

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** August 14, 2007  
**TO:** **BOARD OF EDUCATION**  
**FROM:** Dr. Joe A. Hairston, Superintendent  
**SUBJECT:** **CURRICULUM MANAGEMENT PLAN UPDATE**  
**ORIGINATOR:** Sonia Diaz, Chief Academic Officer  
**RESOURCE PERSON(S):** Curriculum Management Planning Committee

**INFORMATION**

That the Board of Education receives an update on the Curriculum Management Plan (CMP).

Attachment I – Executive Summary  
Attachment II – PowerPoint Presentation

**Curriculum Management Plan Update**  
**Executive Summary**  
**August 14, 2007**

Baltimore County Public Schools (BCPS) has embarked on a comprehensive, multi-year refinement of its curriculum management process, including the approach used to develop, disseminate, implement, support, monitor, and evaluate the curriculum. This undertaking entails both top level policy coordination and detailed planning and execution at all levels. The scope of work necessary was identified in the Phi Delta Kappa Curriculum Management Audit which was conducted in December 2006. The framework for the district's response to the audit was established in the BCPS Curriculum Management Plan presented to the Board of Education in June 2007. An overview of the Curriculum Management Plan was presented by Dr. Diaz, Chief Academic Officer, to all supervisory personnel in the Division of Curriculum and Instruction on July 23, 2007 and at the Superintendent's Retreat on August 1, 2007.

Under the supervision of the Chief Academic Officer, a broad cross-section of administrators in the Division of Curriculum and Instruction and in the Division of Business services has worked collaboratively to translate the framework of the Curriculum Management Plan into the concrete, everyday work of staff in departments and offices throughout the Baltimore County Public Schools.

The Curriculum Management Plan calls for the establishment of a system-wide Curriculum Management Committee. The committee's work will focus on further development of existing curricula and the application of a consistent framework. The work plan includes the development of 31 courses over three-year period addressing core curricula in grades 6 – 12, and grade level courses in grades 3 – 5. In addition BCPS staff will work to strengthen the alignment between curriculum development and assessment and will investigate best practices for differentiating instruction and delivery methods and provide a framework of implementation and support to schools. In addition, training will be provided to content item writers on the development of valid assessments.

The Division of Curriculum and Instruction continues to work on various other initiatives that further support the Curriculum Management Plan including:

- Revision of the *Course Registration Guide*
- Elimination of low level courses
- Revision of Parent Summaries and *How to Help Your Child at Home* documents
- Final phase-in of assessTrax®
- Development of a new elementary report card
- Phase II of elementary math *Investigations*
- Piloting of new elementary science units in grades 2 – 5
- Piloting of McDougal Littell Language Arts in grades 7 and 8
- Field testing the new Houghton Mifflin Language Arts in grades K – grade 6
- Introduction of *Project Lead the Way*, a fully developed curriculum for high school and middle school focusing on science, technology, and engineering.

As also outlined in the Curriculum Management Plan, work has begun to determine ways in which to improve coaching opportunities for teachers and school administrators. The Department of Professional Development has coordinated focus group meetings comprised of second year principals, mentor principals, and veteran principals to explore ways to enhance teacher and leadership development programs such as the new teacher and administrator induction and orientation programs. The Department of Professional Development will continue to work collaboratively with the Professional Development Advisory Group to develop a timeline for implementing the new approval process for curriculum-related professional development initiatives.

# Curriculum Management Plan Overview

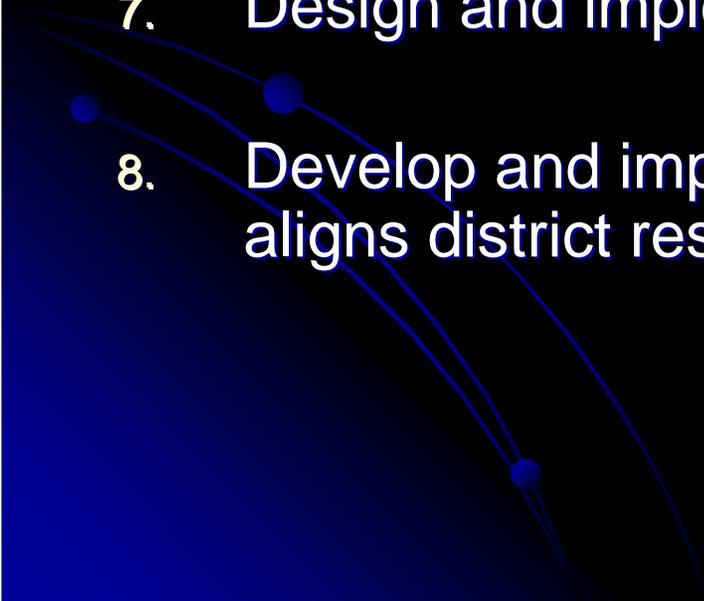
Superintendent's Retreat  
Curriculum and Instruction  
And Business Services

August 1, 2007

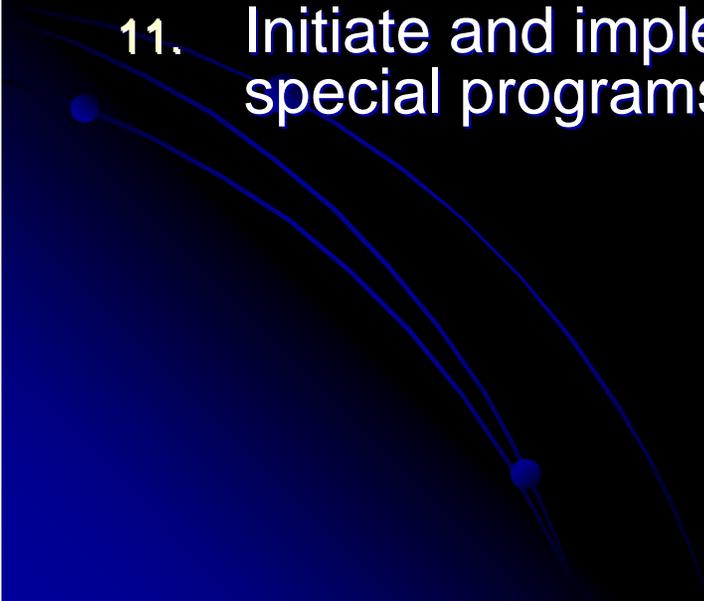
# PDK Audit Recommendations

1. Hire a Chief Academic Officer to bring curriculum development, professional development, and assessment into alignment.
2. Develop and implement comprehensive professional development policies, rules, and plans.
3. Develop and execute a curriculum management plan.
4. Review, revise, adopt, and implement current Board of Education policies for meeting the characteristics of a sound curriculum.

# PDK Audit Recommendations

5. Develop and implement a comprehensive assessment plan.
  6. Require the systematic evaluation of district programs and *Master Plan* actions.
  7. Design and implement a data management plan.
  8. Develop and implement a five-year plan that fully aligns district resources to curricular goals.
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# PDK Audit Recommendations

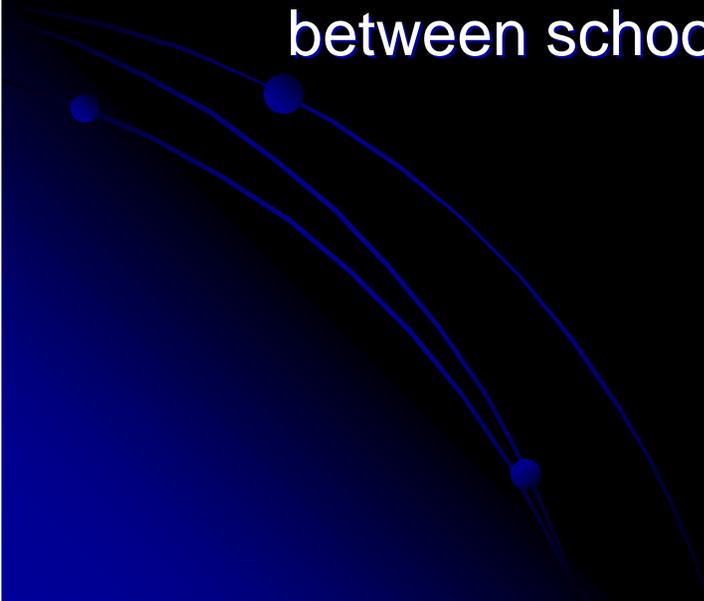
9. Develop and implement systemic planning focused on goals to ensure equal access for students to all programs, services, and opportunities.
  10. Immediately act to eliminate substandard educational environments by eliminating safety hazards.
  11. Initiate and implement needed policy updates for special programs.
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# PDK – Recommendation #3

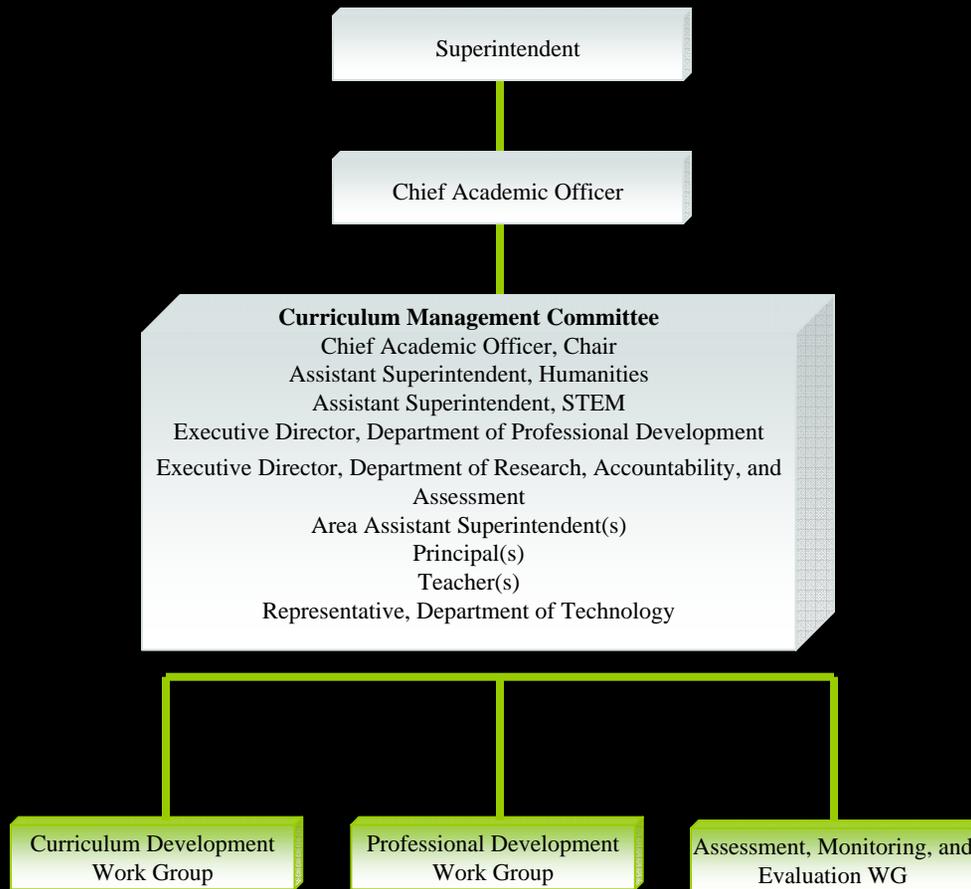
## Curriculum Development, Implementation, and Evaluation

- Create curriculum guides with a consistent format.
- Clarify the rigor of objectives with verbs that describe the cognitive process.
- Include exemplary models for differentiated instruction.

## Curriculum Development, Implementation, and Evaluation (continued)

- Provide professional development in the delivery of a rigorous, balanced, and integrated curriculum.
  - Establish structures that facilitate coordination between schools and offices.
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# Curriculum Management Process

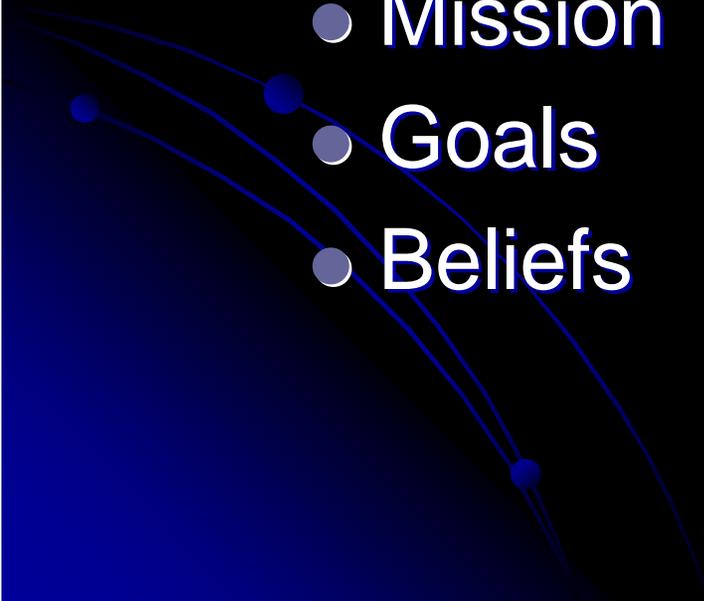


# Components of the Curriculum Management Plan

- Vision
  - Curriculum Development
  - Implementation and Support
  - Assessment, Monitoring, and Evaluation
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# Vision

The *Blueprint for Progress* provides the foundation for the Curriculum Management Plan:

- Vision
  - Mission
  - Goals
  - Beliefs
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# Curriculum Development

## BCPS Curriculum Frameworks

1. *Blueprint for Progress*

2. Curriculum Standards for Each Discipline  
(VSC, CLG, National / Industry Standards)

3. Content Specific, Research-Based Best Practices

4. Content Specific Scope and Sequence of PreK-12

5. Year-Long Instructional Pathway

6. Grade Level / Course Assessments

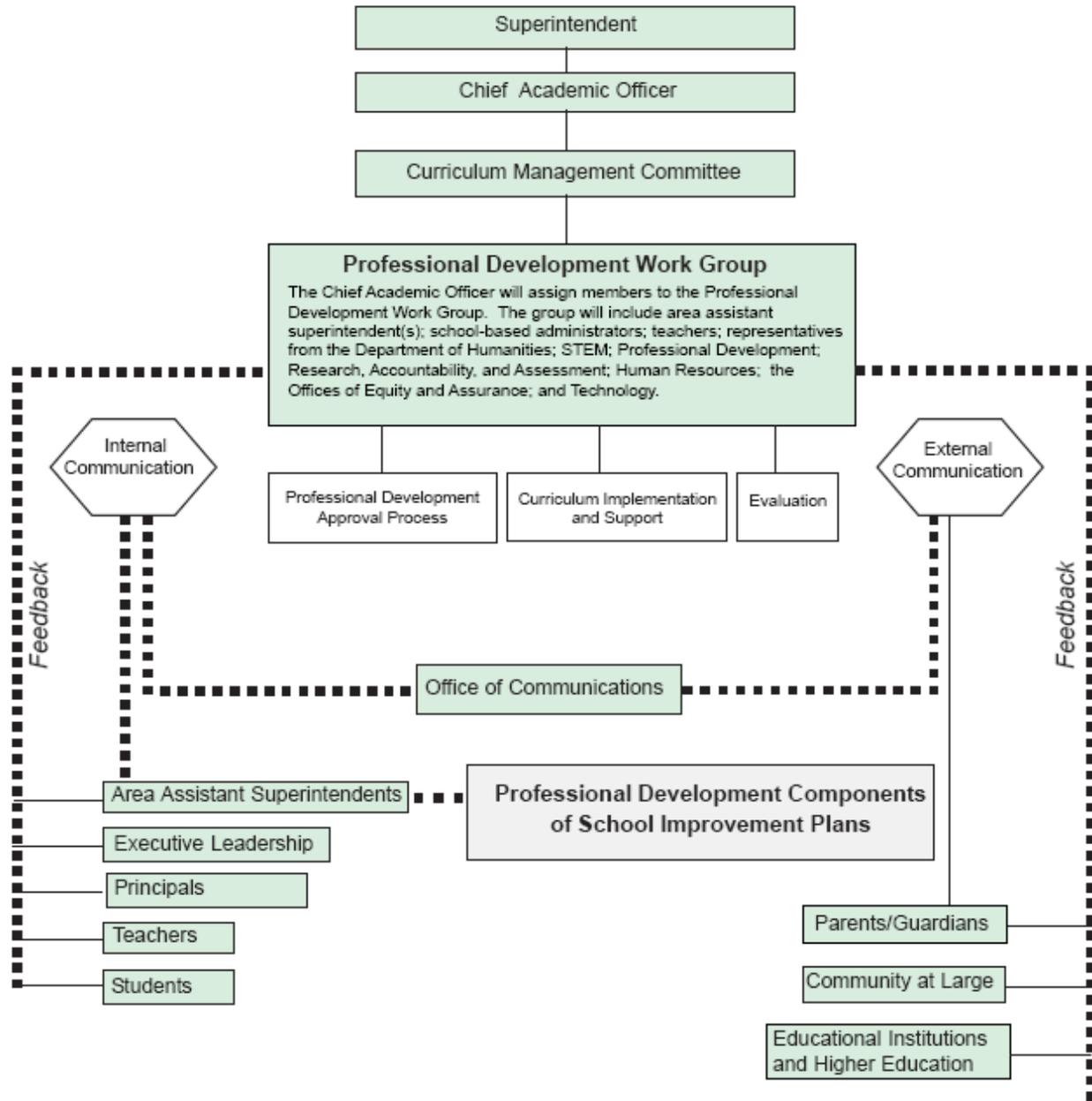
7. Curriculum Guides

# Curriculum Implementation and Support: Professional Development

A comprehensive professional development plan designed to provide service and support to schools to:

- Identify systemic PD goals and needs.
- Differentiate PD content and delivery methods.
- Investigate ways to track the impact of PD on student achievement.
- Investigate ways to provide coaching opportunities for everyone involved in teaching and learning.

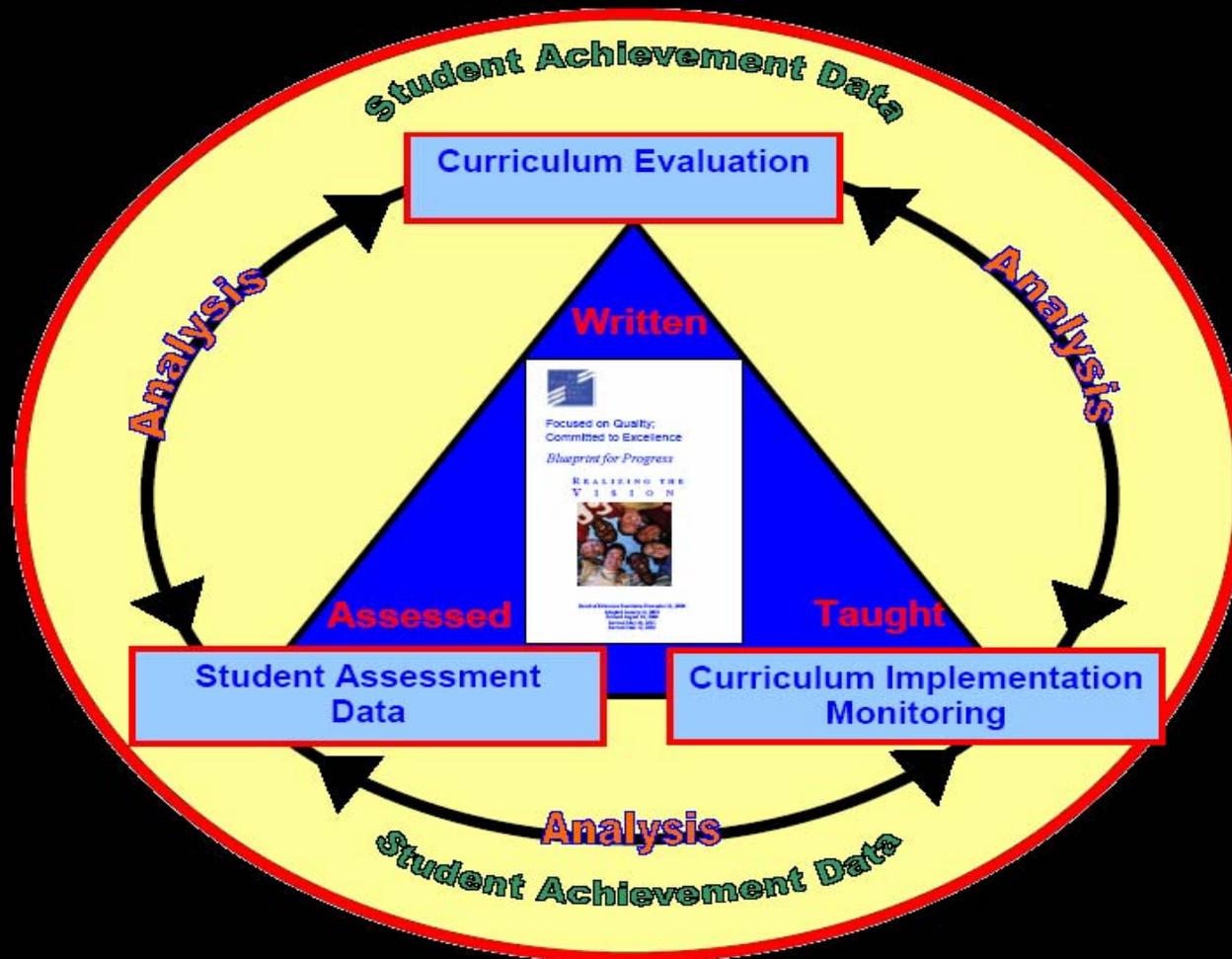
# Professional Development Process



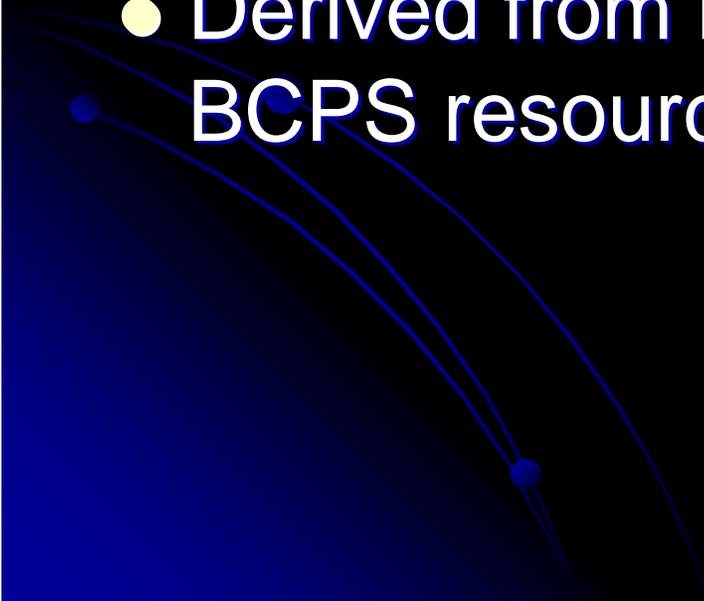
# Assessment, Monitoring, and Evaluation

- Develop a comprehensive assessment plan.
- Provide information for systemic and school-based decision making.
- Use data to drive instruction and support program improvement.
- Identify best assessment practices to monitor curriculum implementation.
- Provide a timeline for the cyclical review and evaluation of curriculum.

# Assessment, Monitoring, and Evaluation Process



# The Kaplan Partnership: Customized Curriculum

- A process not a program
  - Comprehensive in scope
  - Derived from Maryland standards and BCPS resources
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# Kaplan Partnership

Curriculum will be:

- Focused on research-based instruction.
  - Grounded in vertical and horizontal alignment.
  - Written in a consistent format aimed at providing differentiated and diverse instructional approaches.
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# Kaplan Partnership

- Develop 31 courses over a three year period to include individual core courses in grades 6-12 and grade level courses in grades 3-5.
- Strengthen alignment between curriculum development and assessment.
- Support professional development with full-time Kaplan staff stationed in BCPS and customized professional development for core curriculum training.

# 2007-2008 Kaplan Partnership New Course Development

- Grade 3 (development of math, science, and social studies with linkages to the Houghton Mifflin reading series)
- Grade 6 (development of math, language arts, science, and social studies courses)
- High School (development of English 11, 12, biology, and geometry)

# 2008-2009

## Kaplan Partnership

### Development and Implementation

- Implement courses developed in 2007-2008.
- Develop grade 4.
- Develop grade 7 (language arts, math, science, social studies).
- Develop grade 8 (language arts, math, science, social studies).
- Develop eight (8) high school courses (in grades 9-11).

# 2009-2010 Kaplan Partnership Development and Implementation

- Implement courses developed in 2008-2009.
- Develop grade 5.
- Develop four (4) high school courses (in grades 11-12).

# C & I Initiatives

## 2007-2008

- Revise Course Registration Guide.
- Revise *Parent Summaries* and *How to Help Your Child at Home* documents.
- Eliminate low-level courses.
- Field Test Houghton Mifflin language arts in K – 6 and pilot in spring 2008.
- Pilot McDougal Littell in grades 7 and 8 language arts classes.
- Implement final phases of **ASSESSTRAX™**.

# C & I Initiatives

- Develop new elementary report card.
- Enter Phase II of elementary math *Investigations*.
- Pilot new elementary science units in grades 2, 3, 4, and 5.
- Introduce *Project Lead the Way*, a fully developed curriculum for high school and middle school focusing on science, technology, and engineering.