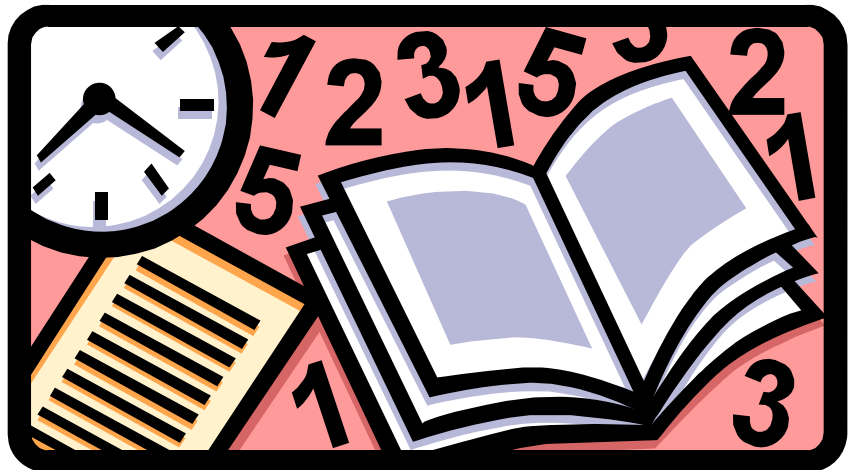


CURRICULUM

RENEWAL and

DESIGN

PLAN



**Approved by Curriculum Coordinating Council
January 2006**

**Approved by Board of Education
February 7, 2006**

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

TABLE OF CONTENTS

	<u>Page</u>
OCONOMOWOC AREA SCHOOL DISTRICT MISSION STATEMENT	i
STATEMENT OF PURPOSE	ii
THE CURRICULUM COORDINATING COUNCIL	1-3
GRADUATE PROFILE HISTORY	4-5
EVOLUTION OF THE STUDENT LEARNING PROFILE	6
THE STUDENT LEARNING PROFILE	7
CURRICULUM DEVELOPMENT PROCESS	8-10
CURRICULUM EVALUATION & IMPROVEMENT PLAN PHASES	11-17
OCONOMOWOC AREA SCHOOL DISTRICT CURRICULUM CYCLE	18-19
GLOSSARY OF EDUCATIONAL TERMINOLOGY	20-22
USING STUDENT PERFORMANCE DATA TO INTEGRATE DISTRICT CURRICULUM WORK WITH SCHOOL IMPROVEMENT PROCESSES CHART	23

Learning organizations are organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

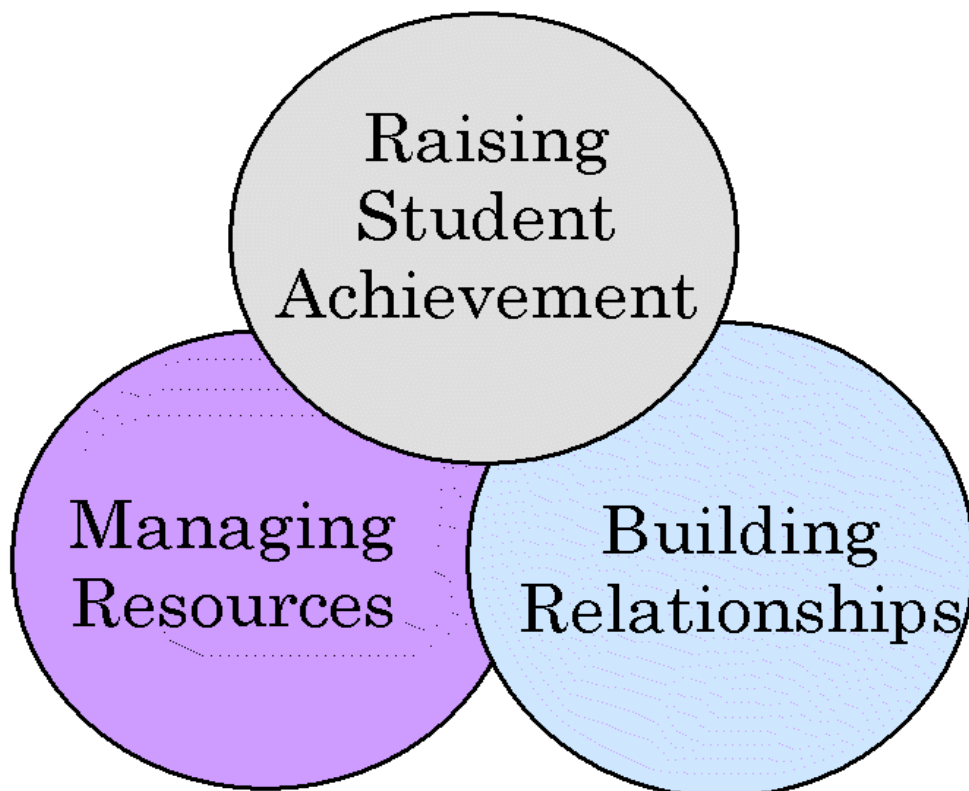
*-- Peter Senge, The Fifth Discipline,
Doubleday, New York, 1990*

MISSION STATEMENT

The School District's Purpose - Its Reason for Existing

The Oconomowoc Area School District, in partnership with the community, demonstrates its commitment to excellence by challenging students with a visionary innovative curriculum in a positive learning environment so that each student develops lifelong learning skills, values, and knowledge to become a self-reliant positive contributor to our community, democratic society, and the world.

Our Mission
Quality Schools for a Growing Future



CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

STATEMENT OF PURPOSE

The Oconomowoc Area School District is committed to continuous program improvement. The purpose of the new Curriculum Renewal and Design Plan is to provide for continuous improvement of programs provided within the district. It is intended to provide a framework for guiding planned educational change to assist the district in fulfilling its mission.

The Long-Range Program Improvement Plan, the previous continuous improvement plan process, was originally developed by the 1994-95 Curriculum Coordinating Council which created a plan as identified in the district's Strategic Plan. The OASD Student Learning Profile (formerly the Graduate Profile) identified the need to develop a K-12 plan that linked the development of curriculum, instruction, and assessment to the district's mission. Throughout the Plan, the term "program" is intended to include all aspects of the educational process that includes, but is not limited to, curriculum, instruction, assessment, supportive services, and organizational structure.

The Long-Range Program Improvement Plan was updated on a biennial basis from 1996-2000, being approved by the Curriculum Coordinating Council and the Oconomowoc Area School District School Board.

The Curriculum Renewal and Design Plan is a guide for ongoing curriculum renewal.

**CURRICULUM RENEWAL AND DESIGN PLAN
OCONOMOWOC AREA SCHOOL DISTRICT**

**Curriculum Coordinating Council
2005-2006 Membership**

Lisa Docter - Meadow View
Diane Dziedzic - Summit School
Ali Hedrick - Administration
Ellyn Helberg – Greenland School Principal
Susan Kay - Board of Education
Gloria Kehl - High School
Derick Kiger - Administration
Cindy Lakatos - High School
Cyndee Lewis - Greenland
Marlis Lippow - Park Lawn
Chris Maas - Middle School Principal
Jill Marr - Ixonia
Joseph Moylan - High School Principal
Mike Olander - High School
Sharon Olson - Middle School
Paula Owsiak - Executive Director of Instructional Services
Aubrey Pawlowski - High School
Mary Prokop - Park Lawn
Kim Schultz - Board of Education
Greg Staples - Middle School
Dave Weiland - Middle School
Robin Wilson - Summit School Principal

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

The Mission Of The Oconomowoc Area School District Curriculum Coordinating Council

The mission of the Curriculum Coordinating Council is to coordinate and communicate curriculum efforts and programs district-wide. The council provides leadership and support to create the optimum learning environment so that students can realize their full potential to function effectively in an ever-changing future.

Oconomowoc Area School District and the Curriculum Renewal and Design Plan

Recognizing the need to link ongoing curriculum, evaluation and development, and assessment of students to the beliefs, mission, and goals of the district, the following Curriculum Renewal and Design Plan has been established.

The major purposes of the district's curriculum renewal and design process include:

Program Evaluation: A systematic process for program evaluation built into the plan such that program evaluation occurs at the district level with respect to the quality and sufficiency of the student learning outcomes and assessment, and at the building level with respect to delivery of the instructional program.

Student Outcomes: All curricular areas will be systematically updated with learning expectations reformatted as specific learning content and performance standards for students. A review of the Wisconsin Model Academic Standards, Wisconsin State Assessment System Testing Frameworks, best practices, and student achievement data including both state and district assessments will be included as key components of the process.

Student Assessment: A balanced systematic student assessment plan will be generated so that student assessments are based upon performance as specified in the content and performance standards. This will provide the district with additional data regarding student accomplishment of learning outcomes, and will provide a comprehensive system for assessing student performance that will include both standardized and performance based measures. Creation and implementation of multi-level assessments is a key component of an ongoing program evaluation plan. Assessment strategies will be delineated in the Oconomowoc Area School District Balanced Assessment Plan.

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

Oconomowoc Area School District and the Curriculum Renewal and Design Plan (continued)

Implementation: The focus of implementation of the curricular program will be at the building level with the staff as the key players in the implementation process. Ongoing monitoring of implementation is important in ensuring a guaranteed and viable curriculum.

Accreditation: Accreditation of programs will be maintained as appropriate.
*Accreditation, under No Child Left Behind, is provided through the Wisconsin Department of Public Instruction. Annual performance data will be distributed as required by the Department of Public Instruction.

Professional Development: Successful implementation of curriculum is dependent on a highly trained staff of teaching professionals. Ongoing professional development is necessary to ensure that staff has the knowledge and skills to implement new programming. The Curriculum Evaluation and Improvement Plan requires that professional development be considered as a key component of the continuous improvement cycle.

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

Graduate Profile History

The Oconomowoc Area School District Strategic Plan of 1992 identified as one of its goals that “We will develop a profile of outcomes, objectives, and assessments for all students consistent with the mission of the district.” Beginning in October 1992, the district became actively involved in an effort to accomplish this goal and developed a statement of outcomes and objectives commonly referred to as the “Graduate Profile”.

During the fall of 1992, the School Board held numerous meetings at which individual staff members, parents, and community members, as well as representatives of various groups, provided input concerning what they believed our students would need to know and be able to do in order to be successful after graduation and into the twenty-first century.

The administration, working with the district-wide group of staff and parents known as the Quality Council, organized and refined the items generated by the Board and brought back a statement about the purpose of the Graduate Profile, and a list of seven Categories of Learning/Performance that were proposed as the basis for structuring the Profile. The categories proposed were: citizenship, communications, analysis, aesthetics, employability, interpersonal, and wellness.

The administration next brought together a committee of staff members and parents to help with the task of developing the “outcomes and objectives” called for in the district’s Strategic Plan. The committee included staff members from various positions, grade levels, and subject areas. Parent members were specifically selected to bring a wide spectrum of thinking to the range of educational issues the committee would need to address.

The Graduate Profile, which district parents, staff, business people and administration have validated as being important for Oconomowoc students, was forwarded to the Board of Education in December, 1994, and was reported to the District Strategic Planning Team in March, 1994. The draft of the Graduate Profile was approved by the Board of Education on March 15, 1994. It was designed to serve as a guide for ongoing efforts of the district in the areas of curriculum, assessment, and instruction.

The Graduate Profile was recommended to the Board of Education as the statement of “outcomes and objectives” that should be used to guide the educational programs of the district. With the advent of the Wisconsin Model Academic Standards, the Wisconsin Department of Public Instruction delineated outcomes and objectives. These “standards” were combined with the “outcomes and objectives” of the Graduate Profile,

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

Graduate Profile History (continued)

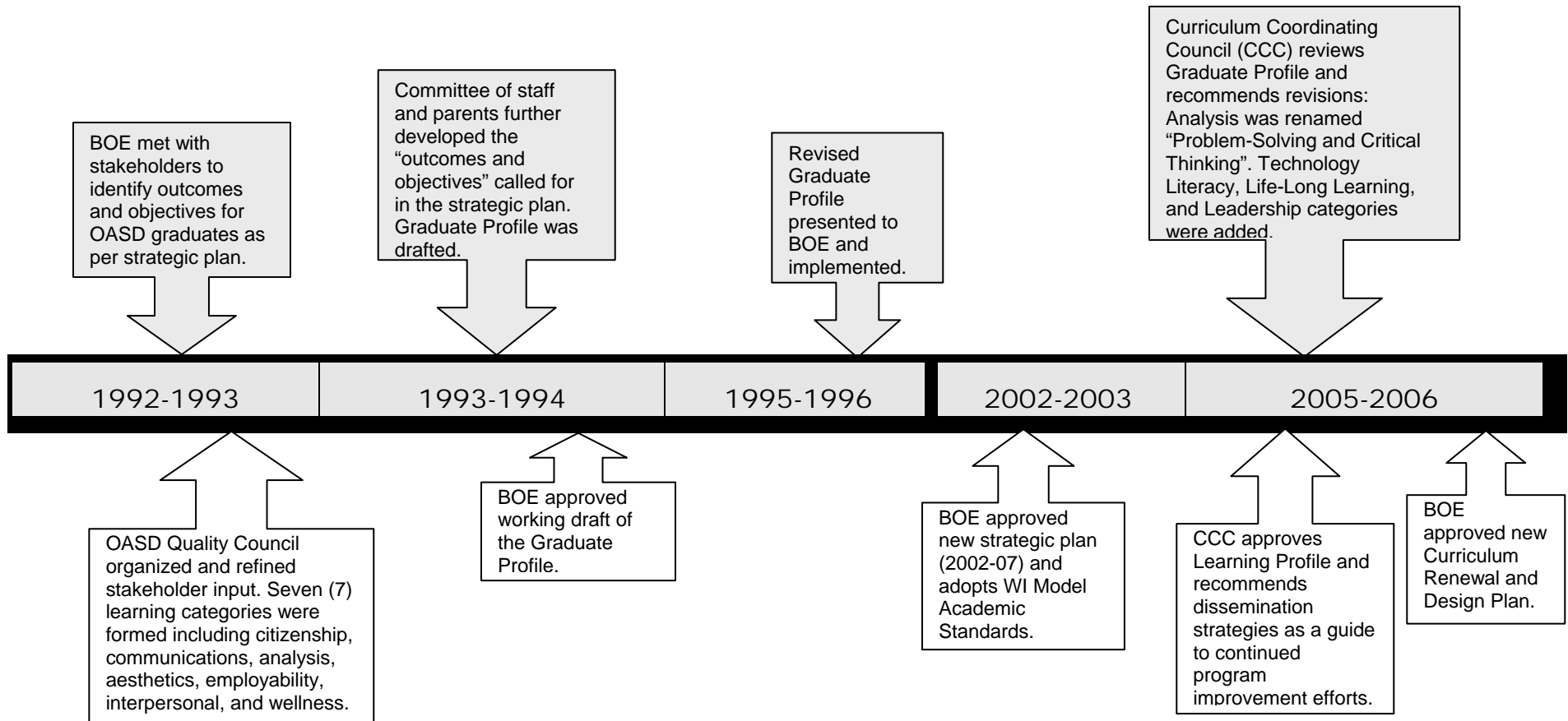
providing greater specificity for student learning. The Wisconsin Model Academic Standards form the foundation upon which the curriculums of OASD have been developed.

In 2002, the OASD Strategic Plan for 2002-2007 was developed and adopted by the Board of Education, updating the Mission and Strategic goals of the district. These are presented on page i of this plan.

The Curriculum Coordinating Council, in 2006, reaffirmed the existing graduate profile and expanded it to include technology literacy, life-long learning, and leadership. The Council also modified the category titled “Analysis” to “Problem-Solving and Critical Thinking” to more accurately reflect the outcomes and objectives.

In an effort to guide continued program improvement efforts, the Curriculum Coordinating Council has developed the Curriculum Renewal and Design Plan. As an integral component of the plan revision, the CCC reviewed the Graduate Profile, reaffirming the Council’s commitment to the global student learning outcomes supported by the overall educational program of the district, and renaming the profile to the Oconomowoc Area School District Student Learning Profile.

EVOLUTION OF THE STUDENT LEARNING PROFILE



CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

STUDENT LEARNING PROFILE

The Oconomowoc Area School District is committed to giving all children the high quality education they need to succeed in the twenty-first century. The Student Learning Profile states the global student outcomes supported by the overall educational program of the district. Those outcomes are listed below.

CITIZENSHIP

Students will possess the knowledge, skills, and values to participate in our community, nation, and the world.

COMMUNICATION

Students will possess the knowledge, skills, and values to clearly exchange ideas and information.

PROBLEM SOLVING AND CRITICAL THINKING

Students will possess the knowledge, skills, and values to acquire and evaluate information to solve problems.

AESTHETICS

Students will possess the knowledge, skills, and values to create and interpret diverse forms of artistic expression.

EMPLOYABILITY

Students will possess the knowledge, skills, and values to succeed in the world of work.

INTERPERSONAL

Students will possess the knowledge, skills, and values to interact effectively with others.

WELLNESS

Students will possess the knowledge, skills, and values to develop good physical and emotional health.

TECHNOLOGY LITERACY

Students will possess the knowledge, skills, and values in the area of technology needed for employability and lifelong learning.

LIFE-LONG LEARNING

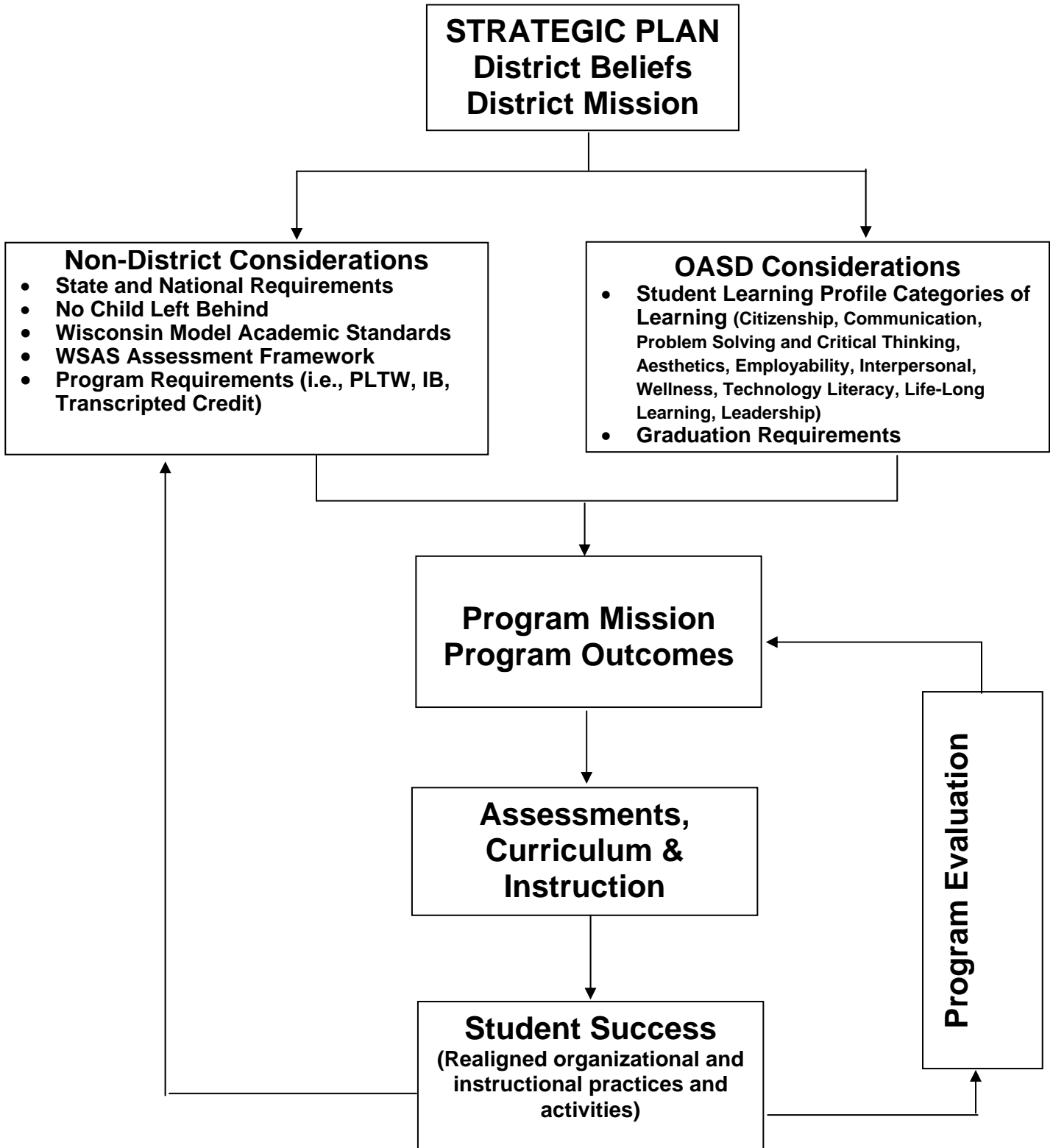
Students will possess the necessary abilities to acquire new knowledge and skills required for personal and professional growth.

LEADERSHIP

Students will possess knowledge, skills, and abilities in leadership, individual development, and organizational development to be educated leaders and citizens.

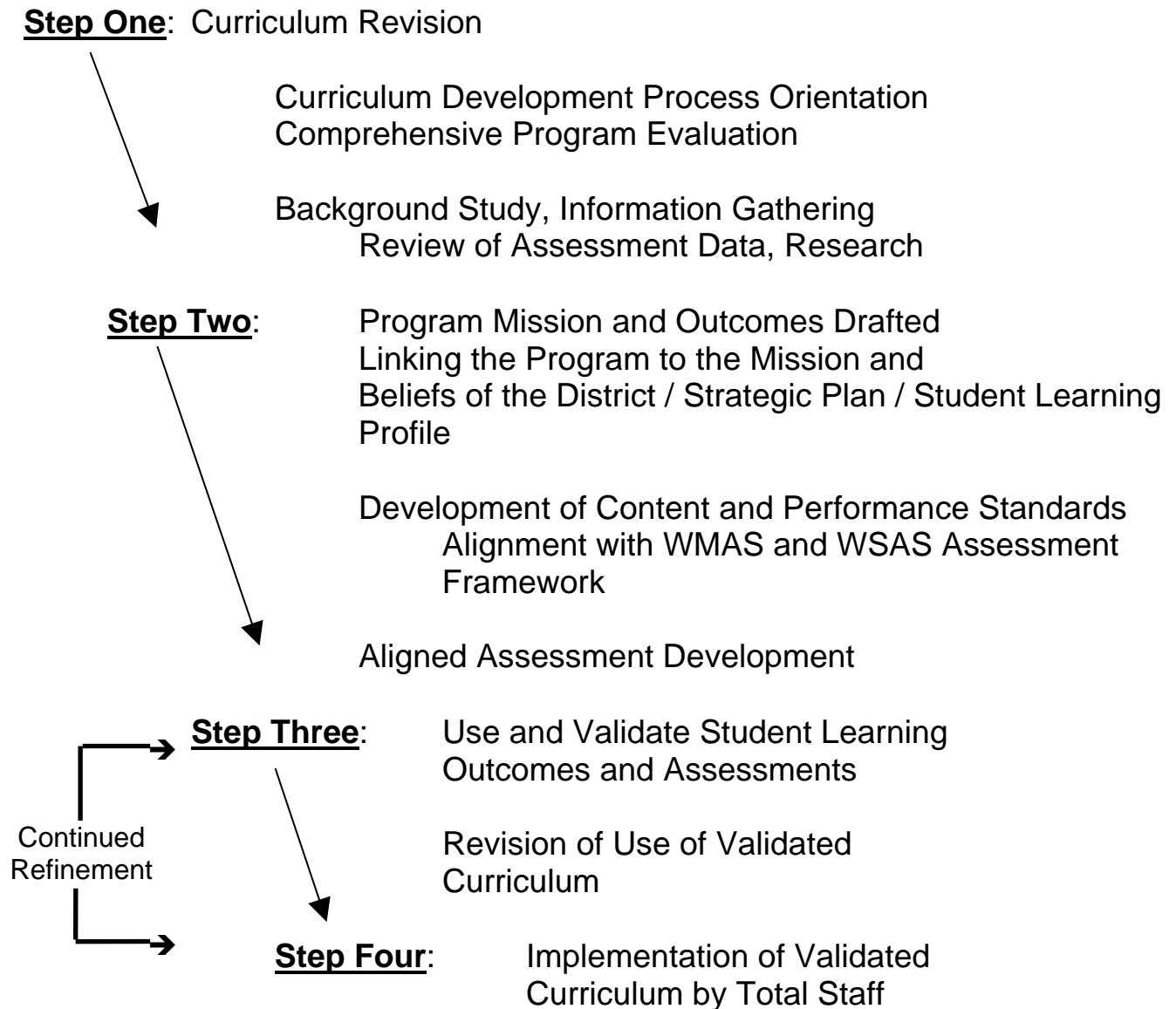
CURRICULUM RENEWAL AND DESIGN PLAN
OCONOMOWOC AREA SCHOOL DISTRICT

CURRICULUM DEVELOPMENT PROCESS



**CURRICULUM RENEWAL AND DESIGN PLAN
OCONOMOWOC AREA SCHOOL DISTRICT**

**CURRICULUM DEVELOPMENT PROCESS:
Outcomes Identification to Implementation**



(Additional external program review processes will be used throughout the curriculum development process.) e.g., IBO, PLTW

**CURRICULUM RENEWAL AND DESIGN PLAN
OCONOMOWOC AREA SCHOOL DISTRICT**

CURRICULUM DEVELOPMENT PROCESS

This process implies transitioning curriculum planning and development--

From: Curriculum ⇒ Instruction ⇒ Assessment ⇒ Outcomes

To: Outcomes ⇒ Assessment ⇒ Curriculum ⇒ Instruction

Throughout this process, three key instructional questions will continually be asked:

1.What do I want my students to learn?

2.How will I know when they have learned it?

3.What must I do to facilitate the learning?

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

Curriculum Evaluation and Improvement Plan Phase I – Comprehensive Evaluation

Purpose: To complete a comprehensive evaluation of curricular and/or program area selected.

Possible Tasks:

1. Review Wisconsin Model Academic Standards
2. Review Wisconsin Student Assessment System Assessment Frameworks
3. Review existing curriculum documents
4. Gather information regarding materials currently in use
5. Gather assessment data, both district and WSAS

Guiding questions:

1. What are the current expected student outcomes?
2. Are the student outcomes aligned with the Wisconsin Model Academic Standards and the WSAS Assessment Frameworks?
3. Are the student outcomes consistent with the expectation of external assessments (ACT, SAT, etc.)?
4. How well are students performing on the expected outcomes?
5. What topics are covered by each grade level and how much time is spent on each topic?
 - a. Learning targets
 - b. Curriculum Maps
 - c. Vocabulary
 - d. Writing in the Content Area
 - e. Information and Technology Literacy Standards
 - f. Education for Employment connections
 - g. Differentiation
 - h. Intervention and Support Services
6. What instructional strategies and best practices are used?
7. What materials are used for each topic?
8. How comprehensive and effective are the current materials?
9. What opportunities for differentiation are included in the curriculum?
10. What opportunities for intervention are included in the curriculum?
11. To what extent is the curriculum meeting our expectations?

Staff Involved:

- Executive Director of Instructional Services
- Director of Research, Technology and Assessment
- Curriculum Revision Committee

**CURRICULUM RENEWAL AND DESIGN PLAN
OCONOMOWOC AREA SCHOOL DISTRICT**

**Curriculum Evaluation and Improvement Plan
Phase I – Comprehensive Evaluation (continued)**

Timeline:

- CCC authorizes work in September
- Initial meeting September/October
- Ongoing work coordinated by Director of Research, Technology and Assessment
- Final report presented to CCC in May

Resources:

- Substitute time for committee

Resulting Documentation:

- Comprehensive Program Evaluation Report
- Presented to CCC in May
- Presented to the School Board in June

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

Phase II: Curriculum Renewal and Design

Purpose: Building off the Comprehensive Program Evaluation Report, this phase seeks to improve the design of the curriculum. It also focuses on instructional best practices and includes selection of materials and development of assessments. Consideration will also be given during this phase to necessary professional development. Selection of core and supplemental materials will take place guided by the Instructional Materials Selection Policy. Financial implications will be identified during this phase of the plan. A multi-year implementation plan will be developed.

Possible Tasks:

1. Recommend Curriculum Changes
2. Identify gaps and overlaps through alignment with WMAS, WSAS Testing Frameworks and external assessments
3. Recommend adjustments to the scope and sequence
4. Ensure integration of
 - a. reading in the content areas
 - b. writing across the curriculum
 - c. Information and Technology Literacy Standards
 - d. Education for Employment connections
 - e. internationalism
 - f. differentiation
 - g. intervention and support services
5. Update grade level benchmarks
6. Design district formative and summative assessments
7. Update curriculum maps
8. Update parent brochures
9. Identify “best practices” in the curricular area
10. Select instructional materials
11. Develop a resource plan
12. Develop a professional development plan
13. Develop a long term implementation plan
14. Propose and/or modify middle and high school courses to address identified needs

Guiding Questions:

1. What changes are recommended for our curriculum to continuously improve?
 - a. Identified gaps and overlaps
 - b. Scope and sequence modifications
 - c. Writing across the content areas
 - d. Reading across the content areas
 - e. Information and Technology Literacy Standards
 - f. Education for Employment connections
 - g. Differentiation opportunities

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

Phase II: Curriculum Renewal and Design (continued)

2. What are the changes needed in anticipated student outcomes, learning targets, etc. identified in the evaluation phase?
3. What additional assessments or modifications to current assessments are needed?
4. What topics should be covered at each grade level? (Curriculum map)
5. What emphasis should be placed on each topic?
6. How much time should be spent on each topic?
7. What teacher support is needed in the curriculum to make it viable?
8. What instructional strategies should be used?
9. What professional development will be needed to ensure implementation?
10. What is the financial impact of the recommended methods, materials, and professional development?

Staff Involved:

- Executive Director of Instructional Services
- Curriculum Revision Committee

Timeline:

- May – CCC authorization of ongoing work
- Summer between phase I and II
 - Curriculum writing and revision
- September – June – materials review and selection
- Development of assessments

Resources:

- Substitutes required
- Summer curriculum funding

Resulting Documentation:

1. Revised curriculum document
2. Revised curriculum map
3. Implementation plan
4. Materials recommendation – including core materials, supplemental materials, audio-visual materials, library materials, software, etc.
5. Professional development plan
6. Project budget

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

Phase III – Implementation

Purpose:

The implementation phase moves the curriculum and instruction modifications recommended in phase II to the classroom. The implementation plan developed in phase II, including timelines are actualized. Resources are introduced in the classroom and professional development is initiated. Ongoing professional development is defined.

Possible Tasks:

1. Monitoring and adjusting professional development plan
2. Monitoring of adequacy of materials
3. Implementation of common assessments

Guiding Questions:

1. What is the schedule for professional development?
2. What ongoing professional development is needed?
3. What formative and summative assessments will be implemented to provide information about the extent to which students are achieving the intended outcomes?
4. What instructional strategies and materials are used for each topic?
5. How effective are the instructional materials?
6. Are additional materials needed?

Staff Involved:

- Executive Director of Instructional Services
- Curriculum Revision Committee

Timeline:

- Ongoing
- Meetings as needed

Resources:

- Substitutes as needed

Resulting Documentation:

- Update to CCC and Board of Education

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

Phase IV: Assessment

Purpose:

The assessment phase focuses on assessment of both the curriculum and the implementation. Information regarding the updated curriculum, materials, instructional practices, and assessments are gathered through the use of surveys, questionnaires, student performance data, focus groups, interviews, etc. This phase seeks to identify issues requiring attention prior to the initiation of the next improvement cycle.

Possible Tasks:

1. Review data related to curricular or program area
2. Monitor student assessment data including: WKCE, WKCE-CRT, district assessments, common assessments, ACT, SAT, course grades, etc.
3. Review alignment of curriculum with current standards and frameworks
4. Identify and review concerns related to:
 - a. Curriculum
 - b. Instructional Strategies
 - c. Instructional Materials
 - d. Assessments
 - e. Course Offerings

Guiding Questions:

1. How well are students performing on the expected outcomes?
 - a. Standardized data
 - b. District data
 - c. Building/Course/Classroom data
2. What topics are covered by grade level?
3. What teacher support is needed in the implementation of the curriculum?
4. Are instructional materials adequate?
5. To what extent is the curriculum meeting our expectations?
6. What concerns need to be addressed?
7. Is additional professional development necessary?
8. What evidence of best practice has been observed/documentated?
9. Are course offerings in the middle and high school appropriate?
10. Are additional course offerings needed?

Staff Involved:

- Executive Director of Instructional Services
- Curriculum Revision Committee

Timeline:

- Ongoing

Resulting Documentation:

- Review of implementation plan
- Review of Professional Development Plan

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

Phase V & VI: Monitoring

Purpose:

The monitoring phase of the Curriculum Evaluation and Improvement Plan provides an ongoing opportunity for staff to make observations regarding all aspects of curriculum, instruction, and assessment in the identified area. There is no substantial curriculum work that takes place in the identified area during the two years of the monitoring phase.

Possible Tasks:

Collection of data regarding student achievement

Gathering of information regarding needed changes to the curriculum

Addressing concerns as appropriate

Guiding Questions:

1. Is the curriculum obtaining the desired results?
2. Are there questions or concerns about the curriculum and materials?
3. What are the ongoing staff development needs?

Staff Involved:

- Executive Director of Instructional Services
- Curriculum Revision Committee

Timeline:

- Ongoing

Resources:

- As needed

Resulting Documentation:

- Annual Report

**CURRICULUM RENEWAL AND DESIGN PLAN
OCONOMOWOC AREA SCHOOL DISTRICT**

CURRICULUM CYCLE

Cycle Activity	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Program Evaluation Resource / Pedagogy Evaluation	<ul style="list-style-type: none"> ◆ G/T ◆ Foreign Language ◆ CTE 	<ul style="list-style-type: none"> ◆ K-12 Science ◆ HG & D ◆ Health ◆ PE 	<ul style="list-style-type: none"> ◆ K-12 Social Studies ◆ 4K/5K ◆ Music 	<ul style="list-style-type: none"> ◆ K-12 Reading/ Language Arts ◆ Professional Development 	<ul style="list-style-type: none"> ◆ K-12 Mathematics ◆ Art 	<ul style="list-style-type: none"> ◆ Guidance ◆ Library Media/IT ◆ Alternative Learning Programming ◆ *IB/AP
Revision of Curriculum / Materials Selection	<ul style="list-style-type: none"> ◆ Guidance ◆ Library Media/IT ◆ Alternative Learning Programming ◆ *IB/AP 	<ul style="list-style-type: none"> ◆ G/T ◆ Foreign Language ◆ CTE 	<ul style="list-style-type: none"> ◆ K-12 Science ◆ HG & D ◆ Health ◆ PE 	<ul style="list-style-type: none"> ◆ K-12 Social Studies ◆ 4K/5K ◆ Music 	<ul style="list-style-type: none"> ◆ K-12 Reading/ Language Arts ◆ Professional Development 	<ul style="list-style-type: none"> ◆ K-12 Mathematics ◆ Art
Program Implementation	<ul style="list-style-type: none"> ◆ K-12 Mathematics ◆ Art 	<ul style="list-style-type: none"> ◆ Guidance ◆ Library Media/IT ◆ Alternative Learning Programming ◆ *IB/AP 	<ul style="list-style-type: none"> ◆ G/T ◆ Foreign Language ◆ CTE 	<ul style="list-style-type: none"> ◆ K-12 Science ◆ HG & D ◆ Health ◆ PE 	<ul style="list-style-type: none"> ◆ K-12 Social Studies ◆ 4K/5K ◆ Music 	<ul style="list-style-type: none"> ◆ K-12 Reading/ Language Arts ◆ Professional Development
Program Reconsideration/ Modification	<ul style="list-style-type: none"> ◆ K-12 Reading/ Language Arts ◆ Professional Development 	<ul style="list-style-type: none"> ◆ K-12 Mathematics ◆ Art 	<ul style="list-style-type: none"> ◆ Guidance ◆ Library Media/IT ◆ Alternative Learning Programming ◆ *IB/AP 	<ul style="list-style-type: none"> ◆ G/T ◆ Foreign Language ◆ CTE 	<ul style="list-style-type: none"> ◆ K-12 Science ◆ HG & D ◆ Health ◆ PE 	<ul style="list-style-type: none"> ◆ K-12 Social Studies ◆ 4K/5K ◆ Music

**CURRICULUM RENEWAL AND DESIGN PLAN
OCONOMOWOC AREA SCHOOL DISTRICT**

CURRICULUM CYCLE continued

Cycle Activity	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
1 Program Adjustments / Continued Implementation	<ul style="list-style-type: none"> ◆ K-12 Social Studies ◆ 4K/5K ◆ Music 	<ul style="list-style-type: none"> ◆ K-12 Reading/ Language Arts ◆ Professional Development 	<ul style="list-style-type: none"> ◆ K-12 Mathematics ◆ Art 	<ul style="list-style-type: none"> ◆ Guidance ◆ Library Media/IT ◆ Alternative Learning Programming ◆ *IB/AP 	<ul style="list-style-type: none"> ◆ G/T ◆ Foreign Language ◆ CTE 	<ul style="list-style-type: none"> ◆ K-12 Science ◆ HG & D ◆ Health ◆ PE
2 Program Adjustments / Continued Implementation	<ul style="list-style-type: none"> ◆ K-12 Science ◆ HG & D ◆ Health ◆ PE 	<ul style="list-style-type: none"> ◆ K-12 Social Studies ◆ 4K/5K ◆ Music 	<ul style="list-style-type: none"> ◆ K-12 Reading/ Language Arts ◆ Professional Development 	<ul style="list-style-type: none"> ◆ K-12 Mathematics ◆ Art 	<ul style="list-style-type: none"> ◆ Guidance ◆ Library Media/IT ◆ Alternative Learning Programming ◆ *IB/AP 	<ul style="list-style-type: none"> ◆ G/T ◆ Foreign Language ◆ CTE

Programs such as:

*IB/AP Departmentally and Programmatically

Nova Net – Alternative Learning Programming

CTE – Career and Technical Education including transcribed credit options and Project Lead the Way

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

GLOSSARY OF EDUCATIONAL TERMINOLOGY

ALIGNMENT: The degree of congruence between curriculum (what is to be taught), instruction (how it is taught), and assessment (what is tested).

ALTERNATIVE ASSESSMENT: An assessment that differs from traditional achievement tests—e.g., one that requires a student to generate or produce responses or products, rather than answer only selected response item. This type of assessment may include constructed response activities, essays, portfolios, interviews, teacher observations, work samples, and group projects.

ASSESSMENT: Strategies designed to determine whether or not students have achieved the necessary curricular outcomes.

AUTHENTIC ASSESSMENT: An assessment that measures a student's performance in tasks and situations that occur in real life. This type of assessment is closely aligned with and models what students do in the classroom.

BENCHMARK/OUTCOMES: Checkpoint outcomes along a K-12 curriculum continuum.

CRITERION-REFERENCED ASSESSMENTS: An assessment that measures a student's performance according to specified standards or criteria, rather than in comparison to the performances of other test-takers.

CURRICULUM: Planned learning of pre-identified student outcomes of the teaching/learning process.

CURRICULUM COORDINATING COUNCIL: A representative group of district personnel that advises the Superintendent and Board of Education in matters concerning curriculum development and instructional planning. The CCC serves as a sounding board for certified personnel in curriculum matters. It provides leadership and support to create the optimum learning environment so that students can realize their full potential to function effectively in an ever-changing environment.

CURRICULUM INTEGRATION: A knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience. Interdisciplinary curriculum experiences provide an opportunity for a more relevant, less fragmented, and stimulating experience for students. In contrast to a discipline/field-based view of knowledge, interdisciplinary does not stress delineations but linkages.

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

GLOSSARY OF EDUCATIONAL TERMINOLOGY continued

CURRICULUM REVISION COMMITTEE: A K-12 group of teachers and administrators generally representative of each school building within the district, and a cross representation of each grade or course level of a specific subject area or discipline. The purpose of the Curriculum Revision Committee is to provide leadership throughout the district's curriculum revision and design process that will improve program development, evaluation, and coordination. Curriculum revision committees are standing committees that will provide continual monitoring and improvement of curricular scope and sequence. They will design content and performance standards with aligned assessments. They will provide for a process of review and feedback from teachers throughout the curriculum development process.

DISTRICT BELIEFS: The values that we hold as a school district. These are statements we hold as "fundamental" upon which we will base decisions. District beliefs are established through the district's Strategic Planning process.

DISTRICT MISSION: The school district's purpose - its reason for existing. The district's mission informs the organization and its customers "This is what we are in business to do". The mission is established through the district's Strategic Planning process.

EXTERNAL REVIEW: Standard K (Wis. Stats. 121.02(1)) states that curriculum plans must be reviewed at least every five years and revised as appropriate continuously. External program reviews assist with the monitoring of the curriculum plan and program evaluation methods. A variety of external review formats exist, including - but not limited to - standard audits, peer reviews, and critical reviews. Different external review formats are utilized depending upon need and purpose.

STUDENT PROFILE: Profiles are statements of what we want our students to know, do, or be like upon their graduation from Oconomowoc High School. The OASD Student Profile is comprised of statements of the large, global outcomes that depict what we want our students to know, do, or be like when they graduate from Oconomowoc High School, and these statements need to be supported by all the various areas of study and the overall educational program of the district.

NORM-REFERENCED TEST: A standardized assessment—in which all students perform under the same conditions—that compares a student or group of students with a specified reference group, usually others of the same grade and age.

CURRICULUM RENEWAL AND DESIGN PLAN OCONOMOWOC AREA SCHOOL DISTRICT

GLOSSARY OF EDUCATIONAL TERMINOLOGY *continued*

PERFORMANCE ASSESSMENT: An assessment activity that requires students to construct a response, create a product, or perform a demonstration. Usually there are multiple ways to approach a performance assessment and more than one correct answer.

PORTFOLIO ASSESSMENTS: A collection of student work, which includes a variety of assessment pieces, as well as examples of student work to show growth and quality.

PROGRAM MISSION STATEMENT: One- or two-paragraph statements about why a program exists stated in broad, general, philosophic terms. It gives direction, sets the tone, and establishes the priorities for the program.

PROGRAM OUTCOMES: Learning which takes place in each discipline of the curriculum. Program outcomes are disciplinary in nature and content/process-oriented.

RUBRIC: A criterion-referenced instrument for the qualitative assessment of a performance. A group of criteria that are used to assess the quality of student work such as a project or a piece of writing.

WISCONSIN'S ACADEMIC STANDARDS DEFINITIONS

Academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of meeting the standards, and how well they must perform. They include content, performance, and proficiency standards.

- **Content standards** refer to *what* students should know and be able to do.

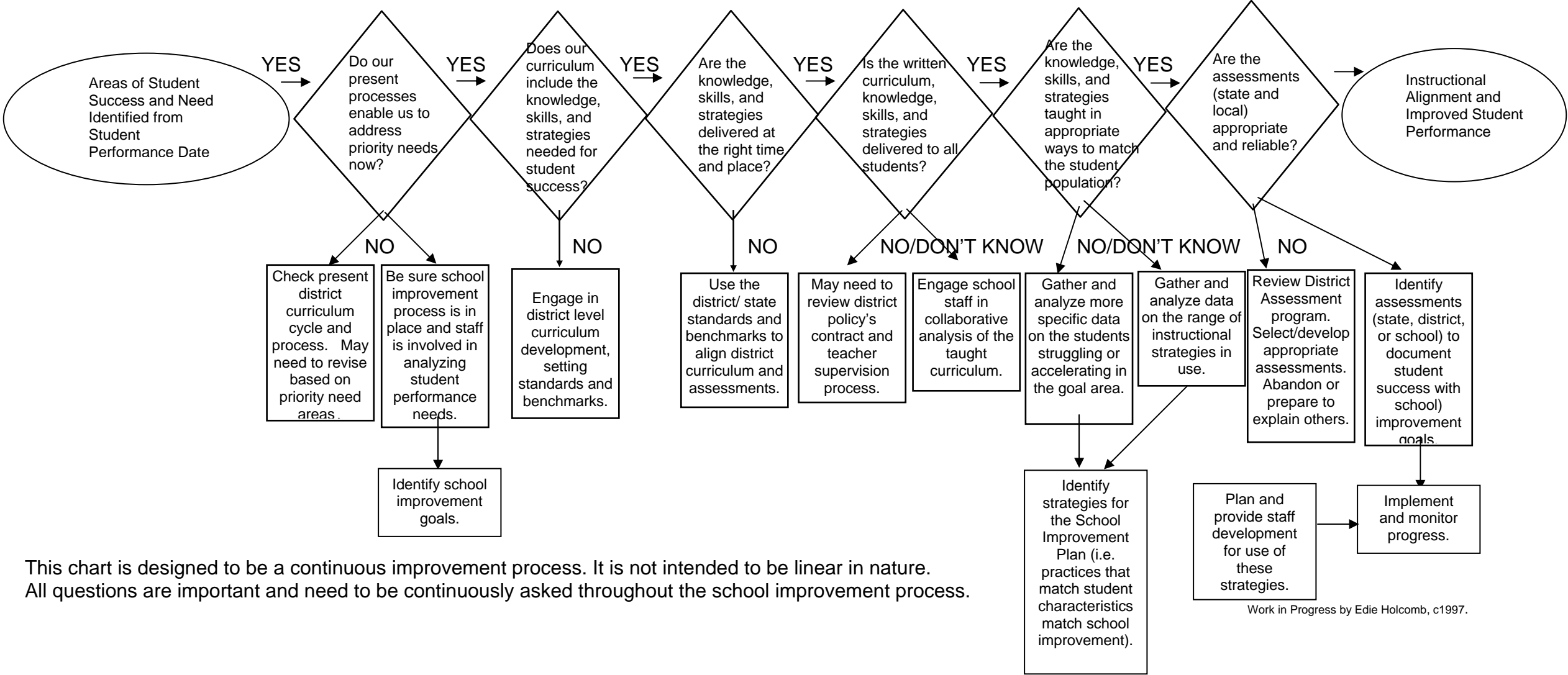
- **Performance standards** tell *how* students will show that they are meeting a standard.

- **Proficiency standards** indicate *how well* students must perform.

(This glossary of terms is not designed to be "all-inclusive". Additional terms will be added as work continues and terminology will continue to be reviewed.)

CURRICULUM RENEWAL AND DESIGN PLAN
OCONOMOWOC AREA SCHOOL DISTRICT

USING STUDENT PERFORMANCE DATA TO INTEGRATE DISTRICT CURRICULUM WORK
WITH SCHOOL IMPROVEMENT PROCESSES



This chart is designed to be a continuous improvement process. It is not intended to be linear in nature. All questions are important and need to be continuously asked throughout the school improvement process.

Work in Progress by Edie Holcomb, c1997.