

BRITTONKILL

**Instructional Program
Review Process**

February 2008

Instructional Program Review Process

Purpose

Provide a defined process for reviewing, updating and documenting all levels of instructional expectations for each of the district's thirteen instructional programs.^{1,2}

Language Arts-English	Mathematics
Science	Social Studies
Health	Physical Education
Art	Music
Second Languages	Family & Consumer Sciences
Technology Education	Business
Computer and Research Skills	

Organization of Instructional Expectations³

- ✚ **Profile of the Graduate** – General description of the knowledge, skills and attitudes all students should possess upon graduation.
- ✚ **Graduation Expectations** – Definition of the knowledge, skills and attitudes required for graduation in each of the instructional programs noted above. These must reflect the profile of the graduate.
- ✚ **Grade Level or Course Instructional Expectations** – Definition of the level of knowledge, skills and attitudes required of a student in each grade level or course. These definitions must reflect the graduation expectations and recognize the developmental level of learners. Since each of these definitions should be linked to an assessment process and an identified standard⁴, a guideline would be twelve to eighteen of these statements per grade level or course.

¹ The instructional expectations for each instructional program should reflect the attitudes and values covered in the district's character education initiatives.

² In the main, our students with disabilities are to be focused on the same instructional expectations as all other students. In those cases where the needs of our students with disabilities require additional instructional expectations (e.g., Life Skills), these instructional expectations must be subject to the same review process as all other instructional expectations.

³ See the last page of this document for an example of each type of expectations for Language Arts

⁴ Standard is defined as that level of achievement students must reach as measured through an assessment process.

- ✚ **Specific Instructional Objectives** – Definition of specific knowledge, skills and attitudes students should acquire or improve within a period of instruction. These must reflect the grade level or course expectations and include required and supplemental objections.

Instructional Program Review Teams

- ✚ Instructional program review teams will be established according to a master schedule of instructional program reviews as determined by the District Curriculum and Review Council.
- ✚ The master schedule of instructional program reviews will be designed to:
 - Reflect the multi-year nature of the review process
 - Cover all of the instructional programs over a six to seven year cycle
 - Ensure that teachers will have adequate time to prepare for implementing program changes
 - Ensure that classroom teachers are not asked to implement changes in more than one instructional program in any year
 - Outline the expected timeline for each instructional program review
- ✚ Instructional program review teams are expected to do their work during the school year and in the summer months. Much of the work during the school year can be accomplished through release time. However, additional time may be needed. Team members will be compensated in accordance with current contractual requirements for additional time spent beyond release time.

Team Members

- ✚ The basic review team for a K-12 instructional program (e.g., Language Arts-English, Mathematics, Science, Social Studies) will include seven (7) members as listed below. However, the size and make up of each review team will be adjusted by the Council to best match the scope and level of each of the other instructional programs.
 - 2 Elementary Teachers (Primary, Intermediate)
 - 2 Middle School Teachers
 - 2 High School Teachers
 - 1 Special Education Teacher

- ✚ Notice that a specific instructional program review team is to be established will be posted at least two months prior to the planned starting date of the review. Teachers interested in serving on a review team will submit their intent in writing to their school principal and to the Director of Curriculum and Assessment.
 - The selection of team members will be made by the Superintendent of Schools, after consultation with the faculty members teaching in the instructional program to be reviewed.
- ✚ The Director of Curriculum and Assessment will provide direction, guidance and support to the Core Team throughout the review process.

Charge

- ✚ Develop graduation expectations, grade level and course expectations that reflect the district's profile of the graduate
- ✚ Determine formal assessment processes for grade level and course expectations and establish standards for our students
- ✚ Provide affected faculty members an opportunity to review expectations and assessments
- ✚ Prepare specific instructional objective (required and supplemental)
- ✚ Prepare curriculum guides to support classroom teachers, including listing of appropriate books and materials, sample lesson plans and suggested staff development activities

Review Stages

- ✚ **Program Assessment**
 - Assess current program results, survey staff, and prepare a report
 - Present report to affected staff and discuss results
 - Investigate highly successful programs, best practices, SED standards and program guidelines, and related educational research

- Summarize findings and conclusions, outline recommendations, and prepare a written report for presentation to the District Curriculum and Assessment Council, the Superintendent, and Board of Education

Program Development

- Prepare first draft of graduate and grade level and course expectations
- Circulate draft to affected staff and collect comments and suggestions
- Present revised draft to the District Curriculum and Assessment Council, Superintendent, and Board of Education for preliminary adoption
- Prepare preliminary implementation plan outlining needed changes, suggested staff development activities and required resources
- Circulate preliminary implementation plan to affect staff and administration and collect comments and suggestions
- Prepare final written report summarizing proposed program changes and the suggested implementation plan. The report should identify the basis for determining the merits of the proposed changes and educational and/or operations results that are expected to be achieved from the recommendations
- Submit and present final report for adoption

Piloting and School Based Planning

- Conduct sessions with all affected faculty to inform them of the adopted changes and to begin building understanding and support at the school level
- Support staff who wish to pilot changes prior to the scheduled implementation
- School staff begin to discuss the program changes and implementation plans during the school year to prepare for full implementation

 **Program Implementation**

- Implementation of the proposed changes begin across all affected staff
- Monitor progress and survey staff at mid-year to identify problems and concerns
- Make changes, as necessary, to address implementation problems
- Assess results at the end of the first year of implementation, prepare a summary of findings for circulation and discussion, address identified problems and prepare a formal report for submission to the District Curriculum and Assessment Council, Superintendent, and Board of Education

Example of Instructional Expectations

Level of Expectation	Language Arts/English
Graduate Profile	Can read, write, speak and listen in a variety of ways
Graduate Expectations	<p>Uses words to convey an image or impression, to effect opinion and/or influence others</p> <p>Apply knowledge of language conventions (spelling, grammar, punctuation, etc.) to convey written information and ideas in a clear and organized fashion</p>
Grade/Course Expectations	<p>Writes at an acceptable level in a variety of non-fictional genres (e.g., business letter, content area report, persuasive writing...)</p> <p>Writes at an acceptable level in a variety of fictional genres (e.g., plays, poetry, essays...)</p>
Instructional Objectives	<p>Revises one's writing to improve clarity (e.g., adding/deleting information, reorganizing content...)</p> <p>Edits one's own writing:</p> <ul style="list-style-type: none"> ➤ Uses conventional spelling ➤ Uses standard grammatical forms