

# Union 98 Curriculum Cycle

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
E L A	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 1-4 (Data Analysis, realignment & revision)	Stages 5-7 (Resource selection & training) <b>Budget Item</b>	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 1-4 (Data Analysis, realignment & revision)	Stages 5-7 (Resource selection & training) <b>Budget Item</b>
S S	Stages 5-7 (Resource selection & training) <b>Budget item</b>	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 1-4 (Data Analysis, realignment & revision)	Stages 5-7 (Resource selection & training) <b>Budget item</b>	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)
M A T H	Stages 1-4 (Data Analysis, realignment & revision)	Stages 5-7 (Resource selection & training)	Stages 5-7 (Resource selection & training) <b>Budget item</b>	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 1-4 (Data Analysis, realignment & revision)	Stages 5-7 (Resource selection & training) <b>Budget Item</b>	Stages 8-11 (Implementat ion)
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P E	Stages 1-4 (Data Analysis, realignment & revision)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 1-4 (Data Analysis, realignment & revision)	Stages 5-7 (Resource selection & training)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)	Stages 8-11 (Implementat ion)
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(updated on October 30, 2008)

- Numbers refer to following stages.
- **Budget Item** means that resources must be budgeted for following school year. Please budget \$100 per student.

**Stage 1 Curriculum Mapping & Data Analysis-** Teams analyze assessment data to determine strengths, problem areas, and trends at each school and across the union. The team surveys teachers at each grade level to determine existing themes, units, activities, assessments, focus areas, developmental levels of students, and favorite areas of study. In addition, we survey for the amount of time dedicated to the area of study in the classroom, and the available resources that educators use to teach the area.

**Stage 2 Alignment** – teams use information from surveys and assessments to determine grade level appropriateness of learning goals based on state and national standards.

**Stage 3 Learning Goals and Objectives** – teams develop a draft of spiraling grade level learning goals and objectives that are as closely matched to teacher’s existing themes and units as possible and that build on the competencies required by the Learning Results for each grade cluster. Additionally, the curriculum teams begin drafting (or redrafting) Essential Questions and identifying Enduring Understandings. The team chooses or designs common assessments that address these “big ideas” of the grade level in order to provide data in regard to student attainment of these learning goals. Additionally, we consult Maine’s Balance of Representation to be sure that our instruction focuses on and assesses the area(s) that are most important for each grade cluster.

**Stage 4 Staff Review** – in this stage the curriculum team shares the objectives/learning goals with grade level colleagues during grade level meetings or during Professional Days for the purpose of review and feedback. Staff offers feedback that assists in revisions that greatly improve the quality of these tools.

**Stage 5 Revision** – Curriculum teams make necessary changes to improve the objectives based on feedback from staff.

**Stage 6 Resources** – At this stage, teams review and pilot the resources available to each grade level to ensure that educators have the materials they need with which to assist students in their achievement of the learning goals. If necessary, we review and purchase new resources that best meet the needs of the students, staff, and curriculum.

**Stage 7 Staff Presentation** – If we have arrived at this stage it means that we have been successful in identifying learning goals for each grade level and have found a great teaching tool to achieve these ends. At this point we share both the revised learning goals and the resource with teachers. This is done in school teams and faculty meetings. Colleagues present the benefits of the resource in teaching the goals. Teachers prepare their orders.

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**Stage 8 Implementation** - Implementation means simply that teachers are using the revised curriculum and new resources with students in their classrooms. During this phase teachers are encouraged to take note of the effective assessment tools that are included in the resources and the particular units of study in the resource that are hits on their grade level learning goals.

**Stage 9 Implementation and Ongoing Staff Development** - Teachers are encouraged to participate in staff development opportunities offered that would increase or enhance their content area knowledge. Grade level discussion groups convene on half-day workshop days to choose and score grade level assessments, discuss issues of sequence, performance levels, and depth of knowledge, etc. These meetings are facilitated by the curriculum committee for that particular content area.

**Stage 10 Implementation and Reflection** – Curriculum teams meet at least twice a year and work continues in small pockets over the summer. Whenever teams meet discussions always arise about the work that has been generated—the flaws and the strengths. Teams are always looking to improve on the models. Additionally, teams reflect on staff development needs and opportunities and spread the word of these opportunities through our website and our union-wide newsletter.

**Stage 11 Implementation, Data Analysis, Benchmark Refinement and Revision** – At this Stages implementation continues, but the curriculum team analyzes all data to determine if students are growing and achieving in this content area. What gaps exist in student knowledge? Has the curriculum helped teachers maintain strengths and assisted in improving weak areas/gaps? This is the point where we look back to see which benchmark goals have been met and to determine how to best meet those that have not been met. Educators have been using the materials and may have discovered discrepancies between the intended and actual curriculum errors, OR the state has changed the content standard and we need to revise our whole curriculum in response to the change. At this Stages we would cycle back to Step 3 and begin the process anew. Additional demands at this step include analyzing our K-12 assessment framework in relation to the Maine Learning Results, National Standards documents, etc.