

Ridgewood Public Schools

Curriculum Development, Implementation, and Assessment

September 20, 2017

“When we talk about 21st century pedagogy, we have to consider many things—the objectives of education, the curriculum, how assessment strategies work, the kind of technology infrastructure involved, and how leadership and policy facilitate attaining education goals.”

- Chris Dede, Harvard University

Factors that impact K-12 curriculum development

- NJ Student Learning Standards (NJSLS)

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas:

[21st Century Life and Careers](#)
[Comprehensive Health and Physical Education](#)
[English Language Arts](#)
[Mathematics](#)
[Science](#)
[Social Studies](#)
[Technology](#)
[Visual and Performing Arts](#)
[World Languages](#)

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

The Five Year Cycle

Each curriculum is reviewed at least once every five years. Sometimes this may happen with greater frequency should NJSLS change.

Year 1: Needs Assessment and Program Review

- Review of most current state standards
- Alignment review and analysis of our current program
- Review of student achievement data
- Research study of best practices
- Perception surveys- Staff, parents, students

K-12 committee reviews the findings of each of these facets and makes recommendations for program and course revisions

The Five Year Cycle

End of Year 1- Year 2: Revision and Implementation

- Committee review of text selections and related course materials
- Board review and approval of committee's recommendations
- New courses are written, courses identified for revision are updated.
- Board approval of new and revised courses
- Professional development needs are identified and training is provided where necessary
- New courses are implemented

The Five Year Cycle

Year Three: Implementation

- Implementation of new courses is monitored
- Review of student achievement data
- Feedback from staff is reviewed

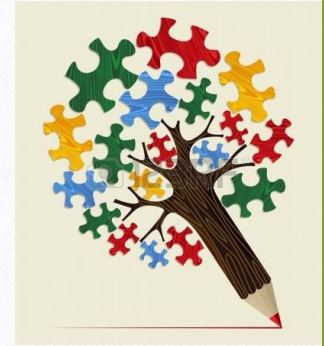
The Five Year Cycle

Years 4 and 5: Progress Monitoring

- Continued monitoring of course implementation
- If state standards change, course may be re-aligned to those new standards
- Continue to gather data on student progress and feedback from staff
- Begin developing questions for upcoming needs assessment and review


Other Factors for Consideration

- High School Graduation Requirements
- College Admissions Expectations
- NCAA Requirements
- Additional State Mandates
 - Ex: Prescribed number of minutes for Physical Education/Wellness
 - K-12 World Language Requirements
 - Financial Literacy Requirement
 - Testing Requirements
- Research in the field on innovative practice
- Non-academic factors: social, behavioral, executive functioning
- National and Professional Organization Standards



Other Factors for Consideration

NJ Compliance with ESSA- Ridgewood surpasses these expectations

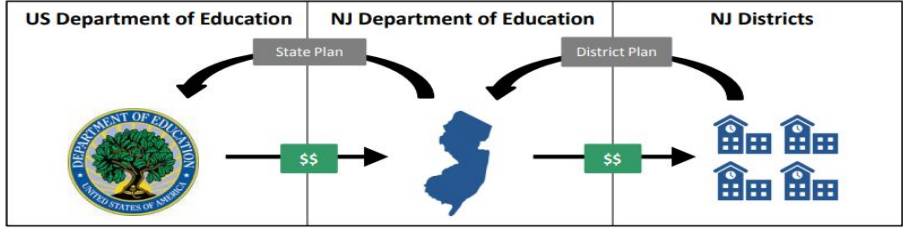
 New Jersey
DEPARTMENT OF EDUCATION




Introduction: The *Every Student Succeeds Act (ESSA)*

The *Every Student Succeeds Act (ESSA)* replaces *No Child Left Behind (NCLB)* and reauthorizes the *Elementary and Secondary Education Act (ESEA)* of 1965. *ESSA* is meant to ensure that all students have equitable access to high-quality educational resources and opportunities, as well as to close educational achievement gaps.

To Receive Funding:

- Each state must submit to the U.S. Department of Education every several years and each district then applies to the state every year.



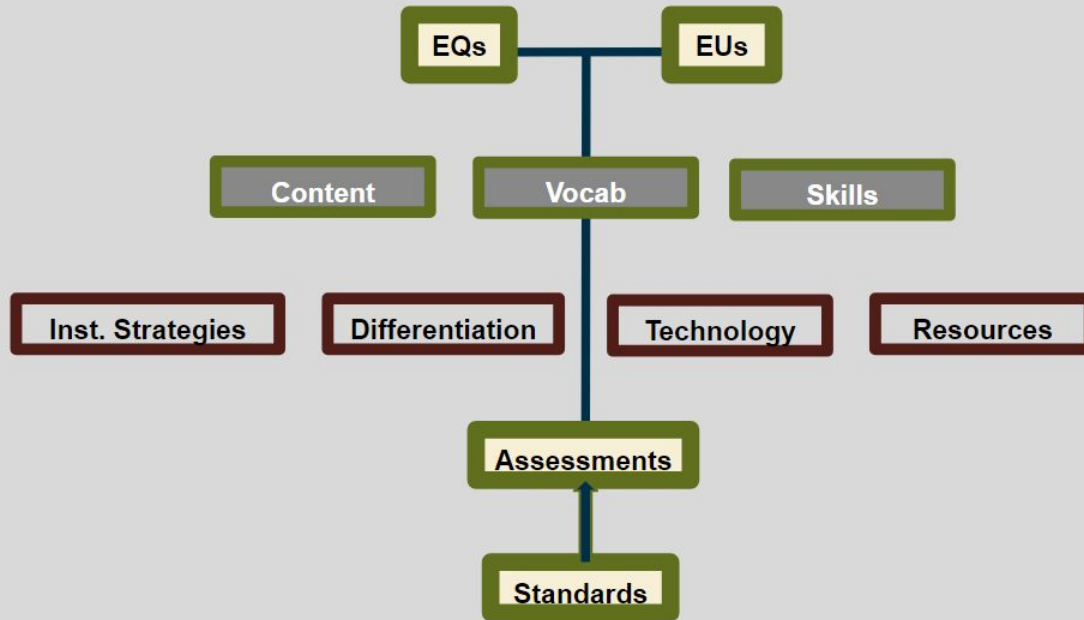
US Department of Education	NJ Department of Education	NJ Districts
		
State Plan	District Plan	
→ \$\$\$	→ \$\$\$	

QSAC: How we demonstrate compliance

For each subject area curriculum, we must demonstrate the following:

1. Each course is grade level appropriate/meets graduation requirements
2. Accommodations for all learners
3. Variety of assessments that track student progress and proficiency
4. Instructional and supplemental material
5. Pacing guide
6. Integration of standards across disciplines (ex: technology, 21st century skills)

Rubicon Curriculum Software



Recent Curriculum Study

Fine and Performing Arts- June 2017:

http://ridgewood.ss10.sharpschool.com/UserFiles/Servers/Server_207516/File/Academics/Curriculum,%20Instruction,%20&%20Assessment/Presentations/Art%205%20Year%20Plan%20Presentation,%20May%202022,%202017.pdf

As a result of this study, 40 F and PA courses were written or revised this summer.