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Rigor + Relevance + Relationships = Educational Excellence

Pre-K-12 Curriculum Alignment: A Mid-Process Update

Corning-Painted Post Area School District teachers in all subject areas in grades 6 through 12 have spent countless hours over the past two school years aligning curriculum across grade levels and schools.

Curriculum alignment brings many benefits, chief among them:

- Common ownership and understanding of what must be taught and learned at each grade level for each subject area; and
- District-wide standardization – no matter where a student attends, the curriculum requirements are the same across buildings, grade levels and classrooms.

"This ambitious initiative is absolutely essential to our *Quantum Leap* (QL) improvement process," says Assistant Superintendent for Instruction Mike Ginalski, who has driven the process since its launch in September 2005. "Alignment truly brings QL's "Three Rs" of Rigor, Relevance and Relationships together as we develop a robust, articulated curriculum with a progression of learning that supports students in meeting state, International Baccalaureate (IB) and local learning standards."

Alignment work has moved backwards beginning with assessment criteria and graduation expectations at the 12th grade level. To date,

the intensive work has been focused in grades 6 through 12, with Pre-K through grade 5 to follow. The ultimate goal of the initiative is to document the District's Pre-K through 12 curriculum in a format that is readily available for reference by teaching staff and administrators, as well as parents and even students.

The aligned curriculum signals a significant change from how the District has delivered instruction. "In the past, we have had nothing to offer to new teachers so they'll know what's expected of them from a curriculum standpoint," says Mr. Ginalski. "Alignment brings valuable information for parents, who will know what we expect their kids to learn while in our classrooms. It offers a teacher-to-teacher tool for increased collaborations and support by keeping them on the same page. And it gives students a 'no kidding' guide to the content for which they're responsible."

In this issue of *QL Update*, we will explore the progress made, challenges faced and the road ahead as C-PP continues to tackle this ambitious, necessary work. As a reflection of the project timeline, we will feature alignment work at the secondary and elementary levels, respectively.

Secondary

Secondary Alignment Moves to Next Phase

Middle and high school personnel have been working together in departmental, cross-grade-level teams to align the curriculum. Specifically, the work has included:

- Developing a matrix of assessment tasks by subject and grade level. This has encom-

passed cataloging and evaluating all C-PP, IB and NYS assessments to avoid duplication and ensure all standards and requirements are met.

- Developing a matrix of content by grade level. Teams have determined *what students must know* to be successful on the assessments.

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***From the Assistant
Superintendent
for Instruction
Mike Ginalski***

Be careful what you ask for, the old adage goes. Since I have been part of the Corning-Painted Post Area School District, teachers and administrators have been asking for aligned curriculum documentation that outlines our curriculum through all grade levels. Even if the Board of Education had not established the District-wide curriculum alignment objectives in 2005-2006, we would have been drawn toward the inescapable need to articulate our expectations for C-PP teachers and students.

When we began our alignment initiative last year, we knew it would be a monumental task. In reality, the job has been bigger than any of us could have predicted. While we've made some mistakes as the process has unfolded, I must re-affirm that this essential work is the very foundation for the improved teaching and learning that is our shared goal for the *Quantum Leap* student achievement initiative. C-PP has excellent teachers and outstanding instruction; it's the aligned curriculum that is missing.

This work dovetails extremely well with IB requirements, as both the DP and MYP stipulate that the curriculum in all subject areas must be vertically and horizontally aligned and articulated. The resulting curriculum guide will ensure all courses and assessments — IB and otherwise — are streamlined, integrated and structured in the best interest of our students. Our other initiatives designed to drive performance, such as AIS, the Freshman Academy and the elementary Reading program, also will be integrated into the Pre-K through 12 comprehensive curriculum guide.

Unlike a factory in which modifications in manufacturing processes can improve a product almost instantly, the impact of changes in the academic environment take years to manifest. Administrators and teachers must work together to design curricular changes and gain buy-in among staff to ensure smooth implementation. Ultimately, it is the students who must do the learning, and their performance in the classroom and on standardized tests improves gradually when changes are made to the instructional framework. Those who are anxious for overnight advances in results must be patient.

I implore you to stay the course with this essential alignment initiative. We will continue to commit as much time and resources as we can afford to facilitate the process. At completion, we'll have a valuable tool for administrators, teachers, students and parents that will position us to work toward our shared goal of improved performance for *all* C-PP students. We are closing in on our goal, and the end product will be well worth it!

Mike Ginalski

***Quantum Leap Q&A:
Mike Ginalski and Billie Gammara
Offer a Closer Look at District-wide
Curriculum Alignment***

QL: The District's Pre-K through 12 curriculum alignment initiative is now in its second year. Why is alignment so important to the work of improving instruction and learning for C-PP students?

MG: Prior to launching the alignment initiative, all of our schools had independent curriculum development and implementation processes. District-wide curriculum alignment is crucial because, when completed, it will integrate all state, local and International Baccalaureate (IB) standards and requirements into a cohesive, coherent whole. This is our mechanism to ensure that the content and material we teach matches the standards and assessments prescribed by New York and IB for all grade levels. In today's educational environment, school districts are forced to "read and react" quickly to frequently-changing student achievement concerns and expectations. With a clearly articulated Pre-K through 12 curriculum in place, we will be positioned to most effectively address shifting state and federal requirements. This critical alignment process represents true school reform — it is a necessary paradigm shift that gets us and keeps us on the same page.

QL: How have teachers worked to make the initiative possible, and what is the benefit to teachers of an aligned, articulated Pre-K through 12 District-wide curriculum.

BG: Teachers are the curriculum experts and are essential to achieving the goal of developing an aligned curriculum District-wide. I have not yet been personally involved in the work of alignment, as the process has not yet begun at the elementary level. However, the reactions I hear from teachers who have been involved are many and varied. I do believe the "end product" will justify the sometimes painful "means," so I continue to roll with the process, along with my colleagues.

Having a clear, articulated curriculum documentation for grades Pre-K through 12 will provide an organized, recognized plan of action for each academic area at each grade level. Teachers will know what skills have been taught at previous levels, what assessment tools and techniques are being used, and, most importantly, there will be a clear understanding of exactly what is expected.

QL: How does Curriculum Alignment support C-PP's *Quantum Leap* student achievement initiative?

MG: QL is geared to address what has been very flat academic performance in this District for years. Quite simply, alignment provides a consistent framework that will help us improve student performance. The work is designed to help develop better thinkers who are able to work above the knowledge level of Bloom's Taxonomy. As Tony Wagner said back in QL's infancy, "the world has changed and therefore the way

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From the Superintendent

Dr. Judith P. Staples

The past two years have been challenging for C-PP staff and students alike! Our secondary faculty have dug deep into designing common curriculum, an enormous task in addition to that of running effective classrooms. At the same time, our elementary staff has been immersed in the implementation of a comprehensive new Reading program.

Through it all, our C-PP students have taken the changes in stride, surprising teachers with their capability and their adaptability. It's a pleasant reminder why we've all chosen the field of education: to make a difference in the lives of the children we teach.

Why align our curriculum? As we all know, the New York State learning standards change often – sometimes yearly – which creates challenges for schools and teachers who must continually adjust what they teach so that students are prepared for testing.

Our critical District-wide curriculum alignment initiative has consumed many hours of teacher and administrator development work, and is supported by the Board of Education and the District's Master Plan. In fact, the project began in 2005 with a high sense of urgency, driven by a 2005-2006 Board of Education objective.

I am heartened by the progress and dedication I've seen on this important but challenging work, and I am confident that we soon will begin offering parents the education and support they need to better ensure their children's future success in our schools.

Judith P. Staples



From the CTA President

Billie Gammaro

Curriculum Alignment: *necessary, essential, crucial.* Our school district has been immersed in the process of aligning our curriculum, both vertically and horizontally. The cheers that you hear are from those that have completed their tasks. For the rest of us, here's a guide featuring the needed components to help us through the process:

- Curricula knowledge
- Unlimited energy
- Reasoning
- Reflection
- Individuals' participation
- Collaboration
- Understanding of community/culture
- Love of Teaching
- Universal "buy-in"
- Meaningful dialogue with colleagues

- Adherence to Learning Standards
- Leadership
- Identification of important concepts
- Goals & Objectives
- Necessary compromises
- Masterful educators
- Expertise at every level
- Necessary "up-dates"
- Time, time, time and more time

Curriculum Alignment: From a teacher's perspective, the benefits are clear — and so are the challenges.

Billie Gammaro

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- Developing a matrix of skills by grade level. Teams have determined *what students must be able to do* to be successful on the assessments.
- Developing a District curriculum guide by grade level and content area. The guide will ensure consistency and equity throughout the District.
- Designing a local culminating District assessment for each content area at every grade level for those courses that do not culminate in a standardized IB or NYS Regents examination.

“The curriculum alignment process has been a long, difficult one,” says East High School principal Joe Tobia. “As a result of the strong work ethic and commitment that our staff continues to put forth, this initiative will benefit our entire community and strengthen the learning in all secondary classes throughout the District. This process is ongoing but when it is complete, it will have a direct positive impact on all students as

Humanities Team Designs Common Units

According to Anthony Gill, who teaches 10th grade at East High School, Humanities teachers from the four secondary schools have been working collaboratively on four common units, as required by the Curriculum Alignment initiative and IB’s Middle Years Program (MYP) assessment monitoring process:

- **The Industrial Revolution: Marvels & Misery** (assessment & rubric complete) “Our Industrial Revolution Unit is our most polished unit. Its guiding question — *Is technology a blessing or a curse?* — holds much relevance to society today,” says Mr. Gill.
- **Imperialism: Might makes right?** (assessment & rubric complete)
- **Individuals in History: Does the individual make the times or does the time make the individual?** (assessment complete; no rubric yet)
- Unit title TBD; still being developed.

“In an effort to fuse MYP and NYS requirements, we have tried to integrate NYS assessment criteria into our development of MYP-required assessments, such as Document-based Question Essays and Thematic Essays,” says Mr. Gill. “In so doing, tasks are relevant to both the rigorous Global History Regents and MYP assessment criteria.” He adds that, “working together to develop the common units has serendipitously led to professional networking between the four secondary buildings, reinforcing QL’s Relationship Learning Goal.”

Humanities is one of several subject areas that have been identified as the first to undergo IB’s formal assessment monitoring process. These teams have made significant progress in preparation for the review by International Baccalaureate North America (IBNA), which will take place in 2008.

they progress through their secondary school years.”

Fully Integrating the IB Programs

Since the District has adopted the IB Middle Years Program (MYP) as the delivery method for instruction in grades 6 through 10, much alignment work at the secondary level has already been completed. For grades 11 and 12, implementation of IB’s Diploma Program (DP) course offerings has driven similar alignment efforts to develop the curriculum according to the principles of the DP.

It is important to note that C-PP’s curriculum alignment dovetails extremely well with DP and MYP requirements, as both programs stipulate that the curriculum in all subject areas must be vertically and horizontally aligned and articulated. “While the introduction of the IB programs did not initiate this action plan,” says Mike Ginalski, Assistant Superintendent for Instruction, “it certainly hastened it and added an accountability component.”

Creating Common Units through Compromise

Alignment tasks for secondary teachers have taken the form of creating a set of “common units” for each subject area and grade level, which share a number of characteristics:

- common learning objectives and skills;
- common essential or guiding question(s);
- common assessment tasks and criteria; and
- common scoring (eg: grades are standardized for students regardless of teacher or classroom).

“We do not have an expectation that all units will be common at some utopian point in the future,” says Mr. Ginalski. “Rather, there will be a set of benchmarks for each grade and subject area that is being taught in a consistent fashion. Day-to-day teaching strategies are individualized, but now we will have common measures for what students are expected to know and how they will demonstrate their knowledge.” And, these common expectations will be delivered at *both* middle and *both* high schools – signaling a truly aligned approach District-wide. In addition, all expectations for common units will be shared up-front with both students and parents.

The curriculum alignment work has produced challenges and benefits, depending on subject area. In Language A (English), for example, the alignment process required teachers to agree on a set of common texts for each grade level. The teachers had to start from ground zero to establish a set of common literature and mutual skills, expectations and assessment tools for each common text. Compromise has been challenging and the process was at times painful — requiring some teachers to give up favored instructional units or texts, while others had



East High students at work (2005).



CFA students prepare for lab.

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to adopt texts they may not have personally preferred. In the end, though, they are coming together to meet alignment goals.

One example of a modified curriculum driven by the alignment process is a revised Science sequence, which offers benefits to both advanced and struggling students (see callout box at right). "What's really special about this new direction in the Science curriculum," says CFA principal Rick Kimble, "is that it was driven completely by the teachers

themselves. Rather than having a mandate handed down from administration, they conceived and developed this new approach which better serves student needs. The curriculum alignment process opened the door for the collaborative process, reinforcing relationships among teaching peers for the benefit of our students."

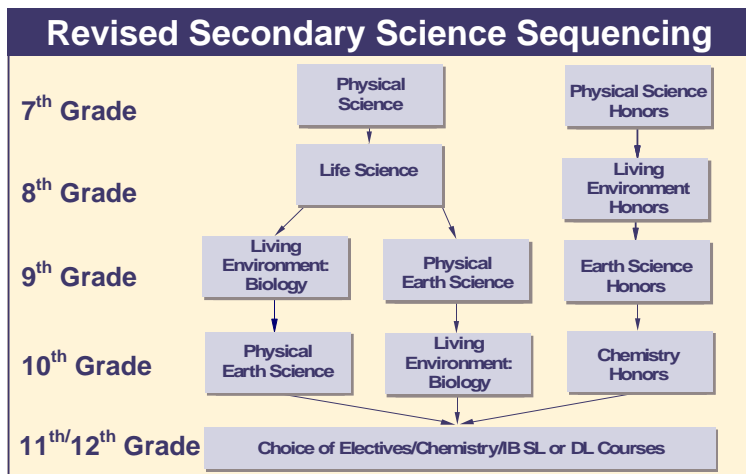
Aligning Assessments

By the end of 2008, every subject area should have developed a set of common instructional units that are fully aligned in content, skills and assessment areas. So, for those subject areas that have already completed alignment tasks, the next step involves creating common, criterion-based assessments.

According to IB documentation, teachers organize continuous assessment over the course of the MYP according to specified criteria that correspond to the objectives of each subject area. The ongoing assessment and reporting helps students and parents to understand the requirements, and aids students in preparing for their final assessment. Teachers are responsible for structuring varied and valid assessment tasks in addition to tests and examinations that will allow students to demonstrate achievement. These include:

- open-ended, problem-solving activities

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Modifications to Science sequencing benefit students.

Science Sequence Modified Through Alignment Work

This year, C-PP middle school students have benefited from an altered Science curriculum sequence conceived and requested by teachers. Specifically, Physical Science and Life Sciences are being taught in 7th and 8th grades, respectively. In addition, Living Environment: Biology is now being offered to 8th grade honors students as a more logical progression from the 7th grade curriculum. The revised 7th and 8th grade curriculum began this fall, and 9th grade changes have been proposed for 2007-2008.

In the past, the Science content that was taught often varied between the two middle schools and even between teachers within the same school. Although the instruction was of a high quality within each classroom, the individualized approach created an inconsistent Science foundation for students as they reached high school. As a result of the collaborative work sessions required by C-PP's curriculum alignment process, the middle school teachers proposed a comprehensive vertical and horizontal alignment of the middle school Sciences so that each student would have the same knowledge and skill base when they entered high school.

The Science sequence also has been modified to address the needs of the District's most challenged Science students, giving them a full two years of Biology/Living Environment instruction. This change will greatly increase their ability to pass the NYS Living Environment Regents Course required for high school graduation and its corresponding Regents exam.

Accelerated students will also benefit from the new sequencing. With the advent of the International Baccalaureate (IB) Diploma Program (DP), the current schedule of classes will result in many of our DP students taking three years of Biology in high school, limiting their exposure to other Sciences and opportunities. By taking the Regents Biology course in 8th grade, the new alignment will ensure these students a broad exposure to other Sciences while still offering the ability to gain deeper knowledge that is an integral part of the DP.

According to Lauren Frazer, who teaches Science at Corning Free Academy, strengthening relationships and collaboration among peers has been a rewarding result of the alignment process. "Curriculum alignment has added a great deal of additional work, but it has been a worthwhile process for both the teachers and the students who will benefit from a more consistent approach," she says.

Elementary

Working Toward Alignment at the Elementary Level

“For the first time, our Reading program is consistent throughout the District,” says Lindley Presho’s Betsy Fogelsonger. “As an elementary principal, I am confident now that when a child transfers from another C-PP school they will have come with the same background and skills.”

According to Mrs. Fogelsonger, implementing the Scott Foresman Reading Street program in all eight elementary schools has been an important first step in aligning curriculum at the elementary level. “Our teachers, parents and students are responding well to this consistent approach across grade levels and school buildings,” she says. “When the time comes, we look forward to aligning Math and other subject areas to develop a solid PreK-12 curriculum guide for all C-PP students.”

While the comprehensive District alignment process has not formally begun at the elementary level, implementing the research-based ELA program is driving elementary staff to set and teach priority skills at each grade level, in a consistent fashion. “Teachers and principals feel confident that we are teaching the right skill, at the right time, to the right students,” continues Mrs. Fogelsonger. “Priority skills – *phonemic awareness, phonics, fluency, vocabulary and text comprehension* – are proven indicators of Reading success, as identified by the National Reading Panel.”

As the school year draws to a close, the District’s ELA Committee continues to work to review assessments, forms, reporting procedures, pacing and framing the ELA summer work. In addition, the committee will be revisiting assessment expectations and pacing guides for release in the fall. The group has identified some successes from the first year of implementation. In addition, the elementary Academic Intervention Services (AIS) group has been working to review and modify the criteria for students receiving Academic Intervention Services to better meet those students’ needs. The elementary Reading program is a vital *Quantum Leap* initiative that meets all New York State learning standards.



Kent Phillips Students at work. (2005)

Aligning Elementary Mathematics

According to District Helping Teacher Cheryl Jordan, The Elementary Mathematics Committee has worked hard this year forming criteria for a new Mathematics program adoption. The group has worked to review the state standards and assessments and also the most recent research in the field on teaching Mathematics to young students. “The group has reviewed some new programs and will continue efforts into the next school year with the goal of making a recommendation to the Board of Education in spring 2008 for implementation in fall 2008,” says Ms. Jordan. Representatives from each building and from all levels have been active on the Math Committee, meeting weekly to analyze current programs. They began by acknowledging what they liked about the current District Math program and discussing what might be needed to increase Rigor for C-PP students.

Implementation of consistent ELA and Math series will increase fundamental skills among our youngest students so that every child can master what they need to know and be able to do so that they will be prepared for success in middle and high school. With these critical programs in place, elementary staff will be positioned to complete the comprehensive alignment tasks necessary to ensure an articulated Pre-K through 12 alignment.

District-wide Scott Foresman Reading Street Implementation



C-PP anticipates that it will be five to ten years before the impact of the new elementary Reading program is proven in the District’s standardized test results. However, the impact of the program on individual student performance can be seen and measured in the classroom throughout the school year. In the long term, District leaders are confident that the comprehensive program will directly impact student success in middle and high school.

Among the immediate programs benefits are:

- Integrated, consistent curriculum across and between grade levels;
- Integrated AIS component for struggling students;
- Baseline testing conducted in first week of school and repeated at key intervals;
- Testing results provided to parents;
- Significantly more rigorous for students and an adjustment for teaching staff as well;
- Ongoing staff development.

With the addition of the NWEA MAP testing for grades 2-8, C-PP teachers have access to more data than ever before to assess and monitor individual student progress.



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in which we educate children must change...we need to create better thinkers who are able to solve complex, multifaceted problems." With the progress we've made through QL, I feel like we are moving in that direction.

QL: Where are we in the alignment process, and what has yet to be done?

MG: We've learned a great deal about our own culture through this process, and it has been far more challenging than anyone could have predicted. So far, the alignment work has been solely focused at the secondary level and we've reached different progress points, depending on the subject area. For example, Physical Education, Health and some of the smaller curricular areas are at or near completion. In the broader core subjects, the process has been challenging, as hard decisions have to be made, and necessary compromise does not come easily. The bottom line is that teachers love to teach certain topics, and when they have to give something up that they may have taught for years, it's difficult. So, we're getting there but we have more work to do.

QL: Is there a particular curriculum mapping model that C-PP is following?

MG: We are following a model designed specifically for use by C-PP that was developed with international experts in curriculum design. The process begins with assessment criteria and works backward so that the topics covered and the skills students develop will support the mutual assessment tasks.

QL: How have C-PP teaching staff risen to the considerable challenges of aligning curriculum both vertically and horizontally across grade levels and subject areas?

MG: You learn a lot about people during challenging times and I can say that the majority of our teachers clearly understand the need to align the curriculum and have developed a sense of urgency about it. This initiative is all about creating change, and people adapt to change in different ways — some take longer and struggle more than others. In the defense of all teachers, I admit that communication has been confusing at times and there have been inconsistencies, such as IB trainers relaying conflicting information, which have slowed down the process somewhat. As you move through an implementation of this magnitude, you realize countless things you wish you could do over.

BG: I need to repeat: *Teachers are the curriculum experts — and are essential to achieving the goal.* Teachers are immersed in the process and have risen to the challenges. I agree that in a district our size, communication can be a challenge. Finding time to collaborate effectively with colleagues is also a challenge. Compromising, decision making, documenting and monitoring progress...it all takes *TIME, TIME, TIME.* And, all of this work is being completed at the same time that teachers are responsible for their main task: classroom instruction that meets the educational needs of every student, every day.

QL: Describe the professional development opportunities dedicated to the initiative over the past two years.

MG: It really has been an unprecedented era, as teachers and administrators have completed *thousands* of hours of staff development going back to 2001. We have brought in people from all over the US and Canada to work directly with our teachers, and the amount of pull-out time for teachers has been far beyond what any of us truly expected. The staff development has been hands-on, relevant and — for the most part — of exceptional quality.

BG: The District has provided resources and devoted a lot of in-service time to allow teachers to work together on this initiative. That said, while everyone knows that TIME is needed to complete alignment tasks, teachers do not want to spend extensive time out of their classrooms.

QL: How does the International Baccalaureate Program implementation fit in to the alignment process?

MG: Ideally, we would have completed vertical and horizontal articulation prior to IB implementation at the secondary level; instead the timing has required us to *concurrently* implement IB and align our curriculum — an enormous undertaking. As it has turned out, IB has been a driving force for alignment in many ways. We began this process with the end in mind, asking: "what skills do we expect students to have when they leave?" and then working backwards from that. Without question, the IB Diploma is what we'd like all students to strive for.

QL: What will the completed K-12 Curriculum Guide documents look like, and how will they be used by District administrators, teaching staff and parents:

MG: All relevant information will be captured in a matrix of specific skills, expectations and assessment tools that will become our guiding documents. As such, they will provide an organized, recognized plan of action for each academic area at each grade level. Administrators will use the Curriculum Guides to monitor pacing and assessments associated with each area. The guides will provide C-PP teachers — especially our new teachers — an overall picture of the content, skills and assessments expected for each grade level and subject area. One thing I've noticed in my seven years in this district is that parents "want to know." The Curriculum Guides will offer parents clear grade-by-grade documentation of the skills and content their children are expected to master, reinforcing QL's Relationships learning goal. Ultimately, our students and families are our customers and it's important for us to be accountable to them.

QL: How will ongoing updates to the Curriculum Guides be handled moving forward? Is there a timeline in place for keeping the documents relevant and accessible?

MG: Next year, we are reinstating the Curriculum and Assessment Committee to monitor the process for curriculum development and to establish "curriculum cycles." Quite frankly, we're forced to assess and revise our curriculum every year to ensure our expectations match those prescribed by NYS and IB. As I said, it's a new era and business cannot be as usual.

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- investigations
- organized debates
- hands-on experimentation
- analysis and reflection

For the common units being developed by C-PP teaching staff, each of the varied assessment tools, recording and reporting must be identical. "It's important to note that we are assessing what the students DO know; not what they DON'T know," says Mr. Ginalski. "This is particularly true on the Diploma Program examinations, which are administered over several days, so that the students will not be over-stressed."

Diploma Program Alignment

The IB Diploma Program is in its second year of implementation at East and West High Schools. For each DP course, all students will take the same examination administered to DP students around the globe. This mutual assessment, along with the fact that the Diploma Program is being taught for the first time in the C-PP school district, has sped progress toward curricular alignment. "DP faculty from both schools have met to create new and common curricula to match the requirements of the DP," says Mr. Ginalski. Visual Art, Music and Business are among the subject areas that have aligned and articulated their common units and internal assessments. Language A (English) is now meeting to align their texts.

Countless Hours of Staff Development

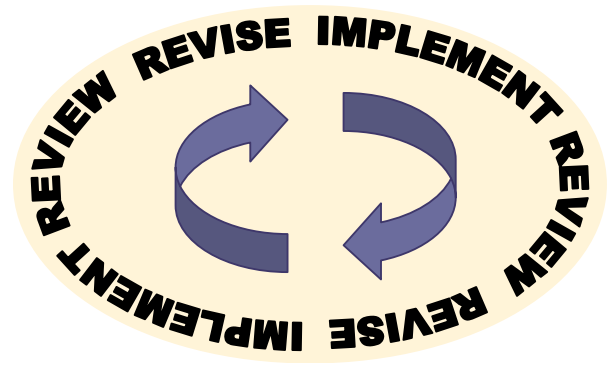
The Curriculum Alignment project is an enormous undertaking, requiring the full, active engagement of all secondary administrators, faculty and staff. Due to its massive scope and the awareness that teachers are already carrying heavy work loads, District administrators have committed thousands of staff development and in-service hours over the past two school years to the project.

For most alignment work sessions, there has been a facilitator in place to help with the negotiations in each subject area. In many cases, this has meant bringing in an outside expert. "Because every teacher must be invested in the process and buy in to the final product, it is absolutely critical that every teacher be able to participate," says Mr. Ginalski. "Therefore, these work sessions have been scheduled during the school days. We have made every effort to offer subject area groups the time and expertise they've needed, whenever helpful."

Mr. Ginalski adds, "This has been a unique opportunity for members of the same department to work together, engage in rich discussion and make decisions about the content and skills that each of their students must master in each subject each year."

Ongoing Review and Update

The Curriculum and Assessment Committee will reconvene in the fall of 2007 to spearhead the ongoing cycles of updates to the Pre-K through 12 alignment documentation. The committee will be comprised of representatives from each building, students, parents and administrators — and will



meet monthly to oversee the process of developing new programs, courses, curricula, textbooks and assessments.

A major role for the group will be to communicate curricular issues and updates to building staff. "Despite all of our attempts to provide timely, comprehensive information, there still appears to be a communication gap," concedes Mr. Ginalski. "The reinstatement of this committee gives more stakeholders a voice in ALL curricular decisions, and, more importantly, will increase communication and understanding regarding any curricular changes." More communication directly to buildings is critical, and the Curriculum and Assessment Committee's building representatives will be tasked with reporting the issues discussed in each of its meetings.

"Once we are finished with this essential alignment work, we'll have a guide for each subject area that clearly outlines our curriculum through all grade levels," says Mr. Ginalski. "At that point, the ongoing work of keeping the documentation relevant and aligned with all local, state and IB requirements will begin."



The C-PP Area School District is a model school district for creating a new equation for educational excellence.

Mission

Through excellent leadership and teaching in a collaborative environment, we will provide the educational opportunities to ensure all students have the skills to be productive, responsible adults and contributing citizens.

Learning Goal #1 — RIGOR: All students will demonstrate mastery of the fundamental skills and competencies needed for success in a rapidly changing world.

Learning Goal #2 — RELEVANCE: All students will demonstrate readiness for adult roles by applying fundamental academic skills and competencies to personal, community and workplace settings.

Learning Goal #3 — RELATIONSHIPS: All students, parents and community will work together to create a positive, respectful environment that supports excellence in learning, teaching and leadership.

Rigor + Relevance + Relationships = Educational Excellence



Questions or comments about this newsletter? Please e-mail Mike Ginalski at: mginalski@cppmail.com