

## **Explanation of Curriculum Documents**

**June 2013**

As mentioned previously to the Board, our district has begun the process of adhering to a curriculum revision cycle that will ultimately lead to Board approval of each of the curriculum templates for all courses and alignment to a textbook adoption cycle. This has been long overdue and it is a monumental task, so I would ask for patience as our teams diligently attempt to complete all necessary documentation and post these documents on our publically accessible webpage. Due to the amount of work necessary to create a quality document, you will notice a constant stream of Phase II templates form various departments flowing to the Board over the next several months. I had initially hoped we could do this by subject area, but due to the lack of time many of our teams have to complete this process, documents will come in as completed by various teams and Academic Services will get those to the board as soon as each document becomes available.

Attached to the Board agenda, you will find an additional overview of the process and templates for Phase I and Phase II of curriculum revision. These documents represent the essential framework for local curriculum, but further information such as units of study and exemplar lesson plans are currently being developed and will take some time to fully implement. One set of curriculum materials for a subject K-12 with Power Standards, supporting standards, scoring templates, pre- and post-assessments, Phase I curriculum document, Phase II curriculum document, units of study based on Power Standards, and exemplar lesson plans is, needless to say, lengthy and extensive, so we will do our best to provide the key pieces of information to the Board without overwhelming you with some of the more focused grade level documents.

The templates (Phase I and Phase II) attempt to encapsulate the essential elements of a course with several key pieces of information. In Phase I, course rationale, course description, Power Standards, goals, for the course, required training, budgetary needs, and expected timeline are all aspects of this document. As you are aware, our curriculum teams have been working over the course of several semesters to develop these pieces, so the compilation of the document, in many cases, has been an expedient process. However, for some single subject courses, no work has been done on curriculum and those teams are starting from the foundation to build toward a document, which will take them some time.

Phase II captures much of the same information as Phase I, with the important exceptions of finalizing common assessments, identifying preferred interventions and enrichments to assist students, and suggesting the background necessary for students to be successful in the course. In addition, a component for textbook adoption, if necessary, is included in the Phase II document and will be utilized at the mathematics curriculum moves to Phase II next school year (as mentioned when you approved the literacy materials last year, we moved that up to take advantage of funds available for instructional materials). The Phase II document is submitted to the Board for review and approval and the process moves into the implementation Phase III in the following school year.

Phases III-VI are implementation and monitoring phases for the curriculum and will include perceptual surveys for teachers along with other monitoring mechanisms to determine the overall effectiveness of the curriculum process. If there were extreme circumstances, such as a significant change in state level curriculum or an area of significant weakness in performance for students, the administration could approach the Board with the need to address specific issues in the curriculum during these phases. Three years of implementation and evaluation were included on the documents to prevent our faculty from being in a constant state of completing curriculum revision documents after the initial framework is complete.