

Office of the Assistant Superintendent for Educational Services

To: Dr. Mike Riggle
From: Rosanne Williamson
Re: New Course Proposals
Date: January 7, 2015

I am forwarding the new course proposals from Glenbrook South and curricular changes/name changes from GBN. **New course proposals which may require additional FTE will be covered by the building's authorized FTE allocation.**

New courses and curricular changes have been thoroughly discussed in each building by relevant departmental committees, by instructional supervisor curriculum councils, and by building principals. District-level administrators have also reviewed these proposals. The Board will note that they seek to meet the academic needs and interests of students in keeping with a comprehensive high school program

I recommend that the Board be presented with these new courses for discussion on Monday, January 12, 2015 and that action on this item would occur no later than the Monday, January 26, 2015 Board meeting.

Building administrators who were closely involved in the development of these proposals will be available at the Board meeting on January 12, 2015 to address questions from the Board.

Board Policy: Curriculum Planning Strategy 7010 (procedures) is included in the packet so that Board members who wish to review our required timelines and forms concerning our process for new course approvals may do so.

Board Policy 7010 and its procedures identifies not only the process for how proposals shall be submitted for Board approval, but also explains what happens after they are implemented as administrators evaluate the success of the change, reporting back to the Board "no later than the end of the third semester that the course is offered." This third semester follow-up evaluation of previously approved new courses will be contained in curriculum reports presented at a future Board meeting.

To: Dr. Michael Riggle; Dr. Rosanne Williamson
From: Cameron Muir
Cc: Dr. Brian Wegley
Re: New Course Proposals
Date: December 22, 2014

The Glenbrook South Administration, with the approval of the Instructional Supervisors Council, recommends the following new course proposals for approval. I am also attaching the new course proposal forms for each course.

Department	Course Title	Status	Rationale	Impact
Applied Technology	<i>PLTW Digital Engineering(DE)</i>	New Course	Elective engineering course that provides architecture students a rigorous and relevant curricular offering while enhancing the architecture course sequence. Students learn about various aspects of civil engineering and architecture while applying their knowledge of design and development of residential and commercial properties and structures.	No impact on overall staffing
English	<i>Honors Advanced Television & Film Production</i>	New Course Level	The proposed Honors Advanced Television & Film Production would provide a structure (clear responsibilities for studio management and consequential credit attainment) for those students who are willing and skilled to take on both responsibilities of production and studio management.	No impact on overall staffing

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Career & Technical Education **Date:** 10/19/14

Name of proposed curricular change: PLTW Digital Electronics (honors level)

1. Brief description of the curricular change:

PLTW Digital Electronics Grade: 11th, 12th Length: Yearlong

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices. This course is appropriate for 11th and 12th grade students.

Project Lead the Way (PLTW) is the leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) education curricular programs used in middle and high schools across the U.S. STEM education is at the heart of today's high-tech, high-skill global economy. PLTW integrates national academic and technical standards and STEM principles while influencing and engaging both males and females to pursue careers in engineering with courses that are project-centered, problem-based and technology-integrated, preparing students to excel in high-tech fields.

2. Curriculum Planning Committee Membership

- a) List the members of the committee.

GBS Teachers: Michael Sinde, Corey Duzan, Dan Leipert

Instructional Supervisors: Dawn Hall, Mary Kosirog

PLTW: Brenda Pacey, Sena Cooper

GBS Consulting Team: Jeff Rylander, Neil Schmidgall, and Mike Stancik

- b) Give the rationale for the membership of this committee.

Michael Sinde is an applied technology teacher in his third year at GBS is proposing curricular change and was 1 of 10 original pilot teachers in the State of Illinois to start PLTW. Corey Duzan is a PLTW master teacher and current PLTW teacher at GBS.

Dawn Hall is the Instructional Supervisor of Career & Technical Education at Glenbrook South. Mary Kosirog is the Instructional Supervisor for Career and Life Skills at Glenbrook North.

Jeff Rylander is the Instructional Supervisor for Science Department.

Neil Schmidgall is co-sponsor of the Engineering Club and teaches engineering physics. Mr. Schmidgall is also a former mechanical engineer.

Mike Stancik teaches engineering physics and is also a former electrical engineer.

- c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

The following individuals have been consulted but do not require compensation.

Brenda Pacey is the Illinois Project Lead the Way Affiliate Director.

Sena Cooper is the Project Lead the Way Director of School Engagement, Midwest Region.

3. **Need for the curricular change:**

- a) Present and analyze data on student learning that point to a need for change.

or

- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

- 2014-15 PLTW enrollment of 222 students demonstrates an extremely high demand for the PLTW course offerings.
- Need to create a sequence of study related to engineering to better serve students desiring a greater focus on specific engineering areas.
- Females are underrepresented in our engineering courses.

PLTW Impact

PLTW is the largest non-profit provider of innovative and rigorous STEM education programs. More than 6,500 schools and over 500,000 students in all 50 states and the District of Columbia are engaged in PLTW courses.

This growth is possible because PLTW programs are effective and engaging. From students in the classroom to parents and volunteers, school principals, and educators, PLTW has inspired thousands of people to take part in improving our schools and advancing their curricula.

Project Lead The Way (PLTW) has been nationally recognized as one of just four high-quality STEM programs that are immediately scalable on a national level. Of the four programs selected, PLTW is the only in-school STEM curricular program for elementary, middle, and high school students and the only program offering a comprehensive professional development model for teachers. *Press Release: October 3, 2013*

More than 10,500 teachers and 8,000 high school counselors have undergone advanced training with PLTW. Our network includes 500 Core Training Instructors who are among the best and brightest STEM educators in the country.

PLTW Gets Results

- According to an evaluation by High Schools That Work, PLTW students scored significantly higher in both mathematics and science high school assessments. The National Center for Education Statistics 2006-07 True Outcomes report explains that **students who participate in PLTW are five times more likely to graduate college as science, technology, engineering and mathematics (STEM) majors** than those who do not. <http://www.mnceme.org/796/>
- 92% of high school seniors who are taking PLTW courses intend to pursue a four-year degree or higher, 51% intend to pursue a graduate degree, and 70% intend to study engineering, technology, or computer science. By comparison, 67% of all beginning postsecondary students intended to pursue a bachelor's degree or higher as reported by the National Center for Education Statistics. (True Outcomes – 2009)
- About 90% of students who take PLTW courses and were surveyed at the end of their senior year said they **had a clear and confident sense of the types of college majors and jobs they intended to pursue**. Those students also said that their PLTW experiences were very significant in developing this self-knowledge and their PLTW experiences significantly increased their ability to succeed in postsecondary education. (True Outcomes – 2009)
- College students, who took PLTW courses in high school, **study engineering and technology at 5 to 10 times the rate of those students who did not take PLTW** courses in high school and also have higher retention rates in their fields of study.
- Retention in college engineering programs is extremely low at 50% on average, while PLTW students have much higher rates of retention. For example, **PLTW students at the Milwaukee School of Engineering have 100% retention**.
- The average freshman GPA total for Milwaukee School of Engineering in 2007 was 2.85; the average GPA for PLTW freshman students in 2007 was 3.03. (Milwaukee School of Engineering 2008 Report)

4. **Rationale for addressing the need through a curricular change:**

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

PLTW promotes critical thinking, creativity, innovation and real-world problem solving skills in students. This will provide a college-articulated curriculum and additional course opportunities for students to develop or pursue their interest in engineering.

Students will:

- have an opportunity to earn college credit in PLTW certified schools
 - meet and work with engineers from various industries in the area
 - prepare to pursue a post-secondary education and careers in STEM-related fields
- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.
 - c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

By introducing Digital Electronics and additional Project Lead the Way courses, we will

complement the science and math curricular efforts by providing additional opportunities for students to apply what they are learning, in a project-based curriculum. The hands-on approach to engineering also highlights the need and use of math and science, often generating increased interest in these areas.

5. **Description of proposed change:**

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

Glenbrook South:

This course will provide an opportunity for specialization for junior and senior students. Target Group will include our current Principles of Engineering students – 97 students during the 2014-15 school year. In addition, PLTW should draw additional students on a pathway to a career in STEM-related fields by providing a rigorous curriculum.

Our target group will be students who have successfully completed Introduction to Engineering (IED) and Principles of Engineering (POE) and are concurrently enrolled in college preparatory mathematics and science.

Glenbrook North:

Our target group will be students who have successfully completed Introduction to Engineering Design (IED) and Principles of Engineering (POE), and be concurrently enrolled in college preparatory mathematics and science courses.

- b) Provide a tentative outline of the proposed course or program.

Digital Electronics is a specialization course in the PLTW high school engineering program that is appropriate for 11th and 12th grade students. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. It will typically be taken as a third PLTW course since it requires application of the knowledge and skills from the PLTW foundation courses.

The course of study includes:

Unit 1 Foundations in Electronics

Lesson 1.1 Introduction to Electronics

Introduction to Safety, Electricity, and Components

Lesson 1.2 Introduction to Circuit Design

Introduction to Common Analog and Digital Circuit Designs and Applications

Unit 2 Combinational Logic

Lesson 2.1 AOI Combinational Logic Circuit Design

Designing AOI Combinational Logic Circuits

Lesson 2.2 Alternative Design: Universal Gates and K-Mapping

Alternative Design Processes to AOI and Boolean Simplification

Lesson 2.3 Specific Combinational Logic Designs

Common Combinational Logic Designs

Lesson 2.4 Introduction to Programmable Logic Devices (PLDs)

Introduction to PLD Design Mode and Circuit Prototyping on a PLD

Unit 3 Sequential Logic

Lesson 3.1 Sequential Logic Circuit Design

D Flip-Flops, J/K Flip-Flops, and Flip-Flop Applications

Lesson 3.2 Asynchronous Counters

SSI, MSI, and MOD Asynchronous Counters Counter Design

Lesson 3.3 Synchronous Counters

SSI, MSI, and MOD Synchronous Counters Counter Design

Unit 4 Controlling Real World Systems

Lesson 4.1 Introduction to State Machines

Introduction to Sensors, Motors, and State Machine Design

Lesson 4.2 Introduction to Microcontrollers

Introduction to Microcomputers and Microcontrollers

6. Implications of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget?

Glenbrook South:

Staffing is not anticipated to change for the 2015-16 given this new course, but may change given growth of the overall program. Facilities we will utilize will include the Makerspace lab and existing equipment, which will reduce implementation costs. Purchasing of course-specific materials will be funded through department grant funds.

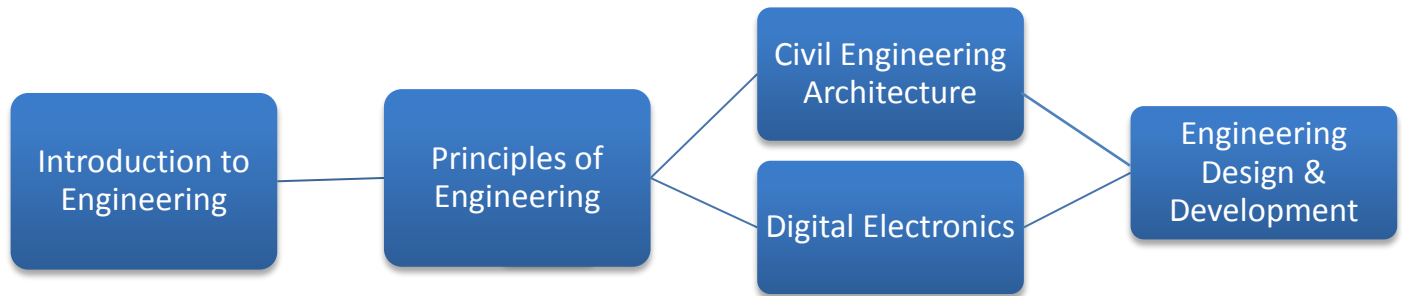
The PLTW Counselor and Administrator Training Seminar is required yearly and hosted by University of Illinois, at a cost of \$110 per person registration fee. In addition, travel expenses will be incurred.

No additional resources in personnel. Current teachers attend curriculum update training at a cost of \$150 for registration.

NOTE: For all expenses, Perkins and CTEI grant funds will be used to help offset costs incurred by the district.

Glenbrook South:

Digital Electronics will replace a yearlong course previously taken as part of the engineering sequence, and will not add to the number of course offerings. The proposed change is part of the overall vision of the applied technology department to implement an entire STEM program of study by substituting PLTW courses and revised upper level architecture courses for the previous engineering and architecture course sequences. We do not anticipate significant implications for other departments, other than enhancements to student understanding of math and science concepts through application.



- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

Glenbrook South:

Equipment and supplies will be purchased in preparation based on student enrollment and the Digital Electronics purchase manual guidelines.

Materials will be created to provide information and increase awareness of the course offering to students, parents and community members.

7. Method of evaluating the success of the proposal after it is implemented:

- a) If the proposal is approved and implemented, how shall it be evaluated?

Glenbrook South:

Evaluations will include student surveys, enrollment data including females, and number of students declaring engineering majors. Students participating in PLTW courses take a national standardized exam, and student scores will be evaluated. At the conclusion of the 2014-15 school year, students will complete a survey that solicits their feedback regarding the course. Data will be collected and evaluated on enrollment, number of students declaring engineering majors, and test scores on the PLTW exams. Based on these evaluation measures, course team will make recommendations for curricular changes.

- b) What specific outcomes shall indicate success of the implemented proposal?

Success of the implementation will be based upon superior pass rates on PLTW national exams, positive student surveys, increased number of students majoring in engineering, increase in overall enrollment (including increase in enrollment of females) in engineering courses.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Television Broadcasting/English **Date:** 11/11/2014

Name of proposed curricular change: Honors Advanced Television & Film Production

1. Brief description of the curricular change:

Currently, Advanced Television & Film Production requires learners to plan, develop, and produce professional-quality television and film productions (broadcast journalism). More experienced students also are given the responsibilities associated with our two television shows, The Glenbrook South Report and Titan Sports. The proposed Honors Advanced Television & Film Production would provide a structure (clear responsibilities for studio management and consequential credit attainment) for those students who are willing and skilled to take on both responsibilities of production and studio management.

Students will make content decisions, manage production schedules, mentor staff members, and will learn a variety of organizational and management techniques to assist them in working in professional television studios. Honors Advanced Television & Film Production is the culminating course in the Television Broadcasting program at Glenbrook South and serves as a bridge to college- and professional-level broadcasting opportunities.

2. Curriculum Planning Committee Membership

- a) List the members of the committee.

(2a.1) Julie Benca, Teacher

(2a.2) Sue Levine-Kelley, Departmental Instructional Supervisor

- b) Give the rationale for the membership of this committee.

(2b.1) Julie Benca is the teacher for the GBS TV Broadcasting program. She will be the teacher who invites students to apply for the honors level course and she will be their direct supervisor.

(2b.2) Ms. Levine-Kelley is the supervisor for the Television and Radio programs at Glenbrook South.

- c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

(2c.1) No outside expertise requested. Expert expertise is regularly sought as part of the Television Program's ongoing formative assessment process.

3. Need for the curricular change:

- a) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

(3b.1) A review of current broadcasting industry standards and review of college broadcasting program requirements demonstrates the need for greater production responsibilities in Advanced Television & Film Broadcasting. As a result, a majority of student time is spent in pre-production, producing, and editing. Operating and managing the GBS "production company" requires even more skill, dedication and time.

(3b. 2) According to Keller's (1999) ARCS model of motivating learners, a learning endeavor must gain a learners attention, be relevant to the learner's personal goals, help the learner develop confidence, and conclude with the learner experiencing a sense of satisfaction. Providing honors credit to those learners who invest more time in the television/film program (i.e., take a role in studio operation/management) would (1)

provide them with relevant positions of leadership, (2) help them build confidence while assisting peers, and (3) provide the learners with a satisfying experience that rewards them for their extra efforts.

4. **Rationale for addressing the need through a curricular change:**

a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

(4a.1) New, more efficient production techniques and equipment have allowed the television students to be more productive. Consequently, the Advanced Television & Film Production class has been able to accommodate a greater number of students, and, in order to make our students more competitive, move to focus more on production and less on studio operation. Still, studio or production company operation is comprised of a series of necessary programming steps as GBS-TV is broadcast to over 11,000 families in the Glenview area. Providing an honors section would create a separate section whose students would be responsible for not only the production load, but also the operation of the station. Honors students would benefit from the production responsibilities and the responsibilities associated with station management.

b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

(4 b.1) No other approaches considered.

c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

(4c. 1) Honors Advanced Television & Film Production will provide a clear hierarchy for student management and guidance of Advanced Television & Film students and studio personnel.

(4c. 2) Honors Advanced Television & Film will provide a regular, well-trained staff to help facilitate the operation of GBS-TV.

5. **Description of proposed change:**

a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

(5a.1) The proposed Honors Advanced Television & Film Production would provide a structure (clear responsibilities for studio management and consequential credit attainment) for those students who are willing and skilled to take on both responsibilities of production and studio management. This normally would impact fewer than ten students given past trends in enrollment, students' skill level, and interests in management.

b) Provide a tentative outline of the proposed course or program.

(5b.1) The course will operate on a weekly management cycle and a weekly production cycle on the block schedule.

Monday: Honors Advanced Television & Film students meet with the entire Advanced Television & Film class. The class sets the production schedule for the next week. The Honors TV & Film students also review the studio operations for the week, prepare GBS-TV programming, and plan with the Executive Producers of GBSR and Titan Sports.

Wednesday: Honors Advanced Television & Film students meet with the entire Advanced Television & Film class. The class continues in the production process. The Honors TV & Film Students update and maintain the GBS-TV social media outlets, produce shows including: GBSR and Titan Sports, check equipment to ensure professional standards, develop the programming for GBS-TV.

Friday: Honors Advanced Television & Film students meet with the entire Advanced Television & Film class. The class reviews productions of the week and discusses next week's production schedule. The Honors Advanced TV & Film students program GBS-TV with the programming decided upon during the week, ensure current equipment is returned and working properly, discuss equipment needs, update GBS-TV social media outlets, and develop the production schedule for the next week.

6. **Implications of the proposed change:**

a) What are the implications of this proposed change for staffing, facilities, and budget?

(6a.1) No changes to staffing, facilities, or budget anticipated.

b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

(6b.1) The Glenbrook South Television Program would benefit from a regular, dedicated, and trained managerial staff that would provide guidance for less-skilled students.

(6b.2) The Glenbrook South Television Program would benefit from a regular, dedicated, and skilled managerial staff to help facilitate its daily operation.

c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

(6c.1) No summer curriculum project will be required.

7. **Method of evaluating the success of the proposal after it is implemented:**

a) If the proposal is approved and implemented, how shall it be evaluated?

(7a.1) The course will undergo the same regular formative evaluation as the Regular level Advanced Television & Film course. This formative evaluation seeks to maintain instructional objectives congruent with the needs and demands of the broadcasting industry. The evaluation currently includes regular review of program objectives by broadcasting industry professionals.

b) What specific outcomes shall indicate success of the implemented proposal?

(7b.1) An efficient operating production company that effectively programs GBS-TV, and honors students who are highly knowledgeable of television programming and television/film production operations.

To: Dr. Mike Riggle, Dr. Rosanne Williamson
From: Kris Frandson, John Finan
cc: Dr. Paul Pryma,
Re: New Course Proposals
Date: November 25th, 2014

The Glenbrook North Instructional Supervisors Team met on Wednesday November 12th, 2014 and agreed to recommend the following new course proposals/curricular changes for your approval. In addition, GBN's Curriculum Council reviewed and approved these proposals on Thursday November 13th, 2014. These courses/changes meet with the approval of the principal and both associate principals. I am also attaching the new course proposal forms for each of these listed below as well as the rationales for course name changes. Please let me know if you have any additional questions.

Course Name Changes and Curricular Changes	Current Title	New Title	Rational	Impact on Budget, FTE, Facilities	Evaluation
English	Foundations of Writing	Make the current one semester course a year long course for 1.0 credit. Course will now provide writing support for English 163 & 263 as well as other academic courses.	The curricular changes recommended for this class will parallel the current Reading Skills Development support class. Students generally repeat the class and take it for a full year of study.	There will be no impact to the budget, FTE or facilities with this curricular change. Students are currently recommended for placement into the course through the articulation process.	This course will be evaluated on the success of students within the course and in their English classes. Consistent progress through the course will also be monitored.
Career and Life Skills	Automotives 161 Automotives 261 Automotives 262 Automotives 361/362	Autos 1: Introduction to the Automobile Autos 2: Engines & Engine Performance Autos 3: Steering and Suspension Autos 4: Vocational	The name changes better align with the course content and objectives. They also align with industry and post-secondary standards	None	N/A
Fine Arts	Electronic Music 161, 261 & 361	Music Production and Technology 161, 261 & 361	The new title is a better description of the type of content and objectives of the course. This name will also match the same course at GBS.	None	N/A

Removal of Course Offerings	Course	Recommended Action	Rationale	Impact on Budget, FTE, Facilities	Evaluation
Career and Life Skills – Applied Technology	Drafting 161	Archive course – no longer offered in the curriculum	Student enrollment has been extremely small and we have run the class concurrently with other Applied Tech courses.	None	N/A
	Small Engines Adv. 261	Archive course - no longer offered in the curriculum	Minimal enrollment has not been achieved for the last 5 years.	None	N/A

Section A - Introduction

These procedures, outlined below, are intended to facilitate the systematic processing of curriculum development proposals for making modifications in the instructional program of District #225. The curriculum shall be defined to consist of all courses of study offered by the district.

Modifying the curriculum shall be defined as:

1. Adding or deleting a course, an entire sequence of courses, or a program.
2. Significantly changing the goals of an existing course or program.

Decisions concerning the administrative operation of the curriculum shall not be subject to the curriculum planning strategy. Decisions concerning such items as the following shall be made by the appropriate administrative staff:

- 1) assignment of the instructional staff,
- 2) development of the master class schedule,
- 3) assignment of students to classes,
- 4) recommendations concerning instructional materials, subject to the provisions of Policy 7180: Instructional Materials,
- 5) changes in course or program titles,
- 6) utilization of facilities,
- 7) classroom methodology or individual teaching strategies,
- 8) use of new instructional technologies.

Section B - Procedures

1. Each instructional supervisor, in conjunction with the associate principal for instruction and the department staff, shall conduct an annual evaluation of approximately twenty percent (20%) of the department's courses and programs. It is the expectation that all courses within a department will be reviewed at least once during the five-year cycle. The courses and programs to be reviewed will be determined through a collaborative process involving the associate principals for instruction and instructional supervisors at both schools. This review will be used as a base for the Instructional Supervisor Curriculum Report.
2. The impetus for curriculum change may be such factors as, but not limited to, the following: a demonstrated need for learning outcomes not met by current curriculum; data on student learning; demographic data on students; professional expert advice from educational consultants or representatives of higher education; the conclusions of educational research. Upon seeing a curricular need, staff members, students, parents, and members of the community may submit ideas for curriculum changes to the instructional supervisor of the appropriate department. Principals also shall inform parents and members of the community about curricular issues and shall invite representatives to join curriculum planning committees when appropriate. Experts and consultants may be engaged to provide input to the process when deemed appropriately by the respective principals.
3. Upon receiving a suggested change in curriculum, the instructional supervisor may convene an ad hoc departmental curriculum planning committee to address the need for the curricular change. This curriculum planning committee, after studying the perceived need, may write a curriculum proposal. If the proposed change affects more than one department, the principal may convene an ad hoc interdisciplinary committee to address the perceived need.
4. The proposal of the departmental committee must include the need, the rationale, a description, and the implications of the curricular change, as well as a method of evaluating the success of the implemented proposal (Appendix B).
5. All proposals recommended by the departmental or interdisciplinary committees shall be reviewed by the building's instructional supervisors and principal. Accepted proposals shall be acted on successively by the principal, superintendent, and the Board.

The decision or recommendation of each of the above-listed individuals or groups shall be communicated in writing to the committee submitting the proposal. A timeline for the strategy is contained in Appendix A of these Procedures.

6. No proposal shall be implemented unless approved by the principal, the superintendent, and the Board. The instructional supervisors shall serve in an advisory function.
7. Each year proposals shall be submitted to the Board for approval as indicated in the timeline in Appendix A of these Procedures. Under extraordinary circumstances, the superintendent may authorize the submission of a proposal to the curriculum planning process or to the Board at any time during the year.
8. One year after the implementation of a curriculum change, the instructional supervisor and the designated administrator shall evaluate each proposal approved by the Board in order to determine whether the proposal was successful in meeting its goals and fulfilling the educational needs. A report of this evaluation, together with a recommendation as to the continuance or modification of the implemented change, shall be shared with the appropriate committee that had proposed the curriculum change and shall be submitted to the superintendent and the Board no later than the end of the third semester that the course is offered.

APPENDIX A

CURRICULUM PLANNING STRATEGY
ANNUAL TIMELINE *

<u>Deadline</u>	<u>Activity</u>
March 15 to August	Collaboration between instructional supervisors and principal or associate principal for instruction at both schools to review department curriculum in light of data on student learning and to consider curricular changes.
August to October	Instructional supervisors set up committees for suggested curricular changes. Committees meet, plan, elicit input from various constituencies, and write proposal applications.
By November 1	Curriculum planning committees submit applications for curriculum changes to the instructional supervisors.
By November 15	Instructional supervisors review proposals and submit recommendations to the principals.
By December 1	Principals accept or reject proposals and, if accepted, send them to the superintendent including any resource implications.
Prior to Winter Break	Superintendent accepts or rejects proposals and gives rationale for actions.
By February 1	Superintendent informs the Board of Education and submits accepted proposals for Board action.
By March 1	Instructional supervisors submit proposals for summer curriculum work to develop course outlines and instructional resources.

By March 15

Superintendent either approves the proposal for summer project and designates funding for summer curriculum project or rejects the proposal. Instructional Supervisor Curriculum Reports are due to the superintendent. These reports are based on curriculum review conducted or modifications made during the past year and identified curriculum directions for the ensuing year(s). The reports should also include an evaluation and recommendation for any course that has completed the third semester of implementation.

Note: Under extraordinary circumstances, the superintendent may authorize the submission of a proposal to the Board at any time during the year.

*** This timeline will be coordinated with but not limited by the district budget timeline process.**

APPENDIX B

APPLICATION FOR CURRICULAR CHANGE

School:

Department:

Date:

Name of proposed curricular change:

1. **Brief description** of the curricular change
2. **Curriculum Planning Committee Membership**
 - a) List the members of the committee.
 - b) Give the rationale for the membership of this committee.
 - c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.
3. **Need** for the curricular change:
 - a) Present and analyze data on student learning that point to a need for change.

or
 - b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

or
 - c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.
4. **Rationale** for addressing the need through a curricular change:
 - a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.
 - b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.
 - c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

APPENDIX B (Continued)

APPLICATION FOR CURRICULAR CHANGE

5. **Description** of proposed change:
 - a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.
 - b) Provide a tentative outline of the proposed course or program.
6. **Implications** of the proposed change:
 - a) What are the implications of this proposed change for staffing, facilities, and budget?
 - b) What are the implications of this proposed change for other courses in the department and for other departments in the school?
 - c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?
7. **Method of evaluating** the success of the proposal after it is implemented:
 - a) If the proposal is approved and implemented, how shall it be evaluated?
 - b) What specific outcomes shall indicate success of the implemented proposal?

Adopted: November 21, 1977
Revised: October 9, 1995
Revised: November 27, 2000
Revised: August 11, 2003