

**Office of the Assistant Superintendent for Educational Services**

To: Dr. Mike Riggle  
From: Rosanne Williamson  
Re: New Course Proposals  
Date: January 11, 2016

I am forwarding the new course proposals from Glenbrook South and Glenbrook North. **New course proposals which may require additional FTE will be covered by the building's authorized FTE allocation.**

New courses and curricular changes have been thoroughly discussed in each building by relevant departmental committees, by instructional supervisor curriculum councils, and by building principals. District-level administrators have also reviewed these proposals. The Board will note that they seek to meet the academic needs and interests of students in keeping with a comprehensive high school program

**I recommend that the Board be presented with these new courses for discussion on Monday, January 11, 2016 and that action on this item would occur no later than the Monday, January 25, 2016 Board meeting.**

Building administrators who were closely involved in the development of these proposals will be available at the Board meeting on January 11, 2016 to address questions from the Board.

**Board Policy: Curriculum Planning Strategy 7010 (procedures)** is included in the packet so that Board members who wish to review our required timelines and forms concerning our process for new course approvals may do so.

Board Policy 7010 and its procedures identifies not only the process for how proposals shall be submitted for Board approval, but also explains what happens after they are implemented as administrators evaluate the success of the change, reporting back to the Board "no later than the end of the third semester that the course is offered." This third semester follow-up evaluation of previously approved new courses will be contained in curriculum reports presented at a future Board meeting.

To: Dr. Michael Riggle; Dr. Rosanne Williamson  
 From: Ryan Bretag  
 Cc: Dr. John Finan  
 Re: Curriculum and Course Adoption Proposals  
 Date: December 16, 2015

**Glenbrook North High School  
 Curriculum and Course Adoption Proposals for 2016-2017**

The Glenbrook North Administration recommends the following new course proposal for approval. These recommendations are supported by the Glenbrook North Curriculum Council who met on October 15, 2015 and the Glenbrook North Instructional Supervisors who met on October 21, 2015. Both agreed to recommend the following new course proposal/curricular changes for your approval. Please let me know if you have any additional questions. The following are the proposed curriculum and course adoptions for Glenbrook North. I am also attaching the new course proposal form.

**I. Glenbrook North proposes the following new course:**

Department	Course Title	Status	Description and Rationale	Impact
Career and Life Skills (Business Education)	Entrepreneurship: Business Incubator	New Course	This year-long course blends entrepreneurship lessons with an immersion in application of business practices. Students acquire foundational business concepts, and then apply those concepts to develop the team's new business idea through multiple iterations. From concept to minimum viable product to pitch, students are hypothesizing, testing, adapting and learning as they work in teams.	No impact on staffing

**II. Glenbrook North proposes the addition of this course previously approved and available at Glenbrook South:**

Department	Course Title	Rationale
Career and Life Skills (Family & Consumer Science)	<i>Child Development-Teaching Internship 461</i>	Adopt course that is currently being offered at Glenbrook South. We would like to change the name to Advanced Educational Foundations to align with our current child development course names. This will allow our students interested in education to experience a similar sequence as Glenbrook South students. Our students have expressed interest in additional opportunities within the education sequence and this will provide that experience.

**III. Glenbrook North proposes the resurrection of the following course that was previously archived:**

Department	Resurrected Course Title	Rationale
Mathematics	<i>AP Computer Science</i>	Our students desire a course focused on programming. This is a common course focused on providing this access.

**IV. Glenbrook North proposes the following sequence adjustment for a current course:**

Department	Course Shift	Rationale
English	<i>AP English Language and Composition shifts from senior year to junior year</i>	This sequence aligns with Glenbrook South students and the norm nation-wide, thus, providing greater access and equity for Glenbrook North students.

**V. Glenbrook North proposes the following name change for a current course offering:**

Department	Name Change	Rationale
Science	<i>AP Physics becomes AP Physics C</i>	AP Physics C best represents the AP Physics course that is offered at Glenbrook North. The College Board currently offers three AP Physics courses: AP Physics I, AP Physics II and AP Physics C. AP Physics I and II are algebra-based, therefore the rigor and academic challenge of these courses does not compare to the engineering-focused, calculus-based AP Physics C. This name change will offer our students the

		opportunity to better represent the rigor of their academic coursework on transcripts.
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VI. Glenbrook North proposes the following courses be archived:

Department	Course Title	Rationale
Career and Life Skills (Applied Tech)	<i>Architecture Studio 163</i>	There is an overlap of curriculum in the Architecture Studio 163 and Project Lead the Way (PLTW) Introduction to Engineering 173 course and the Architecture Studio 263 and Project Lead the Way Civil Engineering and Architecture 373 courses currently offered.
Career and Life Skills (Applied Tech)	<i>Architecture Studio 263</i>	There is an overlap of curriculum in the Architecture Studio 163 and Project Lead the Way (PLTW) Introduction to Engineering 173 course and the Architecture Studio 263 and Project Lead the Way Civil Engineering and Architecture 373 courses currently offered.

To: Cameron Muir and Ryan Bretag  
From: Dawn Hall and Mary Kosirog  
RE: Business Education New Course Proposal for 2016-2017  
Date: November 23, 2015

## APPLICATION FOR CURRICULAR CHANGE

**School:** Glenbrook South and Glenbrook North    **Department:** Business Education    **Date:** 11/11/15

**Name of proposed curricular change:** Entrepreneurship: Business Incubator

### 1. Brief Description of the Curricular Change

Grade: 10, 11                      Length: Year long

We are proposing the adoption of a startup incubator entrepreneurship course. This year-long course blends entrepreneurship lessons with an immersion in application of business practices to bring an idea to reality. Students learn by doing through authentic, real-world application and hands-on problem solving by developing a business idea as part of a team. Students acquire foundational business concepts and then apply those concepts to develop the team's new business idea through multiple iterations. Principles from the Lean Startup methodology help students test their thinking. From concept to minimum viable product to pitch, students are hypothesizing, testing, adapting, and learning as they work in teams. At the conclusion of the course, teams will pitch their products to a panel of business advisors and venture capitalists for the opportunity to be funded and move forward in development.

### 2. Curriculum Planning Committee Membership

- a) List the members of the committee.

Teachers: Brian Whalen, Mike Macfadden, Mindy Ingersoll, Joe Bruno  
Instructional Supervisors: Dawn Hall, Mary Kosirog

- b) Give the rationale for the membership of this committee.

Brian Whalen and Mike Macfadden are business education teachers at Glenbrook South.  
Mindy Ingersoll and Joe Bruno are business education teachers at Glenbrook North.  
Dawn Hall is the Instructional Supervisor of Career & Technical Education at GBS.  
Mary Kosirog is the Instructional Supervisor of Career & Life Skills at GBN.

- c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

Kyle Burritt, Associate Principal, Elk Grove High School. Mr. Burritt had a significant role in the implementation of the INCubatoredu program in the Elk Grove High School Business Department.

Margarita Geleske, Director of INCubatoredu  
Christy Scott, Director of INCubatoredu  
Hagop Soulakian, INCubatoredu Instructor at Barrington High School

### 3. Need for the Curricular Change

- a) Present and analyze data on student learning that point to a need for change.

or

- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

A recent Gallup poll suggests that many students in the U.S. have entrepreneurial aspirations. 77% of students in grades 5 through 12 say they want to be their own boss, 45% say they plan to start their own business, and 42% say they will invent something that changes the world. Despite student ambitions, the Gallup-HOPE Index findings suggest many are not accessing the education and work experience they need to help achieve their goals. Few report getting the type of practical knowledge and experiences that they believe will be useful once they are in the workplace.

We aim to introduce an entrepreneurship course that fills this need - a course that is authentic and relevant - one in which students apply their knowledge in a real-world situation throughout the entire course. In this team-oriented, project-based course, students will develop the 4 C's: communication, creativity, critical thinking, and collaboration. These skills are consistently identified by business professionals as crucial to success in the workplace. This proposal is the result of extensive curriculum review and research, and we believe it will be a significant offering for students who are exploring the field of business and preparing for college. We view this course as a benefit not only to the students who take it, but also to the entire learning community. The Business Incubator course will serve as a living example of the high levels of engagement we are striving toward in a 21st century curriculum.

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

The business industry is focused on the Lean Startup concept and business model canvas, as described in the Harvard Business Review article *Why the Lean Start-Up Changes Everything* declaring the Lean Startup practices as “a new strategy for the 21st-century corporation.” (2013)

Stanford University offers a graduate level entrepreneurship course focused on the Lean Startup principles and grounded in design thinking. The course description states: “Apply the Lean Startup principles, business model canvas, customer development, and agile engineering to prototype, test, and iterate your idea while discovering if you have a profitable business model.”

“Design thinking should be at the core of strategy development and organizational change in order to create a culture that’s focused on this way of solving problems. This way of thinking can be applied to products, services, and processes - anything that needs to be improved. There are many examples of big companies that use design thinking in their day-to-day operations, like Apple and Google. Design thinking can and does work for all types of organizations, big and small.” (Forbes, 2014)

“Entrepreneurship refers to an individual’s ability to turn ideas into action and is, therefore, a key competence for all - helping young people to be more creative and self-confident in whatever they undertake.” (World Economic Forum, 2009)

Participation in the STEAM Summit at Northwestern’s Segal Design Institute April 2014 provided insight and support into the relevance of this curriculum as the summit focused on innovative design thinking and problem solving. The Segal Design Institute offers a design certificate program

describes as “a set of courses and projects that builds design knowledge and skills and is available to any undergraduate at Northwestern interested in gaining a competitive edge in their professional career. Working in team-based, cross-disciplinary settings, students pursuing the certificate focus on innovative design processes to solve real problems for real clients.”

#### 4. **Rationale for Addressing the Need Through a Curricular Change**

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

The purpose of this curricular change is to align our curriculum to current industry practice by creating a yearlong entrepreneurship course where students develop adaptability, collaboration, critical thinking, creativity, and problem solving - skills necessary for our world's 21st century economy. INCubatoredu blends entrepreneurship lessons with an experiential approach to traditional business subjects. Students acquire foundational business concepts, and then they apply those concepts to the team's new business idea. Principles from the Lean Startup movement help students test their thinking. Students learn from a team of experts. Classroom teachers are education professionals who manage classroom dynamics and provide continuity. Coaches are volunteer subject matter experts who share best thinking/practices in the classroom. Mentors are volunteer guides who advise student teams as they develop their business concepts.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

One option that was considered and will be utilized as a resource is the Stanford Course Engineering 245: The Lean Launch Pad, Technology Entrepreneurship, and Lean Startups. This course is designed around Lean Startup principles and design thinking for problem solving. However, as we researched the duration of the course and the intended audience and content, we realized that it would not meet the needs of our high school audience. The Stanford course meets once a week for three hours and caters primarily to graduate and post-doctoral students who have invented an idea and are looking for support in preparing to launch and pitch for funding.

A second option was to create our own course around the concepts and Lean Startup principles of the INCubatoredu course. The extensive process for creating the course would include a team of business entrepreneurs and educators writing curriculum, creating daily lesson plans, consulting with the Lean Startup author, consulting with attorneys to create student and parent agreements, and participating in the Lean Launchpad educator conference. It became clear that we could spend a great deal of money over the next two years and still not be able to replicate the comprehensive course structure and content of the INCubatoredu program.

INCubatoredu is a non-profit organization. Their mission is to bring authentic, rigorous, entrepreneurial education to all high school students. INCubatoredu helps high schools leverage loyalty and resources in the local community to bring business professionals into the classroom as coaches and team mentors.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

In business education, this course will provide hands-on experience for students who take Introduction to Business/Entrepreneurship, as well as an opportunity for students to identify areas of focus and pursue additional courses in finance, marketing, management, or law. Students taking an

incubator startup course at other schools have communicated being able to identify a college major with more confidence after having participated in multiple business roles in the incubator course. We expect the course to be a complement to other courses as we have many students enter high school knowing they want to pursue business as a career. For some students, it may serve as a single experience with the design and planning of a viable business model that will inform their college and career decisions.

The benefit of design thinking and the experiential nature of the incubator course, as well as ongoing interactions and communication with business professionals, will provide habits of mind and skills that we believe will serve students well in their courses at the high school level and beyond.

## 5. Description of Proposed Change

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

This course is designed for sophomore and junior students who have an interest in business and want to experience the process and practice of entrepreneurship. There is no prerequisite for the course. We anticipate the course appealing to students who are interested in or planning to pursue business careers and who may have taken previous business education courses.

Some students taking the course will have taken Introduction to Business, a one-semester survey course geared toward freshmen. Other students will not have taken Introduction to Business, and they will not be at a disadvantage. Students in the Business Incubator course will be exposed to all areas of business as they immerse themselves in the experience of forming a viable business. Therefore, the course will serve as a launch pad. Students completing the course may choose to continue their study of business education in a particular area such as marketing, finance, or management.

The vision for Business Education in District 225 is to offer courses that provide opportunities for innovation, rigor, and relevance to current industry practice. Business Education courses should allow students to explore their interests while preparing them for college and career.

The ideal scenario involves partnering with local business professionals as active participants in the learning process. We believe this is a sustainable practice given our professional communities, strong alumni network, and established business and professional partnerships. However, we understand there may be times we need to utilize business education teachers and other in-school resources to deliver lessons that otherwise would be delivered by coaches.

or

- b) Provide a tentative outline of the proposed course or program.

*Tentative course outline is attached to our proposal.*

## 6. Implications of the Proposed Change

- a) What are the implications of this proposed change for staffing, facilities, and budget?

Staffing is not anticipated to change for the 2016-17 school year, and no significant impact is expected as enrollment from other courses will shift to the incubator course. We will utilize classroom space as allocated in the building, with a focus on collaboration and display in conjunction with the district classroom furniture pilot and other classroom enhancements as we adapt to the 1-to-1 environment.

Equipment and supplies will be minimal and purchased with existing departmental funds.

*NOTE: For all expenses, Perkins and CTEI grant funds will be used to help offset costs incurred by the district. In addition, we anticipate additional funding through business partnerships.*

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

We do not anticipate significant implications for other departments, with enrollment expected to primarily come from enrollment in other business courses. A positive implication is reinforcement and enhancement of math concepts through application, as well as the development of problem solving and design thinking skills.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

Year	Description	Cost	Notes
Year 1	Implementation year fees includes <ul style="list-style-type: none"> <li>- Full Curriculum including lesson plans, handouts, assessment materials, and course scope and sequence</li> <li>- All course supplemental material</li> <li>- Full online textbook</li> <li>- Implementation and startup guidance including communication templates</li> <li>- Coach/mentor recruitment assistance</li> <li>- Coach presentations</li> <li>- Online Learning Management System</li> <li>- Facility design and resources</li> <li>- LLC templates</li> </ul>	20,000.00 per building (15,000 + annual fee)	Implementation Cost Factors <ul style="list-style-type: none"> <li>- reduced curriculum development funds required</li> <li>- no textbook for the course required</li> <li>- no additional professional development required</li> </ul>
Annual Fee (Year 2 & beyond)	Annual fee includes <ul style="list-style-type: none"> <li>- Full online textbook</li> <li>- Curriculum and textbook updates</li> <li>- Face to Face Professional development</li> <li>- Program training for teachers, coaches, and mentors</li> <li>- Ongoing Virtual PD throughout school year</li> <li>- Access to digital community of practitioners</li> </ul>	5,000.00 per building	Potential Cost Savings <ul style="list-style-type: none"> <li>- The annual cost that includes access to a digital textbook could be part of a student online textbook fee</li> <li>- This cost may be covered by</li> </ul>



*Facilities Needs*

As part of future district-wide classroom and audio-visual refreshes, the incubator classroom space is prioritized to best meet the course needs. However, the course will function within current facilities (classroom and audio-visual).

**7. Method of Evaluating the Success of the Proposal After it is Implemented**

- a) If the proposal is approved and implemented, how shall it be evaluated?

Administrators and teachers will collect and analyze data on course enrollment and the number of students declaring business majors.

Administrators and teachers will administer student surveys, gather instructor feedback, and gather feedback from coaches, mentors, and members of the advisory board who hear the final pitches.

Administrators will analyze the course's impact on student preparedness for additional business courses through teacher feedback.

- b) What specific outcomes shall indicate success of the implemented proposal?

Students report that the course helped clarify their decision of declaring a college major.

Student teams complete a successful pitch and earn positive evaluations from the advisory board pitch committee.

Funded teams move forward to further develop their business idea in the second year.

Business and community partnerships increase through positive feedback on the course.

**To:** Dr. Michael Riggle; Dr. Rosanne Williamson  
**From:** Cameron Muir  
**Cc:** Lauren Fagel  
**Re:** New Course Proposals  
**Date:** December 16, 2015

The Glenbrook South Administration, with the approval of the Instructional Supervisors Council, recommends the following new course proposals for approval. These recommendations are supported by the Glenbrook South Instructional Council who met on October 21, 2015 and the Glenbrook South Administrative Council who met on October 21, 2015. Both agreed to recommend the following new course proposals/curricular changes for your approval. Please let me know if you have any additional questions. The following are the proposed curriculum and course adoptions for Glenbrook South. I am also attaching the new course proposal forms for the course.

I. Glenbrook South proposes the following new courses:

Department	Course Title	Status	Rationale	Impact
Career and Technical Education	<i>Entrepreneurship: Business Incubator</i>	New Course	This year-long course blends entrepreneurship lessons with an immersion in application of business practices. Students acquire foundational business concepts, and then apply those concepts to develop the team's new business idea through multiple iterations. From concept to minimum viable product to pitch, students are hypothesizing, testing, adapting and learning as they work in teams.	No impact on overall staffing
Career and Technical Education	<i>Honors Advanced Accounting</i>	Honors Designation of an Existing Course	This course is a progression from Honors Accounting, with curriculum aligned to first year college accounting courses. A review of current accounting industry standards and review of college accounting program requirements demonstrates the need for a higher level of instruction at the high school level. For our students to position themselves well to compete in the best accounting schools, more intensive instruction is required.	No impact on overall staffing
Math and CTE	<i>Geometry in Construction</i>	New Course	Geometry in Construction (GiC) involves integrated teaching of a Geometry course and a Construction course to apply mathematics in a real-world application. Courses will be co-taught and meet every day for one block. This is a contextualized course where every geometry topic is correlated to a facet of construction providing authentic application and feedback. The project would involve construction of structures that would be completed by the end of the school year.	No impact on overall staffing

II. Glenbrook South proposes the addition of one course that was previously approved and is available at Glenbrook North:

Department	Course Title	Rationale
Career and Technical Education	<i>Game Design 2</i>	This course will help create a structure and a sequence for our game design students. The game design curriculum has been under review and curricular changes have been implemented in coordination with Glenbrook North.

III. Glenbrook South proposes following name changes for courses:

Department	Current Course Title	New Course Title	Rationale
Social Studies	<i>Sociology: Marriage and Family 161</i>	<i>Sociology: Human Relationships 161</i>	This course name better aligns with the scope of relationships studied in the course.

IV. Glenbrook South also proposes the for the following courses to no longer be offered at the Studies level:

Department	Current Course Title	Rationale
Social Studies	<i>Sociology: An Introduction to Human Relationships 161</i>	Through instructional planning related to differentiation, Sociology teachers created numerous reading guide sheets with the intention to scaffold reading skills so more students could gain access to the complexity of textual information contained within the course readings. First quarter grades indicate that students can handle the more challenging text which is identical to the one at the Regular level. That being said, we would like all students interested in taking Sociology next year placed in the following two regular level classes: SOCIOLOGY: HUMAN RELATIONSHIPS 161 (SOM16100) and SOCIOLOGY: CRIME AND DEVIANCE 162 (SOD16200)
Social Studies	<i>Sociology Behavior and Crime</i>	Through instructional planning related to differentiation, Sociology teachers created numerous reading guide sheets with the intention to scaffold reading skills so more students could gain access to the complexity of textual information contained within the course readings. First quarter grades indicate that students can handle the more challenging text which is identical to the one at the Regular level. That being said, we would like all students interested in taking Sociology next year placed in the following two regular level classes: SOCIOLOGY: HUMAN RELATIONSHIPS 161 (SOM16100) and SOCIOLOGY: CRIME AND DEVIANCE 162 (SOD16200)

## APPLICATION FOR CURRICULAR CHANGE

**School:** Glenbrook South and Glenbrook North    **Department:** Business Education  
**Date:** 11/11/15

**Name of proposed curricular change:** Entrepreneurship: Business Incubator

### **1. Brief Description of the Curricular Change**

Grade: 10, 11    Length: Year long

We are proposing the adoption of a startup incubator entrepreneurship course. This year-long course blends entrepreneurship lessons with an immersion in application of business practices to bring an idea to reality. Students learn by doing through authentic, real-world application and hands-on problem solving by developing a business idea as part of a team. Students acquire foundational business concepts and then apply those concepts to develop the team's new business idea through multiple iterations. Principles from the Lean Startup methodology help students test their thinking. From concept to minimum viable product to pitch, students are hypothesizing, testing, adapting, and learning as they work in teams. At the conclusion of the course, teams will pitch their products to a panel of business advisors and venture capitalists for the opportunity to be funded and move forward in development.

### **2. Curriculum Planning Committee Membership**

- a)        List the members of the committee.

Teachers: Brian Whalen, Mike Macfadden, Mindy Ingersoll, Joe Bruno  
Instructional Supervisors: Dawn Hall, Mary Kosirog

- b)        Give the rationale for the membership of this committee.

Brian Whalen and Mike Macfadden are business education teachers at Glenbrook South.

Mindy Ingersoll and Joe Bruno are business education teachers at Glenbrook North.  
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- c)        If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

Kyle Burritt, Associate Principal, Elk Grove High School. Mr. Burritt had a significant role in the implementation of the INCubatoredu program in the Elk Grove High School Business Department.

Margarita Geleske, Director of INCubatoredu  
Christy Scott, Director of INCubatoredu

Hagop Soulakian, INCubatoredu Instructor at Barrington High School

### 3. Need for the Curricular Change

- a) Present and analyze data on student learning that point to a need for change.

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- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

A recent Gallup poll suggests that many students in the U.S. have entrepreneurial aspirations. 77% of students in grades 5 through 12 say they want to be their own boss, 45% say they plan to start their own business, and 42% say they will invent something that changes the world. Despite student ambitions, the Gallup-HOPE Index findings suggest many are not accessing the education and work experience they need to help achieve their goals. Few report getting the type of practical knowledge and experiences that they believe will be useful once they are in the workplace.

We aim to introduce an entrepreneurship course that fills this need - a course that is authentic and relevant - one in which students apply their knowledge in a real-world situation throughout the entire course. In this team-oriented, project-based course, students will develop the 4 C's: communication, creativity, critical thinking, and collaboration. These skills are consistently identified by business professionals as crucial to success in the workplace. This proposal is the result of extensive curriculum review and research, and we believe it will be a significant offering for students who are exploring the field of business and preparing for college. We view this course as a benefit not only to the students who take it, but also to the entire learning community. The Business Incubator course will serve as a living example of the high levels of engagement we are striving toward in a 21st century curriculum.

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

The business industry is focused on the Lean Startup concept and business model canvas, as described in the Harvard Business Review article *Why the Lean Start-Up Changes Everything* declaring the Lean Startup practices as “a new strategy for the 21st-century corporation.” (2013)

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“Design thinking should be at the core of strategy development and organizational change in order to create a culture that’s focused on this way of solving problems. This way of thinking can be applied to products, services, and processes - anything that needs to be improved. There are many examples of big companies that use design thinking in their day-to-day operations, like Apple and Google. Design thinking can and does work for all types of organizations, big and small.” (Forbes, 2014)

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#### **4. Rationale for Addressing the Need Through a Curricular Change**

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

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- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

One option that was considered and will be utilized as a resource is the Stanford Course Engineering 245: The Lean Launch Pad, Technology Entrepreneurship, and Lean Startups. This course is designed around Lean Startup principles and design thinking for problem solving. However, as we researched the duration of the course

and the intended audience and content, we realized that it would not meet the needs of our high school audience. The Stanford course meets once a week for three hours and caters primarily to graduate and post-doctoral students who have invented an idea and are looking for support in preparing to launch and pitch for funding.

A second option was to create our own course around the concepts and Lean Startup principles of the INCubatoredu course. The extensive process for creating the course would include a team of business entrepreneurs and educators writing curriculum, creating daily lesson plans, consulting with the Lean Startup author, consulting with attorneys to create student and parent agreements, and participating in the Lean Launchpad educator conference. It became clear that we could spend a great deal of money over the next two years and still not be able to replicate the comprehensive course structure and content of the INCubatoredu program.

INCubatoredu is a non-profit organization. Their mission is to bring authentic, rigorous, entrepreneurial education to all high school students. INCubatoredu helps high schools leverage loyalty and resources in the local community to bring business professionals into the classroom as coaches and team mentors.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

In business education, this course will provide hands-on experience for students who take Introduction to Business/Entrepreneurship, as well as an opportunity for students to identify areas of focus and pursue additional courses in finance, marketing, management, or law. Students taking an incubator startup course at other schools have communicated being able to identify a college major with more confidence after having participated in multiple business roles in the incubator course. We expect the course to be a complement to other courses as we have many students enter high school knowing they want to pursue business as a career. For some students, it may serve as a single experience with the design and planning of a viable business model that will inform their college and career decisions.

The benefit of design thinking and the experiential nature of the incubator course, as well as ongoing interactions and communication with business professionals, will provide habits of mind and skills that we believe will serve students well in their courses at the high school level and beyond.

## 5. **Description of Proposed Change**

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

This course is designed for sophomore and junior students who have an interest in business and want to experience the process and practice of entrepreneurship. There is no prerequisite for the course. We anticipate the course appealing to students who

are interested in or planning to pursue business careers and who may have taken previous business education courses.

Some students taking the course will have taken Introduction to Business, a one-semester survey course geared toward freshmen. Other students will not have taken Introduction to Business, and they will not be at a disadvantage. Students in the Business Incubator course will be exposed to all areas of business as they immerse themselves in the experience of forming a viable business. Therefore, the course will serve as a launch pad. Students completing the course may choose to continue their study of business education in a particular area such as marketing, finance, or management.

The vision for Business Education in District 225 is to offer courses that provide opportunities for innovation, rigor, and relevance to current industry practice. Business Education courses should allow students to explore their interests while preparing them for college and career.

The ideal scenario involves partnering with local business professionals as active participants in the learning process. We believe this is a sustainable practice given our professional communities, strong alumni network, and established business and professional partnerships. However, we understand there may be times we need to utilize business education teachers and other in-school resources to deliver lessons that otherwise would be delivered by coaches.

OR

- b) Provide a tentative outline of the proposed course or program.

*Tentative course outline is attached to our proposal.*

## **6. Implications of the Proposed Change**

- a) What are the implications of this proposed change for staffing, facilities, and budget?

Staffing is not anticipated to change for the 2016-17 school year, and no significant impact is expected as enrollment from other courses will shift to the incubator course. We will utilize classroom space as allocated in the building, with a focus on collaboration and display in conjunction with the district classroom furniture pilot and other classroom enhancements as we adapt to the 1-to-1 environment. Equipment and supplies will be minimal and purchased with existing departmental funds.

*NOTE: For all expenses, Perkins and CTEI grant funds will be used to help offset costs incurred by the district. In addition, we anticipate additional funding through business partnerships.*



- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

We do not anticipate significant implications for other departments, with enrollment expected to primarily come from enrollment in other business courses. A positive implication is reinforcement and enhancement of math concepts through application, as well as the development of problem solving and design thinking skills.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

Year	Description	Cost	Notes
Year 1	Implementation year fees includes <ul style="list-style-type: none"> <li>• Full Curriculum including lesson plans, handouts, assessment materials, and course scope and sequence</li> <li>• All course supplemental material</li> <li>• Full online textbook</li> <li>• Implementation and startup guidance including communication templates</li> <li>• Coach/mentor recruitment assistance</li> <li>• Coach presentations</li> <li>• Online Learning Management System</li> <li>• Facility design and resources</li> <li>• LLC templates</li> </ul>	20,000.00 per building (15,000 + annual fee)	Implementation Cost Factors <ul style="list-style-type: none"> <li>• reduced curriculum development funds required</li> <li>• no textbook for the course required</li> <li>• no additional professional development required</li> </ul>
Annual Fee (Year 2 & beyond)	Annual fee includes <ul style="list-style-type: none"> <li>• Full online textbook</li> <li>• Curriculum and textbook updates</li> <li>• Face to Face Professional development</li> <li>• Program training for teachers, coaches, and mentors</li> <li>• Ongoing Virtual PD throughout school year</li> <li>• Access to digital community of practitioners</li> </ul>	5,000.00 per building	Potential Cost Savings <ul style="list-style-type: none"> <li>• The annual cost that includes access to a digital textbook could be part of a student online textbook fee</li> <li>• This cost may be covered by the NSERVE grant.</li> </ul>

### *Facilities Needs*

As part of future district-wide classroom and audio-visual refreshes, the incubator classroom space is prioritized to best meet the course needs. However, the course will function within current facilities (classroom and audio-visual).

## **7. Method of Evaluating the Success of the Proposal After it is Implemented**

- a) If the proposal is approved and implemented, how shall it be evaluated?

Administrators and teachers will collect and analyze data on course enrollment and the number of students declaring business majors.

Administrators and teachers will administer student surveys, gather instructor feedback, and gather feedback from coaches, mentors, and members of the advisory board who hear the final pitches.

Administrators will analyze the course's impact on student preparedness for additional business courses through teacher feedback.

- b) What specific outcomes shall indicate success of the implemented proposal?

Students report that the course helped clarify their decision of declaring a college major.

Student teams complete a successful pitch and earn positive evaluations from the advisory board pitch committee.

Funded teams move forward to further develop their business idea in the second year.

Business and community partnerships increase through positive feedback on the course.

## **APPLICATION FOR CURRICULAR CHANGE**

**School:** Glenbrook South **Department:** Career & Technical Education **Date:** 11/23/15

**Name of proposed curricular change:** Honors Advanced Accounting

**1. Brief description of the curricular change:**

Grade: 11, 12 Length: Semester

The Business Department is proposing an honors designation for the Advanced Accounting course, which represents a progression for the honors accounting students who have identified accounting as a college major and career.

While speaking with Brian Caisman, a 1995 GBS graduate and Partner with Price Waterhouse Coopers, he said one of the biggest problems in the accounting industry today is attracting the top high school students into the profession. Many outstanding students do not enroll in accounting courses because they can get honors and AP credit in other classes, and therefore are not exposed to accounting as a possible profession. The more opportunities our honors students have to challenge themselves in accounting, the more likely it is that they will enroll in these courses and open themselves to tremendous career possibilities.

**2. Curriculum Planning Committee Membership**

a) List the members of the committee.

Steve Weissenstein, business education and Honors Accounting teacher at Glenbrook South. (former CPA for Arthur Andersen)

John Blix, business education and Honors Accounting teacher at Glenbrook South. (former CPA for Washington National Insurance Co., Discover Financial Services, William Wrigley)

Dawn Hall, Instructional Supervisor of Career & Technical Education

b) Give the rationale for the membership of this committee.

Steve Weissenstein is the lead teacher for the current Honors Accounting. He will be recommending students to the honors level course.

John Blix is currently teaching Honors Accounting, and will be involved in recommending students to the Honors Advanced Accounting course.

Dawn Hall is the Instructional Supervisor and will support the recommendation process.

- c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

No outside expertise requested, but conversations with current industry professionals who serve as guest speakers and their feedback is part of our ongoing curriculum review process to ensure we are aligned to current and relevant business practices.

**3. Need for the curricular change:**

- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

A review of current accounting industry standards and review of college accounting program requirements demonstrates the need for a higher level of instruction at the high school level. For our students to position themselves to compete in best accounting schools, more intensive instruction is required. Former students who are now in the profession at the highest levels state that while their accounting course work at Glenbrook South gave them a huge advantage in college, they wish they could have explored the subject at an even deeper level while at GBS. As the CPA exam continues to change, it is important that students be familiar with the type of questions that are asked. Right now  $\frac{1}{3}$  of the test questions in Advanced Accounting are from past CPA exams.

As we were able to offer Advanced Accounting this school year, we heard from both counselors and students right away asking if it was for honors credit as the target group is made up of honors level students. The feedback was very clear that students were unable to take advanced accounting for regular credit, and chose other honors or AP courses instead despite this being their area of career interest. Not having honors credit actually reduced access for these students academically.

**4. Rationale for addressing the need through a curricular change:**

- a. State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

With the advent of the block schedule, we were able to go more in depth with many fundamental accounting topics, but with the loss of class time some valuable accounting concepts were eliminated or shortened. This course will allow students to delve further into more complex and typical college-level accounting concepts such as advanced depreciation and inventory techniques, bond premiums and discounts, financial statement analysis, and cash flow statements.

Often called the language of business, an understanding of accounting concepts and ability to read financial statements is extremely important for career success, as noted in this excerpt from the article *Do You Speak The Language of Business*, “But most agree that the true language of business is accounting. The story of any company, no matter the size, the industry, or the country of origin, is told through its financial records and reports. Income, debt, revenue versus expenses, compensation, and cost of retaining customers can all be found on financial statements.” (Wharton@Work, 2013). Being well-versed in accounting provides a more informed perspective and understanding of business, allowing insights into many facets of decision making and opportunities for success in other business courses.

We would anticipate that AP Accounting, when it is finally introduced, would replace this course for students at Glenbrook South. This is an opportunity to introduce advanced topics and challenge students as we prepare them for college and career success.

- b. If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

No other approaches considered as this represents a clear progression from Honors Accounting 173.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

Students who enroll in Honors Accounting as sophomores and juniors who want to pursue a career in accounting will be able to enhance their knowledge of accounting concepts and the profession by taking this course.

**5. Description of proposed change:**

- a. Describe the students for which this curriculum change has been designed and the approximate size of the target group.

This course is designed for junior and senior students who have demonstrated a high degree of business acumen in Honors Accounting and wish to enhance their knowledge of accounting. The size of the group will depend on how many underclassmen enroll in Honors Accounting. From the four sections of Honors Accounting offered this year, the possible number would be approximately 40 students.

- b. Provide a tentative outline of the proposed course or program.

**Week 1-3:** Review of Honor Accounting topics and assessment of students’ current understanding and skills.

**Week 4-6:** Perpetual Inventory, Periodic Inventory, FIFO, LIFO, Average Cost

**Week 6-9:** Depreciation of Fixed Assets, Disposal of Fixed Assets

**Week 9-12:** Issuance of Bonds, Bond Premiums, Bond Discounts, Comparisons of issuing common stock, preferred stock, and bonds on Earnings Per Share.

**Week 12-15:** Financial statement analysis

**Week 15-18:** Cash flow analysis, introduction to cost accounting

**6. Implications of the proposed change:**

- a. What are the implications of this proposed change for staffing, facilities, and budget?

No changes to staffing, facilities, or budget anticipated. We anticipate enrollment for this course to come from other business electives.

- b. What are the implications of this proposed change for other courses in the department and for other departments in the school?

Little impact anticipated as we are not talking about a large target group, but may seem a dip in enrollment in other business electives or other elective course offerings.

- c. What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

No summer curriculum project will be required.

**7. Method of evaluating the success of the proposal after it is implemented:**

- a. If the proposal is approved and implemented, how shall it be evaluated?

Data will be collected and evaluated on enrollment for the course and the number of students declaring accounting majors, as well as survey feedback regarding their confidence in studying accounting as they enter college.

Evaluations will include student surveys and instructor feedback. We will create a method for gathering follow-up information from students who are currently enrolled in college, to get feedback on their preparedness for college accounting courses based on their experience in Honors Advanced Accounting.

An analysis of the course's impact on student preparedness in additional business courses through teacher feedback, and possible increase in involvement in accounting internships through our internship program.

**b) What specific outcomes shall indicate success of the implemented proposal?**

Successful implementation should result in enrollment supporting two sections of Honors Advanced Accounting from the fairly constant three to four sections of Honors Accounting that we are currently offering.

Positive student surveys on their learning experience, level of challenge, clarity of potential career choices, and confidence in their preparedness for success in college accounting courses.

The ultimate success of Honors Advanced Accounting will be measured by students' future careers in the accounting profession.

## APPLICATION FOR CURRICULAR CHANGE

**School:** Glenbrook South and Glenbrook North    **Department:** Mathematics, Career & Tech  
**Ed Date:** 10/10/15

**Name of proposed curricular change:** Geometry in Construction

### 1. **Brief description of the curricular change:**

Grade: 10<sup>th</sup>                      Length: Year long

Geometry in Construction (GiC) involves integrated teaching of a Geometry course and a Construction course to apply mathematics in a real-world application. Courses will be co-taught and meet every day for one block. The co-teaching partnership is essential in terms of safety, certification, the flexibility in use of time, the quality of the interdisciplinary offering, and also allows for class size to be larger. Class size can be maxed at 34 per class.

Students are essentially enrolling in two courses that are paired. It is a strategic, interdisciplinary blend of a course focused on construction skills and a geometry course with application of mathematical concepts. Students will earn a math and applied art credit. This is a contextualized course where every geometry topic is correlated to a facet of construction providing authentic application and feedback. The project would involve construction of structures that would be completed by the end of the school year.

Students will choose whether to take a traditional Geometry course (which will still be offered for the majority of students) or Geometry in Construction. Should the number of requests for GiC exceed our available spots, the Instructional Supervisors for Math and CTE will execute a lottery to determine the students admitted into the program. We would cap the program at 2 sections (68 total students). Of the Geometry Studies and Geometry population expected for next year, this is about 18% (based on 370 projected total students in these courses for 2016-17). We do not recommend the GiC classes for Geometry Team or Geometry Honors students.

### 2. **Curriculum Planning Committee Membership**

#### a. List the members of the committee.

GBS Teachers: Mark Gallagher, Brian Schmalzer, Steve Silca

Instructional Supervisors: Phillip Gartner, Dawn Hall (GBS),  
Consulted: Dr. Maria J Vlahos Vasilopoulos, Mary Kosirog (GBN)

#### b) Give the rationale for the membership of this committee.



Mark Gallagher is a mathematics teacher in his 23rd year at GBS and also sponsor of the Habitat for Humanity service course held each summer.

Brian Schmalzer is a mathematics teacher in his 8<sup>th</sup> year at GBS. Brian taught the Geometry in Construction course in Glenbrook Evening School during the 2014-15 school year as well as a Habitat for Humanity service course sponsor.

Phillip Gartner is the Instructional Supervisor of Mathematics at Glenbrook South, and Dr. Maria J Vlahos Vasilopoulos is the Instructional Supervisor of Mathematics at Glenbrook North.

Dawn Hall is the Instructional Supervisor of Career & Technical Education at Glenbrook South. Mary Kosirog is the Instructional Supervisor for Career and Life Skills at Glenbrook North.

c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

- Barbara Beckman, Executive Director of the North Fox Valley Habitat for Humanity Affiliate.
- Richard Gilberts, Owner of Evanston Lumber and a GBS parent. Supports Evanston's Geometry in Construction Program
- Martha Eldredge-Stark, Executive Director of NSERVE
- The Math and CTE departments at Maine East HS and Evanston HS, which are schools that are currently implementing the curriculum
- Contextual Learning Concepts, LLC. Scott and Tom are the creators of the original GiC curriculum and are great at helping schools start their program
- University of Colorado. They have studied the effectiveness of the program with controlled experiments and found that students in the program perform significantly better in mathematics than their peers in the control group.

3. **Need for the curricular change:**

a. Present and analyze data on student learning that point to a need for change.

In the 2015-2016 school year, there are 364 out of 810 freshman enrolled in Algebra Studies and Algebra I 163. These students are the target population that would be eligible to enroll Geometry in Construction for the 2016-2017 school year. The students currently enrolled in Algebra Studies scored in the approximate range of the 12<sup>th</sup>-30<sup>th</sup> local percentile on the Terra Nova standardized test, whereas the students currently enrolled in Algebra I 163 typically scored in the 25<sup>th</sup> percentile and above. We know there are students who see math as dry and disconnected from the real world. The traditional mode of instruction does not engage them and they, therefore, do not perform up to their potential. Furthermore, there are students who may do fine in mathematics but are looking for a quality course that allows them to directly apply

the math they are learning. Research indicates that when one learns something and applies it in a context, they will have improved retention.

- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

Glenbrook South: The target populations for this course are Geometry Studies and some Geometry students. The population will comprise of mostly sophomores. Anecdotally speaking, this population has tended to struggle with school engagement, attendance, homework completion, and performance on standardized mathematics exams.

Regarding interest in such an offering, a survey was administered to Algebra and Algebra Studies students in September, 2015. Students were presented with a brief PowerPoint presentation in their classes about the Geometry in Construction offering. They then completed a survey about their possible interest in the program. Of the 313 responses, 44% indicated *some interest* in taking the course and 11% indicated they were *very excited* about the program. About two-thirds of those surveyed wanted more information about the program.

Given a proposed limit of 2 sections with a maximum class size of 34 students each, we would have sufficient interest. Given 370 total students between Algebra Studies and Algebra this year, only about 18% would be needed to enroll the following year. We anticipate more students interested than we will be able to enroll. If enrollment is lower, the school could certainly run just one section, but we do not anticipate this will be the case. In the likely event that more students apply than we have spots, a random selection process by lottery will run to identify who gets to enroll.

### **Geometry in Construction Impact**

Geometry in Construction is the largest non-profit provider of innovative and rigorous STEM education programs. The programs boasts more than 200+ schools in over 15 states with thousands of students enrolled in Geometry in Construction. Each school chooses building projects based on space, budget and school and community needs, and projects vary in size and scope. Examples include a press box, customized shed, tiny house, and even a full house.

The growth and success of this program is possible because it is effective and engaging, offering a hands-on and relevant experience that also incorporates a service element that benefits the community and adds relevance.

### **Geometry in Construction Gets Results**

In a comparative study of CSAP (Colorado Student Assessment Program), the results for both the 2010-2011 and 2011-2012 school years, Geometry in Construction at Loveland High School had the highest median scale score gain when compared to

surrounding high school geometry programs and the traditional geometry program at Loveland High School.

**4. Rationale for addressing the need through a curricular change:**

- a. State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

Geometry in Construction promotes critical thinking, creativity, innovation and real-world problem solving skills in students. Due to the contextualized approach, the curriculum provides relevancy of geometry concepts which aids in retention and problem solving skills of the students.

Students will:

- Build skills in math in the process of creating and building a structure
- Work in teams and fulfill roles based on experience and skills

**5. Description of proposed change:**

- a. Describe the students for which this curriculum change has been designed and the approximate size of the target group.

Glenbrook South:

This course will provide an opportunity and choice for students who will be enrolled in Geometry Studies and Geometry 263.

The GBS target group will be students who have successfully completed Algebra Studies or Algebra I 163.

Glenbrook North:

The GBN target group will be the same as South, but not for the 2016-17 school year. Glenbrook North plans on waiting a year while GBS starts the program. An incremental approach will be wise, allowing one school at a time to start. This will also allow the North teachers more time to prepare and to learn from the lessons at South from the first year.

- b) Provide a tentative outline of the proposed course or program.

The course of study and related Common Core Standards is included in a separate document. The course curriculum mirrors a standard geometry course with sequence of units adjusted for alignment and relevancy with the construction component.

**6. Implications of the proposed change:**

- a) What are the implications of this proposed change for staffing, facilities, and budget?

NOTE: As mentioned, it seemed wise for Glenbrook South to introduce the course first given the training and initiative of teachers who are proposing Geometry in Construction. In addition, both schools will learn and benefit from shared insight during the first year of implementation. Both Glenbrook South and Glenbrook North see the relevance of this course offering for students, and intend to offer the course based on student interest.

Glenbrook South:

Staffing will increase given that the class is designed to be co-taught by two teachers. However, the class size is larger than a typical class so this will alleviate the staffing effect to some extent. Those students who choose Geometry as Geometry in Construction will also be enrolled in the construction course, which will only be offered as part of this program. The additional project management and logistical components of this program require a different class size than traditional geometry or woodworking courses in order to ensure safety, productivity and delivery of teaching both math content and construction skills.

Facilities we will utilize will include existing spaces, the outdoor build site, and existing equipment, which will reduce implementation costs.

The instructors at GBS have all participated in training for the program, so no additional expenses will be incurred.

If something of use to the school is built (like a press box or gazebo north of the football stands), there is a value-add and the school does not have to pay for a contractor to do the construction.

Equipment and supplies will be purchased in preparation based on student enrollment and the Geometry in Construction program guidelines.

Materials will be created to provide information and increase awareness of the course offering to students, parents and community members.

Glenbrook North:

Staffing is not anticipated to change for the 2016-17 school year, as students interested in Geometry in Construction will be given the opportunity to take the course at Glenbrook South (pending space available). At this time GBN's I.S.'s are discussing the implementation of the program and identifying potential instructors.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

No effect on other courses in Mathematics other than fewer students taking the traditional geometry courses now offered. For the Construction portion, there will likely be a similar result to mathematics in that a portion of students who opt in for Geometry in Construction will take this course instead of another woodworking

course specifically, or other elective offerings. The construction course offered as part of this program will involve resurrecting an archived course used for building trades.

It is unlikely this course change would have any effect on elective enrollment in other departments.

**7. Method of evaluating the success of the proposal after it is implemented:**

**a. If the proposal is approved and implemented, how shall it be evaluated?**

Evaluations will include student surveys, student test scores, and enrollment data. At the conclusion of the 2016-17 school year, students will complete a survey that solicits their feedback regarding the course. In addition, the number of students choosing the course in subsequent years will provide feedback on the relevance and experience of the course for students. Ongoing evaluation of the program will involve student performance in math courses and standardized tests moving forward. Based on these evaluation measures, the course team will make recommendations for curricular changes.

**b. What specific outcomes shall indicate success of the implemented proposal?**

Outcomes we anticipate include: improved mathematics achievement, development of basic construction skills, and student appreciation of the usefulness of geometry in building and significance of precise measurements, personal satisfaction from the service component, and increased retention of concepts due to contextualized learning, increased motivation, and improved attendance among population with attendance issues. An expected additional outcome and benefit will be increased involvement of community partners, and service to the community.

Section A - Introduction

These procedures, outlined below, are intended to facilitate the systematic processing of curriculum development proposals for making modifications in the instructional program of District #225. The curriculum shall be defined to consist of all courses of study offered by the district.

Modifying the curriculum shall be defined as:

1. Adding or deleting a course, an entire sequence of courses, or a program.
2. Significantly changing the goals of an existing course or program.

Decisions concerning the administrative operation of the curriculum shall not be subject to the curriculum planning strategy. Decisions concerning such items as the following shall be made by the appropriate administrative staff:

- 1) assignment of the instructional staff,
- 2) development of the master class schedule,
- 3) assignment of students to classes,
- 4) recommendations concerning instructional materials, subject to the provisions of Policy 7180: Instructional Materials,
- 5) changes in course or program titles,
- 6) utilization of facilities,
- 7) classroom methodology or individual teaching strategies,
- 8) use of new instructional technologies.

Section B - Procedures

1. Each instructional supervisor, in conjunction with the associate principal for instruction and the department staff, shall conduct an annual evaluation of approximately twenty percent (20%) of the department's courses and programs. It is the expectation that all courses within a department will be reviewed at least once during the five-year cycle. The courses and programs to be reviewed will be determined through a collaborative process involving the associate principals for instruction and instructional supervisors at both schools. This review will be used as a base for the Instructional Supervisor Curriculum Report.
2. The impetus for curriculum change may be such factors as, but not limited to, the following: a demonstrated need for learning outcomes not met by current curriculum; data on student learning; demographic data on students; professional expert advice from educational consultants or representatives of higher education; the conclusions of educational research. Upon seeing a curricular need, staff members, students, parents, and members of the community may submit ideas for curriculum changes to the instructional supervisor of the appropriate department. Principals also shall inform parents and members of the community about curricular issues and shall invite representatives to join curriculum planning committees when appropriate. Experts and consultants may be engaged to provide input to the process when deemed appropriately by the respective principals.
3. Upon receiving a suggested change in curriculum, the instructional supervisor may convene an ad hoc departmental curriculum planning committee to address the need for the curricular change. This curriculum planning committee, after studying the perceived need, may write a curriculum proposal. If the proposed change affects more than one department, the principal may convene an ad hoc interdisciplinary committee to address the perceived need.
4. The proposal of the departmental committee must include the need, the rationale, a description, and the implications of the curricular change, as well as a method of evaluating the success of the implemented proposal (Appendix B).
5. All proposals recommended by the departmental or interdisciplinary committees shall be reviewed by the building's instructional supervisors and principal. Accepted proposals shall be acted on successively by the principal, superintendent, and the Board.

The decision or recommendation of each of the above-listed individuals or groups shall be communicated in writing to the committee submitting the proposal. A timeline for the strategy is contained in Appendix A of these Procedures.

6. No proposal shall be implemented unless approved by the principal, the superintendent, and the Board. The instructional supervisors shall serve in an advisory function.
7. Each year proposals shall be submitted to the Board for approval as indicated in the timeline in Appendix A of these Procedures. Under extraordinary circumstances, the superintendent may authorize the submission of a proposal to the curriculum planning process or to the Board at any time during the year.
8. One year after the implementation of a curriculum change, the instructional supervisor and the designated administrator shall evaluate each proposal approved by the Board in order to determine whether the proposal was successful in meeting its goals and fulfilling the educational needs. A report of this evaluation, together with a recommendation as to the continuance or modification of the implemented change, shall be shared with the appropriate committee that had proposed the curriculum change and shall be submitted to the superintendent and the Board no later than the end of the third semester that the course is offered.



APPENDIX A

CURRICULUM PLANNING STRATEGY  
ANNUAL TIMELINE \*

<u>Deadline</u>	<u>Activity</u>
March 15 to August	Collaboration between instructional supervisors and principal or associate principal for instruction at both schools to review department curriculum in light of data on student learning and to consider curricular changes.
August to October	Instructional supervisors set up committees for suggested curricular changes. Committees meet, plan, elicit input from various constituencies, and write proposal applications.
By November 1	Curriculum planning committees submit applications for curriculum changes to the instructional supervisors.
By November 15	Instructional supervisors review proposals and submit recommendations to the principals.
By December 1	Principals accept or reject proposals and, if accepted, send them to the superintendent including any resource implications.
Prior to Winter Break	Superintendent accepts or rejects proposals and gives rationale for actions.
By February 1	Superintendent informs the Board of Education and submits accepted proposals for Board action.
By March 1	Instructional supervisors submit proposals for summer curriculum work to develop course outlines and instructional resources.

By March 15

Superintendent either approves the proposal for summer project and designates funding for summer curriculum project or rejects the proposal. Instructional Supervisor Curriculum Reports are due to the superintendent. These reports are based on curriculum review conducted or modifications made during the past year and identified curriculum directions for the ensuing year(s). The reports should also include an evaluation and recommendation for any course that has completed the third semester of implementation.

Note: Under extraordinary circumstances, the superintendent may authorize the submission of a proposal to the Board at any time during the year.

**\* This timeline will be coordinated with but not limited by the district budget timeline process.**

**APPENDIX B**

**APPLICATION FOR CURRICULAR CHANGE**

School: Department: Date:

Name of proposed curricular change:

1. **Brief description** of the curricular change
2. **Curriculum Planning Committee Membership**
  - a) List the members of the committee.
  - b) Give the rationale for the membership of this committee.
  - c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.
3. **Need for the curricular change:**
  - a) Present and analyze data on student learning that point to a need for change.  

or
  - b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.  

or
  - c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.
4. **Rationale** for addressing the need through a curricular change:
  - a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.
  - b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.
  - c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

**APPENDIX B** (Continued)

**APPLICATION FOR CURRICULAR CHANGE**

5. **Description of proposed change:**
  - a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.
  - b) Provide a tentative outline of the proposed course or program.
6. **Implications of the proposed change:**
  - a) What are the implications of this proposed change for staffing, facilities, and budget?
  - b) What are the implications of this proposed change for other courses in the department and for other departments in the school?
  - c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?
7. **Method of evaluating the success of the proposal after it is implemented:**
  - a) If the proposal is approved and implemented, how shall it be evaluated?
  - b) What specific outcomes shall indicate success of the implemented proposal?

Adopted: November 21, 1977  
Revised: October 9, 1995  
Revised: November 27, 2000  
Revised: August 11, 2003