The Public Schools of Brookline
Four Phases of Program Review

Phase I–Study (approximately one academic year)

A. *Where do we want to go? What is the vision of teaching and learning for this program?*

- Review the current research about teaching and learning within this discipline/program.
- Gather information about exemplary programs/schools.
- Gather information from national organizations, including national standards, mission and vision.
- Update/revise the vision for the program. (These statements will be open for review throughout this phase.)
- Review the existing guiding documents (Learning Expectations, Course Syllabi, curriculum standards, etc.) to see how they support the program's vision.
- Determine how the program/curriculum area should address the needs of a diverse student population.

B. *Where are we now? How does the program currently function?*

- Gather and review all information about the program available from the K-12 program/curriculum coordinators:
  - Program personnel (qualifications, distribution across schools)
  - Curriculum materials and resources
  - Assessments
  - Recommended teaching time
  - Schedules at all elementary and BHS
  - Course enrollment data
  - Graduation requirements
  - Available professional development (specific activities, the participants, and the intended outcomes)
  - Space and learning environment
  - Budget
  - Variation across schools on any of the above
  - Any other information specific to the program under review

- Gather information from teachers, parents, administrators and students to determine attitudes and perceptions about the current program (with the support of an outside data gatherer).
- Review data on student performance (MCAS, SAT, Common Grade Level Assessments, and any other measures used), including disaggregated data by sub-groups.
- Determine how Brookline's Learning Expectations and Course Syllabi compare to state and national standards.
- Identify the current structures for collaboration that support the program vision (collaboration among regular education, Special Education, ECS, ELL and

METCO program staff; integration of other disciplines for curriculum and assessment support; integration of technology and technology staff).
+ Define and gather data on any on-going issues, questions, or dilemmas that the program faces.

C. What gaps exist between where we would like to be and where we currently are? What areas need attention?

+ Determine vision components or categories that can be used as reference points. (Ex: curriculum, resources, equity, etc.)
+ Examine the data and information to determine areas of program strength and areas for program improvement, relative to the revised program vision.
+ Identify areas for inquiry that will lead to the development of a plan to address areas for improvement.
+ Identify next steps for Phase II work.

Phase II–Plan (approximately one academic year)

A. Using the Phase I Areas for Inquiry as a basis, gather additional information as needed

+ Identify specifically where there are gaps in the curriculum relative to the Massachusetts state curriculum framework for this area.
+ Attend conferences or workshops or visit outside programs that can provide information on exemplary programs and practices.
+ Identify specific professional development needs, and investigate options for meeting these needs, both in-house and through outside opportunities.
+ Gather additional, targeted information from specific stakeholders (teachers, students, parents) as needed that will help to clarify program needs.
+ Gather information about system limitations – resources, scheduling constraints, etc. that will impact the nature or timing of implementing plans for program improvement.

B. Develop plans to address areas for improvement described in Phase I.

+ For each vision category listed in Phase I, develop a list of actions that will create program improvement in that area.
+ For each vision category listed in Phase I, determine measures of success – a description of what would serve as evidence of program improvement in each area. These indicators should relate to increased achievement for all students.
+ If curriculum materials need revision, form an Instructional Materials Review sub-committee to review current available materials, following School Committee guidelines.
+ Determine resources needed to fully and partially implement the action plan.

C. *Gather input and refine plans*

- Present versions of the evolving plan to various groups for feedback: senior cabinet, school committee curriculum subcommittee, principals, coordinators, and teachers.
- Refine plan based on stakeholder input and known system constraints.
- Present plan to School Committee for approval.

Phase III–Implementation

A. *Preparation*

- Determine the funding that has been allocated for implementation of program improvement plans according to the suggested timetable.
- Refine approved plan to match funding, prioritizing as necessary.
- Purchase, catalogue, and distribute all new equipment, textbooks, materials, etc.

B. *Action*

- Structure actions for improvement according to the approved timeline. These may include:
  - Professional development for teachers and/or administrators in the areas defined in the plan for improvement
  - Curriculum changes
  - Development or refinement of assessments
  - Scheduling adjustments
  - New program components
  - New personnel or revised roles for existing personnel
  - Enhanced home-school connection

C. *On-going evaluation of implementation*

- Conduct formative evaluation of implementation: Is it happening as we've planned?
- Identify obstacles to implementation.
- Make necessary adjustments to timetable.

Phase IV - Review

A. *Was this an effective process for reviewing this program?*

- Committee reviews the process (survey evaluation)
  - Did the process allow us to identify/address program needs?
  - How satisfied are the stakeholders? Do we feel their views were represented and that they were a part of the process?
  - What changes in process would we recommend in the next cycle?

B. How is the action plan working? What is our progress towards indicators of success?

- Committee reconvenes to review progress of implementation (one year after implementation begin)
    - o Are we able to implement the actions for program improvement as described in the Phase II plan?
    - o How satisfied are the stakeholders? Do they feel adequately informed of the implementation process?
- The committee examines whether the indicators of success are viable.
    - o What documentation/data is being gathered as evidence of progress?