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Curriculum Entry Plan

Current context

As a new promoted curriculum director, I am very glad and proud to be one of the outstanding members of this very fine school district. Based on my experiences and the needs from the current school situations, the innovation and modification of the current curriculum is very essential. Currently, there are seven schools in the Weston Public Schools: Weston High School (grades 9-12); Weston Middle School (grades 6-8); Field School (grades 4-5); and three elementary schools (all preK-grade 3). Since 1999, Weston Windows, an integrated pre-school, with classrooms at Woodland and Country Schools, has fulfilled the town's mandate to educate children with special needs from the age of three. The school system has a very high reputation with excellent teaching and testing qualities with high rank in the school ranking system. However, based on the comparison with other pioneer schools in other district and the mission of Weston schools, the curriculum will include both subject-based and interdisciplinary instruction for grades K-12. A Weston education will provide students with a broad knowledge base, integrating the arts, technology, communications and core academic areas. Graduates will be able to write and speak effectively, and will develop the problem solving and critical thinking skills necessary to participate productively in a constantly changing, culturally diverse and complex world.

The current curriculum is kind of outdated, and has been used for almost 10 years. Hence, there are many reasons for a updating and innovation of the current curriculum. Firstly,

current school involvement is decreased recently, not only because the population and older people in our district, but also some parents prefer private schools with new curriculum and better for students to adapt to the society. Secondly, the old curriculum is based on ADDIE model for the instructional design, which is based on leaders and teachers' experiences, not based on students learning outcomes and the desired learning goals. Thirdly, the students and parents and new teachers are all have the same concerns about the current curriculum that makes the rank of the school for these two years decreased from rank 1 to 5. And they complained a lot about the current curriculum is outdated. Hence, in my opinion, the curriculum needs to be changed and updated with a new design method that could make the teaching outcome more effective and efficient.

The curriculum assessment committee

Since the change process is very critical and challengeable, after I discussed with the school committee members and some department teachers and other related people, I think there are 9 people may be considered to be the members of small committee of curriculum innovation. Firstly, there are three people from the voting members of school committee, They are school committee chair Danielle Black, vice chair Dr. Edward Heller, and Dr. Sanjay Saini. They are term expires in longer time than two others, so they have more wiliness to change the curriculum within their term and could devote time to be patient to see the changing results. Since they are all served long time in the Weston community, so they know the people and parents very well, and they have done many beneficial things to the students and community, so their reputation and their responsibilities could help them to implement the change. And for the non-voting

members of the school committee, I selected only one person, Dr. Cheryl Maloney, who is come from the partner organization of Weston public school and also served as superintendent of the Weston public schools. He is working for the fundraising organization of Weston for more than 15 years. Dr. Maloney knows the seven schools very much, he is the expertise of the public relations and the staff relations. And he has the strong connection with the parents' organizations and other partners. The most important feature is his personal charisma. With Dr. Maloney's persuasion, the change could be more powerful and much smoother. The other two members are selected from the professional development department who is working for the staff training and development with many years of changing management experiences and a veteran teacher who is very enthusiastic with the teaching and managing, and very open minded with the strong wiliness of changing.

Timeline for work

Date s	Stage	Activities	Timelines
2016 -17		Time tabling for 2016-17 review of new UbD curriculum.	September /1/2016
	Curriculum Framing	Propose the new UbD.	September /5/2016
		Develop transitional UbD curriculum model.	September / 15 / 2016
	Curriculum Development	Step 1: broad outline, scope and sequence.	October /1/2016
		Step 2: completion of detail of curriculum.	October /10/2016
	Review curriculum	Review curriculum and staffing structure.	October /15/2016
		Consult and communicate with parents.	October /20/2016
	Planning	Plan for curriculum under UbD for K-12	November /1/2016

	Implementation	Implement changes for K-12.	November /5/2016
2017-18	Development	Develop new k-5 UbD curriculum.	1/6/17
		Develop new k6-8 curriculum.	1/6/17
		Develop new k9-12 curriculum.	1/6/17
	Testing	Teachers prepare students for new style examinations.	5/1/17
		Develop and publish final assessment policy based on new UbD model.	
		Tracking, recording students' progress with the new UbD system.	6/30/17
2018-19	Trial	Keep using new UbD system for k-12.	2018
	Tracking	Tracking performance of each schools and grades.	2018
	Analyzing	Comparing students performance with former system.	2019
		Gathering feedback from teachers.	2019
	Evaluation	Evaluate for the new UbD system, reporting to board of committee and parents.	2019

Communication questions

To communicate with the full faculty, the assessment committee will discuss the final list of the questions to deal with the different levels of the faculty and to make sure that the changing process is based on their needs and could offer a better teaching outcome for the schools. Hence, based on the seven stages of concern, the list of the questions would be as below.

Stage of concern	Sample questions
Stage 0, Awareness	Do you know what is UbD framework?
Stage 1, Informational	Do you know what is backward design stage?
Stage 2, Personal	How do you think that UbD framework may benefit your current work?
Stage 3, Management	What do you think if you participate in the training of backward design?
Stage 4, Consequence	What is your expectation of the UbD curriculum reform?

Stage 5, Collaboration	How do you work with your colleagues to do the entire reform?
Stage 6, Refocusing	What do you think could improve the project next year?

Communication plan with 7 stages of concern

Since the process of the change is a long term project, and since the veteran teachers are resistant to change, and they have no need to change. Hence, based on the seven levels of the different concerns, I would divide the people into these seven levels, and support and interval them in different methods to make the change more personal, and make the change from person to the whole school district.

- Stage 0, Awareness

People in this stage are more in stable situation and more veteran teachers would fall into this pool. Hence, they do not have the needs of change and they are willing to take the job without challenge. To communicate with these people, we should firstly have the patience to make them realize the benefits of the change, and involve them to participate into the activities of the changing process.

- Stage 1, Informational

In this stage, the staff are more likely to know the new information, but do not have enough motivation to launch and participate in to the change process. Hence, to communicate with this kind of people, we need to provide clear plan and blueprint for them, and persuade them to read more information to get the more accurate information of the changing process.

- Stage 2, Personal

In this stage, the staff is curious about the project, and they are willing to know more about it, and already showed their wiliness of participating in the change process. However, since the change is personal, they need more motivation to push them take more actions. Hence, to communicate with such staff, we need to provide more detailed benefits for them, to let them know that how they will beneficial from this project and change. They will get the motivation for acting more.

- Stage 3, Management

In this stage, the staff is more likely the administrative of the departments or schools. They have more motivation, but lacking of the guideline for the action for change process. Hence, to communicate with this stage staff, we should provide them more training approach communication method rather than motivation phase.

- Stage 4, Consequence

More engaging staff will be fall into this stage. They are active, and involved. But they need to confirm the action results to make sure that they are doing the right change. Hence, the assessment and evaluation approach communication contents will be more useful and helpful when communicate with this stage staff.

- Stage 5, Collaboration

In this stage, the staff will more think about the other colleagues and the assessment committee members will more likely fall into this stage. Hence, the changing process will be more active and more detailed for them. We should

communicate with them with more detailed information, and hold more meetings to do the decision making to make sure that they could work with others.

- Stage 6, Refocusing

In this stage, the people who initiate participated and who is expecting the change in the first place will be more likely fall into this stage. And to communicate with the staff in this stage, we should follow the changing results and do the evaluation to collect the information to demonstrate and discover more opportunities.

Implementation

For the first year of implementation, we will launch several meetings and motivation activities to involve teachers and hold parents organization to engage more opinions for changing needs. And we will have surveys to collect the opinions and ideas of changing process. The assessment committee will set a mailbox for collecting information, and give feedback to the teachers who are in different levels of concerns. The new curriculum will start from the low grade which is not urge to have more pressure for testing, and the new teachers will be the main volunteers to participate into this initiate process.

- Stage 0, Awareness

The assessment committee will print some brooches and holds some activities to introduce more detailed information of the UbD framework. And allow the staff ask questions and discussion.

- Stage 1, Informational

The assessment committees help to develop some workshop of UbD framework design and provide more coaching related activities among the staff.

- Stage 2, Personal

The assessment committees will help the staff relate the UbD with their own work and class, and make them provide feedback and provide more suggestion to support them with informational materials and some necessary UbD workshops.

- Stage 3, Management

The assessment committees will hold more skills and design based seminars to help the teachers accomplish more detailed UbD framework modification for their own courses.

- Stage 4, Consequence

The assessment committees will open the room for staff who is need feedback for their own work process and will have a discussion board for the teachers who are already involved in the project and provide the opportunities to share with each other.

- Stage 5, Collaboration

The assessment committees will open the discuss with the available schedule for staff who want to work and discuss with other teachers, and we encourage the staff to work together in different subject but in same grade, or in the same subject with different grade.

- Stage 6, Refocusing

The chair of the assessment committee will set up the suggestion box for the teachers and staff to share or hand out their opinions and interests that relate to the project and will prize the good idea donor for more motivation.