

BRITTONKILL

**Instructional Program
Review Process**

Revised 1/20/2016

Instructional Program Review Process

Purpose

Provide a defined process for reviewing, updating and documenting all levels of instructional expectations for each of the district's instructional programs.¹

Language Arts
Science
Health
Art
World Languages
Technology
Digital Literacy

Mathematics
Social Studies
Physical Education
Music
Family & Consumer Sciences
Business
Library and Research

Organization of Instructional Expectations

- **Profile of a Graduate** – General description of the knowledge, skills and attitudes all students should possess upon graduation.
- **Graduation Expectations** – Definition of the knowledge and skills in each of the instructional programs noted above required for graduation. These should reflect the Profile of a Graduate.
- **Grade or Course Level Instructional Expectations** – Definition of the level of knowledge and skills required of a student in each grade level or course. These definitions must reflect the graduation expectations and address the developmental level of learners.
- **Specific Instructional Objectives** – Definition of specific content and skills students should acquire or improve upon within a period of instruction. These must reflect the grade level or course expectations, and supplemental objectives when appropriate.

Instructional Program Review Teams

¹ Student support services are to be guided by these instructional expectations.

- A plan for the instructional program review process will be established annually by the District Curriculum and Assessment Council after consultation with Program Leaders.
- The instructional program review process will be designed to:
 - Reflect the ongoing nature of the review process
 - Cover all of the instructional programs
 - Be responsive to district or state determined educational initiatives
 - Recognize the time needed to prepare for implementing program changes
- Instructional program review teams are expected to do their work during the school year and in the summer months. Much of the work during the school year can be accomplished through release time. However, additional time may be needed. Team members will be compensated in accordance with current contractual requirements for additional time spent beyond release time.
- Instructional program review teams:

Social Studies
Music
Computers/Business/Technology/Library
ELA
World Languages
Health/FACS/PE
Math
Art
Science
AIS/RTI

Team Members

- The basic review team for a core PK-12 instructional program (Language Arts-English, Mathematics, Science, Social Studies) will include seven members inclusive of Program Leader(s) as listed below. The size and make-up of review teams may be adjusted by the Council to match the scope and level of each program.
 - 3 Elementary Teachers (Primary, Intermediate)
 - 3 Secondary School Teachers (Middle, High)
 - 1 Special Education Teacher
- Beginning with the 2016-17 school year, members of review teams will serve three year terms. Appointees filling a vacancy in the middle of a term will serve the remainder of that term. Teachers interested in serving on a review team will submit their intent in writing to the Superintendent, who will select the team members.
- The Curriculum and Assessment Council will provide direction, guidance and support to the teams throughout the review process.

Charge

- Review and revise as necessary graduation, grade level and course expectations that reflect the district's Profile of a Graduate.
- Determine formal assessment processes for grade level and course expectations and establish standards for our students.
- Provide faculty members an opportunity to review expectations and assessments.
- Identify subject and grade level content, skills, and support materials.

Review Stages

- **Program Assessment**
 - Assess current program results with input from affected faculty members (survey faculty as necessary).
 - Share results with affected faculty.
 - Investigate highly successful programs, best practices, SED standards and program guidelines, and related educational research.
 - Summarize findings and conclusions, outline recommendations, and report to the District Curriculum and Assessment Council.

- **Program Development**
 - Review and revise graduate, grade level and course expectations.
 - Share proposed revisions with affected faculty and collect comments and suggestions.
 - Present proposed revisions to the District Curriculum and Assessment Council for recommendation to Superintendent and Board of Education (Use Curriculum Change Form).
 - Identify staff development activities and required resources.
 - Share preliminary implementation plan with affected faculty and administration and collect comments and suggestions.

- **Piloting and School Based Planning**
 - Identify and provide support to faculty members who wish to pilot changes prior to the scheduled implementation.
 - Prepare for full implementation.

- **Program Implementation**
 - Begin implementation of the proposed changes.

- Monitor progress and collect input from faculty to identify problems and concerns.
- Make changes, as necessary, to address implementation problems.
- Assess results at the end of the first year of implementation and address identified problems.

Program Support Leaders

Positions focus on Program Content

Elementary

ELA
Math
Social Studies
Science

Secondary

ELA
Math
Social Studies
Science
World Languages

PK-12

Art
Music
P.E./Health/FACS
Computer Literacy/Technology/Business
AIS/RtI

Key Responsibilities

- Serve as district resource on the instructional expectations and assessments for the assigned program area.
 - Monitor trends and track NYSED activities in the assigned program area.
 - Facilitate professional discussions of PK-12 instructional program content, student achievement and assessment results.
 - Organize and conduct special sessions to inform teachers of instructional program expectations.
- Facilitate department meetings.
- Serve as a team leader during the Instructional Program Review Process.
- Provide direct support to teachers on program content related issues and questions.
- Plan and organize periodic sessions designed to facilitate professional discussions across content areas.
- Support the work of the Curriculum and Assessment Council.
 - Meet periodically with Curriculum & Assessment Council Co-Chair.
 - Provide periodic status updates to the Curriculum and Assessment Council.
- Provide end of year report to the Superintendent.

Appointment

- Annual Appointment
- Annual stipend of \$1,500
- Selection will be made by the Superintendent, after consultation with faculty members teaching in the instructional programs and the school principal.