
- x. Shares criteria for assignments so students know how to demonstrate proficiency and grades are not a mystery.
- xi. Realizes that teaching to the test is a positive thing that can help make students more responsible for their learning.
- xii. Discontinues work that doesn't help students meet standards.

- c. Provides success opportunities for all learners
 - i. Abolishes the word failure and focuses on student success; never says that a student is not proficient, the work is simply in progress.
 - ii. Applies a developmental approach to all learners; assesses where students are and moves forward accordingly.
 - iii. Works with student, parents, and principal to develop individual learning plans.
 - iv. Adjusts curriculum, instruction, and assessment to meet individual learning rates.
 - v. Provides students with menus from which they make project and assignment choices; offers a variety to better meet individual needs and preferences.
 - vi. Changes strategies to meet students' needs; doesn't expect students to change to meet his/her needs.
 - vii. Encourages students to ask their own questions and conduct independent research.
 - viii. Provides adaptations and multiple ways for students to express their learning.
 - ix. Provides individual attention, extra assistance, and before and after school tutoring when feasible.
 - x. Relies less on textbooks and more on projects, field experiences, and seminars.
 - xi. Provides off-campus community service experiences connected with standards.
 - xii. Takes advantage of the internet for project design and cross-site learning opportunities.
- d. Is reflective and uses data to influence policies and practices
 - i. Uses every assignment as data on what to do next; if students do poorly, re-teaches using different strategies.
 - ii. Uses pre-tests; if students know the information, moves on.
 - iii. Develops specific and meaningful course and teacher evaluations; drops items that do not inform standards implementation and student achievement issues.
 - iv. Helps principals understand good constructivist practices and validate them in their evaluation of teachers.
 - v. Observes peers, coaches colleagues, and videotapes instruction to continuously improve.
 - vi. Participates in district-wide professional development days that focus on what's working and what's not working.
 - vii. Works with the site-based council to identify actions necessary based on student achievement data to improve curriculum and instructional approaches.
- e. Practices stewardship in support of standards
 - i. Exercises moral and ethical leadership.
 - ii. Uses project teams to increase participatory decision making.
 - iii. Works with a teaching partner to improve instructional delivery.
 - iv. Works together across grade levels to implement standards and decrease redundancy.
 - v. Recognizes that sharing is essential; doesn't reinvent, seeks to adapt best practices, products, and programs.
 - vi. Becomes a learning facilitator by helping students design and conduct projects based on their questions and concerns.
 - vii. Forms networks where ideas may be shared, refined, and practices in safe environments.
 - viii. Ensures that students and parents are aware of standards and what they mean to their lives.
 - ix. Holds evening academic events (e.g., family math nights) to shift attitudes about how students learn.
 - x. Shares student achievement results regularly with parents and students to show growth over time and head off potential pitfalls. (See K-6 SBE Report Cards, Section IV)
 - xi. Works with retired professionals to make curriculum more applied and hands-on.
 - xii. Models good citizenship.

6. **Fremont City Schools Role Descriptions for K – 12 Counselors**

- a. Believes in learner-centered education
 - i. Knows and understands teacher expectations for students and helps students achieve these expectations.
 - ii. Ensures that all students have the mathematics, science, and language arts knowledge necessary to pursue post-secondary studies.
 - iii. Focuses on the whole student.
 - iv. Shows concern for students' academic and personal growth.
 - v. Helps students learn about and explore new horizons.
 - vi. Visits classrooms to meet and know students as individuals.
 - vii. Assists students to be involved in and responsible for their learning.
 - viii. Helps parents become education partners with their students.
- b. Aligns processes in support of content standards
 - i. Requests a copy of the district's standards; reviews them and takes questions and suggestions to the standards development team.
 - ii. Participates on standards review committees.
 - iii. Ensures that students understand the connection between their academic pursuits and career planning.
 - iv. Works with teams of teachers and students to ensure high levels of student satisfaction and achievement.
 - v. Provides students with good information to make informed choices about programs, careers, and colleges.
- c. Provides success opportunities for all learners
 - i. Defines parameters for students, then helps them explore options and make educated choices.
 - ii. Provides scholarship information and assistance with the college application process.
 - iii. Enables students to pursue post-secondary work when their needs can no longer be met by the school.
 - iv. Designs situations that help students learn to work well with others.
 - v. Creates academic support groups for students.
 - vi. Functions as a liaison between teachers and students to ensure that student needs are being met; discusses student needs with staff.
 - vii. Facilitates institutionalization of affective and academic mentoring and tutoring programs.
 - viii. Requests to participate in professional development opportunities about standards-based education reform.
 - ix. Arranges field trips to businesses and colleges to expose students to diverse opportunities and career possibilities.
- d. Is reflective and uses data to influence policies and practices
 - i. Collects a body of evidence (e.g., grades, scores, records, appropriate family information, etc.) about a student before offering assistance or advice.
 - ii. Seeks to know students and help them formulate individual learning plans; helps students monitor their progress.
 - iii. Gives and receives continuous feedback to and from students as well as about students.
 - iv. Compiles information on employment projections and post-secondary options to help students plan and derive greater benefits from their education.
- e. Practices stewardship in support of standards
 - i. Advocates and assists with problem solving.
 - ii. Is flexible and encouraging, always asking, "What can I do to help our students?"
 - iii. Works with teachers to create meaningful learning situations.
 - iv. Models critical listening, team building, and collaboration as necessary skills.
 - v. Demonstrates care and concern for individuals.
 - vi. Always serves in the best interest of the school.

7. **Fremont City Schools Role Description for Support Staff**

- a. Believes in learner-centered education
 - i. Encourages, supports students and educators that meet high expectations.
 - ii. Visits classrooms to better understand what teachers do and how students learn.
 - iii. Views self as an educator and member of a learning community.
 - iv. Uses role to support conditions that help students learn.
 - v. Helps entire school staff to share responsibility for individual learning, growth, and development.
- b. Aligns processes in support of content standards
 - i. Asks for a copy of the district's standards.
 - ii. Learns about standards-based education reform.
 - iii. Locates SBE materials, resources and information for educators and parents; creates new materials if necessary.
 - iv. Participates on performance review teams to evaluate student achievement of high standards.
 - v. Works with principal and others to ensure school actions support the implementation of standards.
- c. Provide success opportunities for all learners
 - i. Understands that each learner has a unique perspective and preference for receiving and processing information.
 - ii. Addresses student health/medical needs that interfere with learning.
 - iii. Locates and helps teachers secure resources and materials for various learning styles.
 - iv. Provides personal support for students.
 - v. Uses technology to improve communications.
- d. Reflect and use data to influence policies and practices
 - i. Works with principal and site-based council to develop a sense of where the district is relative to key progress indicators and what should be done to improve student achievement.
 - ii. Compiles school profile data for annual report.
 - iii. Helps teachers collect and analyze student achievement data.
- e. Practices stewardship in support of standards
 - i. Works in collaboration with teachers and other staff to identify and meet students' needs.
 - ii. Works in collaboration with parents to educate them and make them partners in SBE.
 - iii. Serves as a professional representative of the school
 - iv. Helps explain policies and practices to parents.

8. **Fremont City Schools Role Description for Students**

- a. Believes in learner-centered education
 - i. Expects to do well.
 - ii. Is enthusiastic about learning.
 - iii. Works hard individually and well with others.
 - iv. Asks questions and seeks information to understand the relevance and significance of projects and assignments.
 - v. Actively seeks feedback to improve.
 - vi. Pushes oneself and others to achieve higher levels of performance.
 - vii. Realizes that everyone is an educator and a learner.
 - viii. Is involved in and responsible for personal learning.
- b. Aligns processes in support of content standards
 - i. Requests explanations of standards and benchmarks to clarify what she/he needs to know and do.
 - ii. Asks for assignment and test criteria or scoring guides.
 - iii. Participates in classroom activities and projects.
- c. Provides success opportunities for all learners
 - i. Understands individual learning styles and needs.
 - ii. Follows behavior standards to create positive learning situations for all students.
 - iii. Follow rules, is cooperative, and helps others.
 - iv. Learns and uses available technology to improve performance.
- d. Reflective and uses data to influence policies and practices
 - i. Asks for feedback and second chances to prepare for assessments.
 - ii. Works to improve weak areas.
 - iii. Works with other students and compares work to models.
 - iv. Talks to other students about work.
- e. Practices stewardship in support of standards
 - i. Asks when assignments are unclear or confusing.
 - ii. Asks if there is only one right answer or way.
 - iii. Expects teachers to serve as learning coaches.
 - iv. Communicates needs with parents and educators.

9. **Fremont City Schools Role Description for Parents**

- a. Believers in learner-centered education
 - i. Talks with students about what they need to be successful in school.
 - ii. Supports and encourages educators who maintain high expectations.
 - iii. Ensures that all students are held to the same high standards by eliminating ability tracking when it negatively labels or puts some students at a disadvantage.
 - iv. Attends student presentations of standards-based learning; interacts with students during school and community events.
 - v. Provides students with quiet places to study.
 - vi. Visit classrooms to better understand what teachers do and how students learn.
 - vii. Attends presentations where students apply standards.
 - viii. Meets with educators to discuss student learning needs and identify strengths and weaknesses.
- b. Aligns processes in support of content standards
 - i. Participates on performance review teams to evaluate student achievement of high standards.
 - ii. Requests a copy of the standards.
 - iii. Provides input on the standards.
 - iv. Requests that students demonstrate what they are learning as opposed to asking for a letter grade.
 - v. Asks educators about the curriculum and how students will demonstrate that they are meeting the content standards.
 - vi. Evaluates school effectiveness based on student learning.
- c. Provide success opportunities for all learners
 - i. Understands that each learner has a unique perspective and preference for receiving and processing information.
 - ii. Supports alternative delivery systems that help students with different learning styles meet the same high standards.
 - iii. Participates on site-based decision making groups to ensure that real world concerns are addressed in curriculum.
 - iv. Pushes for acceleration instead of remediation if students need additional assistance to meet the content standards.
- d. Reflective and uses data to influence policies and practices
 - i. Works with educators to identify clear indicators of progress and student success.
 - ii. Requests annual publication of progress indicators.
 - iii. Meets regularly with school board members and educators to discuss progress and provide feedback on student performance.
 - iv. Keeps a log of student work (one for each year) to document growth and measure progress.
- e. Practices stewardship in support of standards
 - i. Practices moral leadership.
 - ii. Votes during school board elections and for reasonable bond issues.
 - iii. Volunteers as a mentor or tutor.
 - iv. Asks teachers what can be done to help students achieve at higher levels.
 - v. Empowers students to become responsible for their own learning.
 - vi. Gets involved with student activities and projects.
 - vii. Models good citizenship.

10. **Fremont City Schools Role Description for Community Members & Business People**

- a. Believes in learner-centered education
 - i. Encourages, supports and rewards students and educators that meet high expectations.
 - ii. Treats students as responsible, dependable, knowledgeable citizens.
 - iii. Ensures that all students are held to the same high standards by eliminating ability tracking when it negatively labels or puts some students at a disadvantage.
 - iv. Attends student performances and presentations of learning.
 - v. Interacts with students during school and community events.
 - vi. Talks with students about what they perceive to be a high quality education and what they are doing in school.
 - vii. Visits classrooms to better understand what teachers do and how students learn.
 - viii. Focuses on and rewards academic excellence by hosting presentations where students apply standards.
 - ix. Meets with educators to share information, establish commonalities and identify educational priorities.
 - x. Empowers students to become responsible for their own learning.
- b. Aligns processes in support of content standards
 - i. Participates on performance review teams to evaluate student achievement of high standards.
 - ii. Invites students to demonstrate what they are learning in school.
 - iii. Invites teachers to discuss standards-based education during brown bag lunches for companies and clubs.
 - iv. Becomes aware of standards by providing input on their revision.
 - v. Requests that students demonstrate what they are learning as opposed to asking for a letter grade.
 - vi. Asks educators about the curriculum and how students will demonstrate that they are meeting the content standards.
 - vii. Evaluates school effectiveness based on student learning.
 - viii. Requires proof of academic progress when hiring a student for work.
- c. Provides success opportunities for all learners
 - i. Understands that each learner has a unique perspective and preference for receiving and processing information.
 - ii. Supports alternative delivery systems that help students with different learning styles meet the same high standards.
 - iii. Offers opportunities outside of school to apply standards.
 - iv. Provides part-time employment opportunities for students possessing diverse skills and interests.
 - v. Participates on site-based decision making groups to ensure that real world concerns are addressed in the curriculum.
 - vi. Invites students and educators to work sites to explore job options and apply what they are learning.
 - vii. Pushes for acceleration instead of remediation when students need additional assistance to meet the content standards.

- d. Reflective and uses data to influence policies and practices
 - i. Provides books, computers, guest speakers, transportation and tutors when feasible and appropriate.
 - ii. Provides on-the-job training and college scholarships.
 - iii. Establishes and maintains academic support partnerships with educators and students.
 - iv. Forms alliances with educators to develop unique learning opportunities for students and educators.
 - v. Shares technology, resources, expertise, and skills as appropriate.
 - vi. Works with educators to identify clear indicators of progress and student success.
 - vii. Requests annual publication of progress indicators.
 - viii. Meets regularly with school board members and educators to discuss progress and provide feedback on student performance.
- e. Practice stewardship in support of standards
 - i. Promotes the good things that happen in schools.
 - ii. Votes during school board elections and for reasonable bond issues.
 - iii. Asks teachers what can be done to help students achieve at higher levels.
 - iv. Organizes and leads projects for students after school and on weekends.
 - v. Volunteer as a mentor or tutor.
 - vi. Provides students with a quiet place to study.
 - vii. Hold an annual education summit to maintain open lines of communication by discussing community education goals, sharing achievement data, and evaluating progress.
 - viii. Works with educators and students to develop fun, relevant and applicable activities and projects.
 - ix. Models good citizenship.

VI. Curriculum Quality Control Council

Qualifications, Duties, and Responsibilities

Introduction

The Fremont City Schools is dedicated to strong curriculum management. A comprehensive CMP has been developed for the design and delivery of curriculum for the district. The plan conveys the procedural intent of the district leadership and provides direction for curriculum development, adoption, implementation, monitoring, assessment, and revision. This plan is designed to function in coordination with other major plans of the district (e.g., the district long-range plan, the budgeting process, textbook adoption processes, etc.) and to increase the opportunity for significant improvement in the design and delivery of curriculum. To direct the functions and processes of the CMP in conjunction with the office of the Director of Curriculum Development, a Curriculum Quality Control Council is established.

The Curriculum Quality Control Council (CQCC) is a broad based group whose function is to provide quality control and oversight for all curriculum development in the Fremont City Schools. The Council ensures to the board and the community that due care and diligence has been taken in the consideration of those factors that are best for students in the district. The members of the CQCC will be trained in the elements of curriculum management and quality control. Under the direction of the district Director of Curriculum Development, the CQCC will meet in a timely manner to consider and approve all curricula in the district. Curriculum recommendations from the CQCC will be forwarded to the board of education for adoption.

Membership

The CQCC will be composed of the following member categories:

1. Teachers (1 high school, 1 middle school, 2 elementary)
2. Administrators (1 elementary, 1 secondary)
3. Board members (1)
4. Community members (3) (e.g., city council, business partners, parents, civic groups, etc.)
5. External professionals (1) (e.g., higher education, state department of education, other school district, etc.)
6. Director of Curriculum Development

Membership on the CQCC should reflect the demographic makeup of the school district. Eligible members must make a commitment to attendance at regularly scheduled meetings and various training seminars designed to increase the knowledge and skills of the group.

Members who miss two or more meetings within a school year will be replaced. Initial membership will be staggered over a three-year period. Membership staggering for the initial members will follow these guidelines:

One Year Term

- a. 1 teacher
- b. 1 administrator
- c. 1 community member

Three Year Term

- a. 2 teachers
- b. 1 administrator
- c. 1 community member
- d. 1 external professional

Two Year Term

- a. 1 teacher
- b. 1 community member
- c. 1 board member

Initial members will be eligible for a second term. No member shall serve more than two consecutive terms.

Qualifications

Qualifications for membership on the CQCC are based on the participant's knowledge, skills and experience in curriculum design and delivery. It is expected that all members will be trained in elements of curriculum management, deep curriculum alignment, assessment, and factors impacting student achievement. However, members should "bring to the table" a set of experiences and knowledge that will contribute to the quality functioning of the Council. Therefore, it is recommended that qualifications for CQCC membership include, but not be limited to, the following characteristics:

1. experience in the process of curriculum development (i.e., writing teams, curriculum guide development, extended course work, etc.);
2. knowledge of curriculum management (i.e., curriculum audit training, seminar or workshop participation on curriculum management, direct applications at the school or district levels, etc.);
3. demonstrated commitment to the improvement of student achievement (i.e., participation in training programs, participation on site level or district committees, task forces, or other groups focused on improved learning, etc.); and
4. demonstrated community, school or district leadership capabilities.

It is understood that member candidates representing the community may not have the direct experiences and knowledge of curriculum management or curriculum design and delivery. Consideration is therefore given to the candidate's leadership activities and willingness to learn and serve on the CQCC.

Selection Process

The Superintendent of Schools and the Director of Curriculum Development will determine membership on the CQCC with the input of the president of the Fremont Education Association. Qualifications of candidates and the needs of the CQCC will be considered in making membership selections.

Duties and Responsibilities of the CQCC

The following duties and responsibilities are specified for the Curriculum Quality Control Committee. They are intended to be inclusive of all functions relating to the development of curriculum with emphasis on the approval process prior to board adoption. Duties and responsibilities may be modified as the council undertakes its work and based on the curriculum development needs of the district.

Changes in duties and responsibilities are subject to the approval of the Superintendent of Schools and the Director of Curriculum Development. The following are the duties and responsibilities of the CQCC.

1. Approval of all curricula prior to the time they are sent to the board of education for adoption.
2. Receiving proposals for curriculum revision from school sites or other units within the district desiring curriculum revision or modification.
3. Analysis of curriculum proposals to determine:
 - a. the congruence of the proposal to the Curriculum Management Plan and board policy;
 - b. the congruence of the proposal to the state assessments;
 - c. the adherence of the proposal to established guidelines and formats for curriculum development in the district;
 - d. the feasibility of implementation (considering the time, people and budget required);
 - e. the data base upon which the proposal has been drawn;
 - f. comparability to other options;
 - g. equity for student access and learning needs;
 - h. congruence to the testing/assessment systems in place and/or assessments attached to the specific curriculum proposal;

- i. correlation to the Academic Content Standards;
 - j. adequacy of staff development, implementation management, program assessment, and dissemination functions;
 - k. the adequacy of communication provisions;
 - l. specifications regarding the timing and scope of the proposal;
 - m. provisions on how student assessment data will be collected, disaggregated and used to determine the effectiveness of the curriculum; and
 - n. how curriculum delivery will be monitored.
4. Serve as an advocate for the proposal, once it has been approved, to the board of education.
 5. Monitor implementation progress and results.

Other duties and responsibilities may be assigned or identified for consideration.

CQCC Start Up

This proposal shall be submitted to the Superintendent of Schools for confirmation and approval. Through the superintendent's office, the proposal will be forwarded to the board of education for adoption. Once adopted the selection procedure for inclusion on the council will commence. Training of council members will precede any formal start date. Training is considered crucial to the functioning of the council.