

Curriculum Duties & Performances

I. Curriculum Content Area Implementation for 9 Curricula Content Areas

In conjunction to *No Child Left Behind* (NCLB), *Quality Single Accountability Continuum* (QSAC) is the Department of Education's monitoring and evaluation system for public school districts. Within this monitoring system, the *Supervisor of Curriculum* oversees the evaluation of "Instruction & Programs". A section of this report requires the communication and articulation of all 9 content areas across all grade levels. These leadership committees enable cohesive communications horizontally (amongst grade-level counterparts) and vertically (from one grade/building to the next). The *Supervisor of Curriculum* gathers critical information during these meetings prior to creating district initiatives and/or purchasing new curriculum materials.

There are 9 Core Curricula Content Standards (CCCS) or *Areas*: **Math, Science, Social Studies (SS), Language Arts Literacy (LAL), Visual & Performing Arts, World Languages, Technology, Health & Physical Education (PE), and Career, Consumer, Family Life Skills**

Duties/Performances:

- a. The *Supervisor of Curriculum* oversees 9 Content Area Curriculum Committees
 - i. Articulation enhances cohesiveness (Both vertical and horizontal communications; for a list of Curriculum Committees orchestrated by the Supervisor of Curriculum, please visit the Curriculum link on the district website.)
 - ii. Pre-Purchase Communications to ensure efficient spending on all materials – Nothing is purchased prior to obtaining information on what the current needs are and reviewing multiple options.
 - iii. Revising Curriculum
 1. The NJDOE put out a "Standards Clarification Project" last year. All 9 content area standards were changed and adopted by the state. All NJ School Districts have 2 years to rewrite, turn-key, and implement new Curriculum in all 9 areas using the "Understanding by Design" UBD Model, which will enhance cross-curricular instruction and quality assessment.
 2. All new Curriculum Guides will include a grade-level scope & sequence, multiple "units of study", resource guides, and assessment/rubrics to assess learning objectives.
 - iv. Oversees Leadership Training Opportunities (Delegating district representation at county/state meeting or training opportunities)
 - v. Planning for future content areas that will have critical changes:
 1. Language Arts Literacy (LAL) – The Writer's Workshop Initiative began during the 2009-2010 school year. The LAL Committee evaluated several Writing Curriculum Resources before purchasing 3 different programs; tailored to primary, intermediate, and middle school levels. (Nancie Atwell, The Writing Academy, and Lucy Caulkins). Within the next 2 years, the Swedesboro-Woolwich School District will move to a 4-block LAL period (Writing, Reading, Spelling, and Grammar) which will provide more quality instruction. With the purchase of literature/novels, the district will save money in lieu of purchasing a high-cost Commercial Reading Series.
 2. Technology – 3-year Technology Plan submitted 4/15/2010 which outlines the next 3 years of Technology Instruction for K-6. The plan includes a Needs Assessment, 3 year implementation goals for all grade levels, Planning for Professional Development (PD) for staff, and Evaluation techniques.
 3. World Language – The instruction of this content area will be outlined during the summer of 2010 for the next 2 years as we move towards infusing this content area within the regular education setting. This instruction will provide students with more "cultural awareness". PD will be provided for staff.

- b. Curriculum Articulation with the “Kingsway Group”. Supervisors oversee regional committees when writing curriculum or articulating so students are prepared for Kingsway HS. All content areas require evaluation every 5 years.
- c. On-line Textbooks
 - i. Added to our website in 2008.
 - ii. A-Z Reading/Raz Kids was added to website and made available to all students in 2009. This unique on-line tool allows students to access literature according to their differentiated lexile level.

II. Professional Development

NCLB requires 100-hours of Professional Development (PD) for every certified teacher during a 5-year cycle. Funding is provided through NCLB IIA which is allocated strategically each year for district PD opportunities. The *Supervisor of Curriculum* orchestrates all PD opportunities that are relevant to district-wide initiatives.

- a. PD Committee
 - i. Administrative Liaison on the Local PD Committee (LPDC)
 - ii. Orchestrates/Participates in ongoing meetings to evaluate current plan, discuss PD opportunities, approve in-house PD workshops, conduct or analyze needs assessments/evaluations, update website, forms, communications, etc.
 - iii. School PD Committee (SPDC) has been implemented in 2009-2010. 4 Committees have been formed with the building principals. The *Supervisor of Curriculum* Articulates with all 4 committees, orchestrates district-level meetings, supervises School PD plans, and provides training opportunities for SPDC members for this critical leadership role.

- b. Annual PD Plan

(The *Supervisor of Curriculum* oversees the writing of this annual project plan, which includes 6 sections of information: Current Year Reflection, Needs Assessment, Goals, Opportunities, Resources, and Evaluation Techniques for the following year regarding PD implementation.)

- c. In-House PD Opportunities
 - i. In-Service Days

The *Supervisor of Curriculum* handles the budget, booking & negotiating presenters, and communicating with Administrative Team and all staff. In conjunction with LPDC, these duties also include preparing all materials, designating locations, coordinating set-up, issuing certificates, etc. The November & May In-Service are both 100% Curriculum Driven, whereas the Sept & June In-Service Days include building-level meetings pertaining to school matters (scheduling, special events, cafeteria, bus, etc).

 1. Annual Back-to-School In-Service – Superintendent/Curriculum Update, Distribute Curriculum forms to all staff, Key-note speaker, Building-level meetings with Principals
 2. Annual November In-Services – Oversee registration of special area Teachers to County Offerings. Each school district hosts a County Special Area Offering every 3 years; Key-note speakers, Curriculum Update, Break-out Sessions, etc.
 3. May In-Service – Key-note, Articulation Meetings, Break-Out Sessions, Curriculum Update, etc.
 4. Last Day In-Service – Superintendent/Curriculum Update, Articulation Meetings, Building-level meetings with Principal
 - ii. Faculty Meetings

During the 2009-2010 school year, the S-W School District moved towards utilizing faculty meetings times for Teacher Collaboration opportunities. The *Supervisor of Curriculum* orchestrated the following PD offerings during faculty meetings for all schools:

 1. Holistic Writing Assessment Scoring
 2. Analyzing MAP Scores
 3. Differentiating Instruction

- iii. After-School PD Workshops (See 2008-2010 PD Opportunities List on Curriculum Overview page for a list of PD offerings by the *Supervisor of Curriculum* and other staff members.)
- iv. During School PD Workshops w/ Sub-Coverage
(See 2008-2010 PD Opportunities List On Curriculum Overview page for a list of after school & during school PD opportunities for 2008-2010. PD opportunities during the day require sub-coverage which involves scheduling and NCLB budget management.)
- v. Professional Learning Communities (PLCs) – A community of educational professionals that identify a common student-centered learning goal and meet regularly to collaborate and address the goal. This is a new initiative that will be implemented during the 2010-2011 school year. Every teacher and administrator will be a part of a PLC. The *Supervisor of Curriculum* will oversee the PLC Initiative district-wide and train the SPDC to supervise staff at the building level. This is a cost-effective and research based method of quality professional development that will help improve student achievement.
- vi. Administrative PLC – During the summer of 2010, the Administrative Team will form a book study: “Leading a Professional Learning Community”.
- vii. During the 2010-2011 School Year, PD opportunities will be offered via on-line and/or DVD to reduce expenditures.
- d. The Mentoring Program – The *Supervisor of Curriculum* oversees this state-mandated program.
 - i. Supervise the Mentoring Committee
 - 1. Submits a 3-year mentoring Plan
 - 2. Conducts annual “Needs assessments” (surveys)
 - 3. Works with “building liaisons” to supervise mentors/novice teachers and encourage observations with principal-approved sub-coverage
 - ii. Coordinates and Hosts the Annual New Teacher Orientation in August
 - iii. Conducts 3-4 Mentoring Workshops that helps the mentor/novice teacher relationship and provides new teachers with teaching ideas
 - iv. End-of-Year Celebration and Gift
 - v. Mentor Applications, Novice/Mentor Evaluations, On-going documentation, provide all materials
 - vi. Informal Novice Teacher Visits

III. Assessment

NCLB requires that by the year 2014, 100% of all students will be “proficient or advanced proficient” on the NJ Assessment of Skills and Knowledge (NJASK). In addition, QSAC requires the identification of students “at-risk” as well as “gifted and talented”. *Multiple Measures*, or the utilization of more than 1 assessment tool helps provide a more legitimate identification system. During the past few years, the Swedesboro-Woolwich School District has implemented several in-house assessment tools to provide additional validation in identifying the true “instructional level and need” of every student. These tools, along with professional teacher input, provide the foundation for addressing student achievement for every student’s instructional level.

- a. NJASK (New Jersey Assessment of Skills & Knowledge) – Administered to 3rd-6th grade students during the month of May. (For more information, see the Swedesboro-Woolwich website link “student assessment”). The *Supervisor of Curriculum* serves as the District Testing Coordinator (DTC). This assignment includes ordering all test materials, uploading student information for student labels, preparing testing materials, supervising the testing environment, and sending back tests. In addition, the DTC works with School Testing Coordinators (STC), Child Study Team, and building principals to identify testing examiners, locations, and schedules. During the month of August, all student & district reports are analyzed by the district Assessment Committee. The *Supervisor of Curriculum* will prepare reporting information for the staff, School board, and public.

- b. MAP (Measures of Academic Progress) – Reading & Math adaptive formative assessment. Administered to 1st-6th grade students. The *Supervisor of Curriculum* orchestrate test dates, oversee reports, training staff, parent meeting, analyze district reports (For more information, please visit the “student assessment” link.)
- c. Holistic Writing Assessment – Piloted in 2009-2010 in grades K-6. This writing assessment is used as a formative and summative tool to differentiate instruction during the “Writer’s Workshop”.
- d. Grade-level Reading & Math End-of-Year Assessments – Summative Assessments administered in grades K-6.
- e. OLSAT – Otis Lennon School Ability Test – Administered annually to 2nd grade students each spring. This test is one measure used for eligibility into the 3rd-6th grade QUEST program. *Supervisor of Curriculum* coordinates the purchase, administration, scoring, and reporting of this test along with the district Gifted and Talented (G&T) instructor.
- f. ACCESS test – This test is administered annually by the ELL instructor for students in this program. State reporting on this test is overseen by the *Supervisor of Curriculum*.

IV. District Programs

The Swedesboro-Woolwich School District provides services in Library instruction and targeted programs such as *English as a Second Language (ESL)*, *Gifted and Talented (G&T)*, and *Academic Coaches Enhancing Skills (ACES)*.

- a. ESL – The *Supervisor of Curriculum* supervises the ESL instructor and program. The program is state mandated for all students in need of English Language support. The Supervisor of Curriculum works with the ESL instructor in writing and submitting a 3-year plan that requires local and county board approval. In addition all ESL reports regarding program achievement and students successfully exiting the program annually (as required by NCLB) are completed by the *Supervisor of Curriculum* and ESL instructor.
- b. ACES – (For more information on the district ACES program, please reference the “ACES for Parents” tab on the District Curriculum link.) Title I, Part A supports schools in implementing either a school-wide program or a targeted assistance program. These programs must use effective methods and instructional strategies that are grounded in scientifically based research. The *Supervisor of Curriculum* oversees the district Title I program to ensure cohesiveness in the intervention strategies offered in grades K-6. During the 2009-2010 school year, the Swedesboro-Woolwich school district began implementing the RTI (Response to Intervention) 3-tier intervention model. The ACES team assumed Tier II instruction which utilizes additional scientifically based intervention resources that would help address student deficiencies in math and/or reading and help get them caught up to grade-level standards within 6-weeks to a half-year. During the summer of 2009, Corrective Reading & Pinpoint Math materials were purchased. The ACES staff received training during the 2009-2010 school year.
- c. G&T – The *Supervisor of Curriculum* supervises this program with the district G&T instructor. During the 2009-2010 school year, additional measures were utilized to refine the eligibility requirements for the district QUEST program. For more information on the G&T program, please reference the Parent Handbook, page 42.
- d. Library – The *Supervisor of Curriculum* oversees PD and in-district articulation opportunities for Library teachers in the S-W district.

V. District Initiatives

The Swedesboro-Woolwich School District identifies District Initiatives annually in conjunction to the NJDOE state mandates and/or the needs of the school district. The *Supervisor of Curriculum* coordinates the implementation of district initiatives, provides staff development opportunities in conjunction to implementation, and evaluates each area periodically to ensure effectiveness. “Program & Leadership” Committees were developed within the past few years to help ensure implementation cohesiveness in all

grade-levels. The following initiatives were orchestrated during the past 3 years by the *Supervisor of Curriculum*:

- a. Character Education – During the 2008-2009 School year, a district wide program was implemented. For more information, please reference the Parent Handbook, page 14, or visit “The Character Education Program” on the Curriculum Website
- b. 21st Century Skills – New Jersey has identified three primary goals that will inform the state’s work with the Partnership for 21st Century Skills.
 1. Help students understand, connect to and act on critical global issues by integrating 21st-century perspectives into curricula in all Core Curriculum Content Standards areas.
 2. Connect student acquisition of international literacies to real world experiences both in within and beyond state and national borders.
 3. Enhance teacher capacity for 21st century teaching through pre-service education, professional development and opportunities for exchange and study abroad.

For more information, visit “21st Century Skills” at <http://www.state.nj.us/education/cccs/2009/final.htm>

- c. *Response to Intervention* (RTI)– During the 2009-2010 School year, RTI was introduced to the staff. During the next 5 years, the Swedesboro-Woolwich School District will implement additional measurement and intervention methods in order to address learning deficiencies in reading and/or math more efficiently. For more information please visit: http://www.rti4success.org/images/stories/topPicks/ABC_of_RTI.pdf
- d. *Differentiated Instruction* (DI) - Differentiated Instruction is an instructional concept that maximizes learning for *all* students—regardless of skill level or learning style. It's based on the fact that in a typical classroom, students vary in their academic abilities, learning styles, personalities, interests, background knowledge and experiences, and levels of motivation for learning. When a teacher differentiates instruction, he or she uses the best teaching practices and strategies to create different pathways that respond to the needs of diverse learners. For more information, visit the Curriculum Website, “Response to Intervention & Differentiated Instruction” link.
- e. *Professional Learning Communities* (PLC) – During the 2010-2011 School Year, ALL certified teaching staff will participate in a PLC. For more information, visit: http://pdonline.ascd.org/pd_online/secondary_reading/el200405_dufour.html

VI. Curriculum Budget

- a. Level I & Level II District Budget – The *Supervisor of Curriculum* oversees the full supervision and management of this budget which includes all K-6 Academic Purchases and District Assessments & Programs. In addition, each February/March the *Supervisor of Curriculum* determines and submits a district Curriculum Budget for Board Approval after conducting several district Needs Assessments.
- b. *No Child Left Behind* (NCLB) – The *Supervisor of Curriculum* manages this federally funded annual grant which is designated for Title I services, Professional Development, ELL Programming, Safe & Drug Free Schools, and Technology PD. Each fiscal year, the application for this grant is submitted in the fall. Throughout the year, the *Supervisor of Curriculum* submits required reports in conjunction with each title of this grant. Consultation with non-public schools occurs ongoing, as services may be shared.
- c. *American Recovery & Reinvestment Act* (ARRA) – The *Supervisor of Curriculum* oversees full management of this grant, which was awarded for Title I services during the 2009-2010 school year. For more information, visit: <http://ed.gov/policy/gen/leg/recovery/factsheet/idea.html>
- d. Character Education/SPRINT Grant – The *Supervisor of Curriculum* oversees funding for the Character Education Grant via the District Budget, PTO contributions, and/or grant funded. For

more information on this program and/or the SPRINT Grant application narratives, please reference *Character Education Program* on the District Curriculum link.

- e. *Child Assault Program (CAP)* – This grant was obtained and services provided to grade K-6 during the 2007-2008 school year. Each year since, this program has been provided to Kindergarten students. An annual Parent Meeting is orchestrated annually in conjunction to the student services.

VII. Additional Administrative Duties

- a. Annual Updates on “District Curriculum Guide & Materials List”
- b. Teacher Observations
- c. Informal Classroom Visits
- d. COMET (District Newsletter)
- e. Academic Fair (2007-2009)
- f. Project Democracy (Student Mock Election)
- g. Periodic Newspaper Publications
- h. Parent/Staff Handbook Revisions
- i. Action Plan Binders – In conjunction with Principals
- j. Participation in Annual District Emergency Drills
- k. QSAC Monitoring – “Instruction & Program”
- l. County Consortium (GCCC)
- m. Regional Consortium (RCPC)
- n. Oversee all Curriculum Related State Broadcast Letters
- o. Cover for Principals
- p. Administration Meetings/Principal & Supervisor Meetings
- q. Teacher Communications
- r. Parent Communications
- s. Monthly Curriculum Updates
- t. Monthly Faculty Meetings (4 schools)
- u. Annual Meetings: Monthly Board Meetings, 4 Back-to-School Nights, Kindergarten Round-up, Open House, 6th Grade Graduation, Building-level Events and/or PTO meetings, Annual ACES parent meeting, Annual Parent Curriculum Meeting
- v. Network with all state, county, and/or national reps pertaining to Curriculum Partnerships
- w. Member of ASCD, Educational Leadership