Curriculum Development Process

Together, we prepare our students for their future...

Spotsylvania County Schools' fundamental belief is that all students will be college and career ready. In order to deliver on this promise to our students, we must ensure a guaranteed and viable curriculum. Our educators are tasked with providing quality learning opportunities that ensure a sharp focus on the Virginia Standards of Learning, and facilitating the learning experiences necessary to prepare students to apply knowledge to future applications and situations. The Instruction Department will evaluate our curriculum yearly to ensure continued alignment to both the Virginia Standards of Learning for that subject area and our strategic plan goals.

In the document that follows, we will outline our curriculum review and development process. Additionally, we will note curriculum strategies and resources, and share our process for continuous analysis through Professional Learning Communities (PLC) in our schools. The entire process for evaluation, design, implementation and monitoring will be done through teacher leadership and PLC work. Paramount to the success of the implementation of any curriculum is professional learning opportunities for teachers. In collaboration with the Office of Growth and Innovation, we will design key learning opportunities for teachers to ensure student success with the curriculum.

*Key strategies of successful teaching and learning are:

- Integrate rigorous content with performance competencies
- Use multiple measures to assess students' performance on contemporary college and career readiness standards
- Ensure all students experience grade-appropriate, career development experiences
- Identify and implement a variety of assessments to measure student growth that may include case analyses, problem-based projects and collaborative presentation
- Provide web-based tools for sharing assessments, rubrics, and curriculum materials
- Ensure high-quality educational services which develop students' core academic skills, critical-thinking, problem-solving, collaboration, communication, and technology skills
- Develop instructional delivery models supported by evidence-based research that are broad and flexible to accommodate diverse learners
- Secure funding and access to virtual curriculum
- Ensure use of evidence-based high-yield teaching and learning strategies

*List adapted from Virginia Association of School Superintendents: The New Blueprint for the Future of Public Education

Roles and Responsibilities

Curriculum development is a collaborative and ongoing process. The following stakeholders have key roles in the curriculum development process:

Office of Teaching and Learning

➢ Provide leadership in maintaining alignment of the written, taught, and tested curriculum
➢ Provide leadership and resources for curriculum development and implementation
➢ Support integration of best practices to advance instructional planning and student learning

Content Liaison

➢ Lead Curriculum Development Team
➢ Facilitate development of curriculum resources
➢ Support efficacious implementation of curriculum components through professional learning opportunities
➢ Provide guidance to schools on curriculum, instruction, and assessment
➢ Monitor curriculum updates and resources from the Virginia Department of Education

Office of Professional Learning

➢ Develop professional learning opportunities to support effective curriculum implementation
➢ Coordinate with content liaisons and PLCs to provide ongoing professional learning based on identified needs
➢ Increase liaison and teacher leader efficacy in providing high-quality professional learning
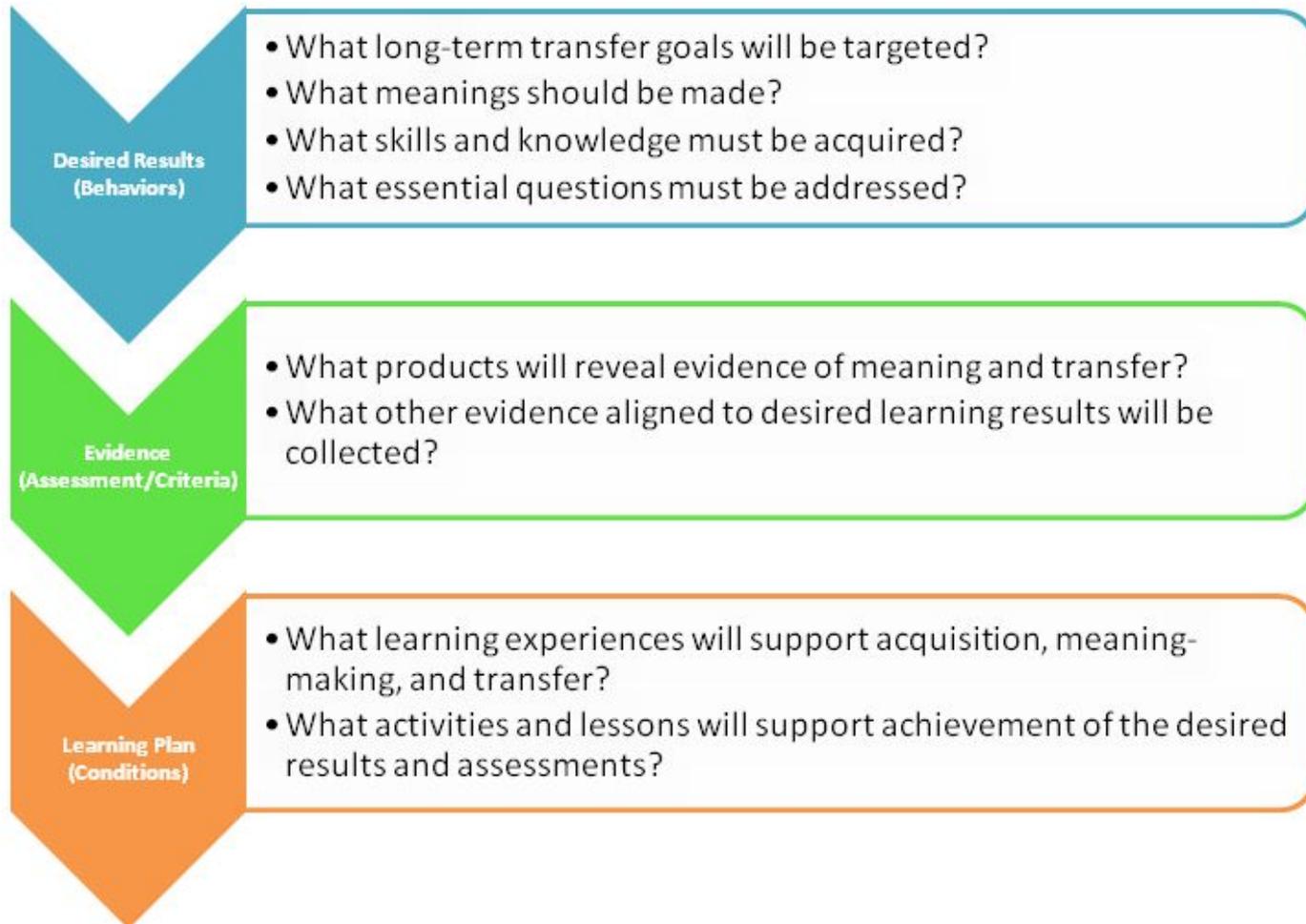
Curriculum Development Team

➢ Teams work under the leadership of the content area liaison and the Office of Teaching and Learning
➢ Facilitate communication between the team and schools regarding curriculum implementation, monitoring, and feedback
➢ Provide guidance to schools on curriculum, instruction, and assessment
➢ Teams may be comprised of the following representatives:
  ○ Teachers (to include Special Education, English for Speakers of Other Languages, Gifted)
  ○ Specialists/Coaches
  ○ School-level administrators
  ○ Parents
  ○ Community members

School leadership

➢ Support and monitor effective curriculum implementation and instructional practices
➢ Communicate professional learning needs to content liaison
➢ Participate on Curriculum Development Team

Curriculum Philosophy

Spotsylvania County Schools embraces the philosophy that curriculum development begins with the identification of desired learning results to support understandings and transfer of learning. Once the curriculum team determines the learning objectives, assessments and learning experiences can be crafted. This backward design process is based on Wiggins and McTighe's *Understanding by Design* (2005). The process balances surface level and deeper learning by focusing on the acquisition of facts and skills in order to apply or transfer them in meaningful ways to relevant contexts and problems. This manner of curriculum design provides our students with learning opportunities around big ideas that support the skills and behaviors needed to be future ready. Planning of units revolves around the following questions taken from the UBD 2.0 template (Appendix D):

Desired Results (Behaviors)
- What long-term transfer goals will be targeted?
- What meanings should be made?
- What skills and knowledge must be acquired?
- What essential questions must be addressed?

Evidence (Assessment/Criteria)
- What products will reveal evidence of meaning and transfer?
- What other evidence aligned to desired learning results will be collected?

Learning Plan (Conditions)
- What learning experiences will support acquisition, meaning-making, and transfer?
- What activities and lessons will support achievement of the desired results and assessments?

Curriculum Development Process

Curriculum teams lead by content liaisons work collaboratively to ensure that Curriculum components align to the State framework and SCPS goals and beliefs. The work of the curriculum teams ensure the process of curriculum implementation and evaluation is continuously monitored and modified.
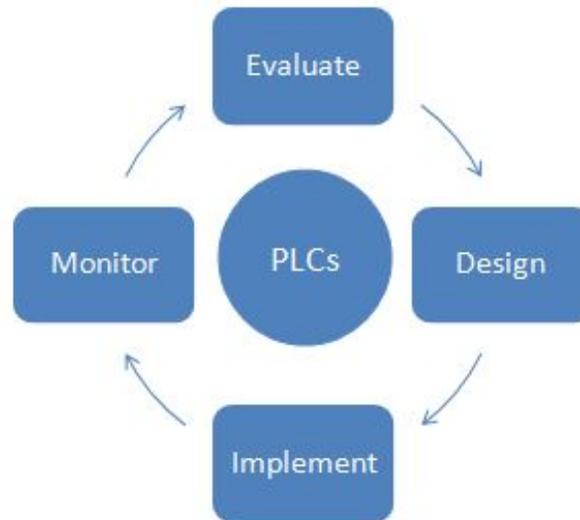
Evaluation of Curriculum

Annually, curriculum teams utilize the Curriculum Evaluation Checklist to ensure current Curriculum Guides align to the state framework, and that pacing guides are refined given feedback from the monitoring process. Teams will also evaluate curriculum guide content, resources and, assessments for rigor, relevance, and college and career readiness skills. This ensures curriculum viability and that mastery learning is achievable with the given pacing. Professional learning needs are identified through disaggregated data from division common assessments and other formative/summative assessments, along with feedback from PLCs and school leadership.

Furthermore, curriculum teams use the Virginia Department of Education's Standards of Learning Review Schedule to perform a more comprehensive evaluation of the curriculum and resources, and to survey stakeholders in regard to curriculum.

Curriculum Design

The curriculum committee begins by drafting a pacing guide using agreed-upon power standards. Additionally, assessments, learning plans, and resources are agreed upon by the committee and added at the appropriate place in the curriculum guide. During the annual review, the guide and pacing are updated and additional components such as assessments and resources may be updated and/or created. The following components of curriculum are created and reviewed cyclically/annually during evaluation:

- ➢ A curriculum guide which includes exemplar units, model lessons, a variety of assessments, and available resources. A pacing chart with identified power standards
- ➢ Common Formative Assessments (to include those agreed to be administered across all schools) will be drafted in both the PLC and in the curriculum committee utilizing the backward design planning process.

Curriculum Implementation

Content liaisons collaborate with teachers and leadership in each school to share the new guides, pacing, and resources at the building level. Through the PLC process, teachers implement key curriculum resources and make adjustments to pacing based on their students' needs. School leadership supports implementation via classroom observations and participation in the PLC process.

Curriculum Monitoring

School-level PLC teams collect quantitative and qualitative data during curriculum implementation. This includes data from common formative assessments created by PLCs and division common assessments, where applicable, notes on the appropriateness of pacing, and the quality of available resources. Curriculum document feedback is given to the division curriculum development team for review. The content liaison maintains this feedback for refinement during annual evaluation. School and division leadership will monitor data and alignment of the taught and assessed curriculum in order to ensure fidelity of implementation and identify professional learning needs. The content liaison and the Office of Teaching and Learning will collaborate with the Office of Growth and Innovation to provide ongoing professional learning as determined by data and feedback.

Resources for Curriculum Development Teams

Documents for teams to utilize during the curriculum process include:

➢ VDOE Standards of Learning Review Schedule (Appendix A)
➢ Curriculum Development Process Timeline (Appendix B)
➢ Curriculum Guide template
➢ Pacing guide template
➢ VDOE Support Documents (i.e. blueprints, frameworks)
➢ Curriculum evaluation checklist (Appendix C)
➢ College and Career Readiness standards
➢ UBD 2.0 Template for Unit Planning (Appendix D)
➢ VDOE Table of Specifications for Assessment Analysis (Appendix E)
➢ *Common Formative Assessment* (Bailey & Jakicic, 2011)

Appendix A

Standards of Learning Review Schedule (Updated March 21, 2012)

SOL Area	Approved by June												
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
History and Social Science				✔							✔		
Mathematics					✔							✔	
Science						✔							✔
English						✔							✔
Computer/ Technology	✔							✔					
Fine Arts		✔							✔				
Foreign Language			✔							✔			
Health, Physical Education, and Driver Education				✔							✔		

Curriculum Development Process Timeline

The Virginia Department of Education reviews the Standards of Learning on a 7-year cycle. Refer to the SOL Review schedule in Appendix A to ensure full alignment with the most updated standards.

	English	Math	Social Studies	Science	Visual Arts	Performing Arts	Phys. Ed.	Health	World Language
Curriculum Evaluation Checklist (yearly)									
Curriculum Development									
Curriculum Implementation									
Curriculum Monitoring									
Curriculum Evaluation									

Curriculum Evaluation Checklist

The Curriculum Evaluation Checklist is one piece of the Curriculum Review Process. Its purpose is to evaluate the written curriculum each year to ensure that alignment to the state framework still exists and that the written curriculum reflects rigor. This tool is to be utilized by district PLCs comprised of teachers and curriculum liaisons in order to determine if formal curriculum revision/development is necessary. The checklist is aligned with the Virginia Department of Education's Division Curriculum Guide Alignment and Basic Components Evaluation Tool. The checklist may be utilized within and/or outside of the Virginia Department of Education's Standards of Learning review schedule.

Goals of Curriculum Evaluation

☐ Analyze student assessment data to identify areas of strength and areas of need

☐ Evaluate current curriculum using the Curriculum Evaluation checklist

☐ Evaluate alignment with College and Career Readiness Standards

☐ Compile teacher feedback on curriculum implementation

☐ Determine if curriculum revision/development is necessary

Curriculum Evaluation Checklist

	Yes	No	Notes
Alignment of current curriculum with state standards			
Power standards are explicitly communicated			
Pacing for content mastery is realistic			
Curriculum addresses essential understandings			
Curriculum addresses essential skills and knowledge in both content and cognitive level			
Learning experiences and resources align with the state Curriculum Framework			
Evidence of student engagement in higher order thinking skills			
Assessment strategies and instruments are aligned with curriculum and pacing guide to frequent, formative data			
Multiple assessment strategies and instruments are included			
In addition to the textbook, a variety of resource materials that enhance student learning is available			

Content Area:_____   Subject: _____   Grade level:_____

Curriculum Revision/Development Necessary   YES   NO

Understanding by Design Template 2.0

Stage 1 Desired Results		
ESTABLISHED GOALS	*Transfer*	
	Students will be able to independently use their learning to…	
	Meaning	
	UNDERSTANDINGS *Students will understand that…*	ESSENTIAL QUESTIONS
	Acquisition	
	Students will know…	*Students will be skilled at…*

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan
Summary of Key Learning Events and Instruction

Appendix E

Table of Specifications

Standard or Objective	Remember	Understand	Apply	Analyze	Evaluate	Create	Question Type and Number
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