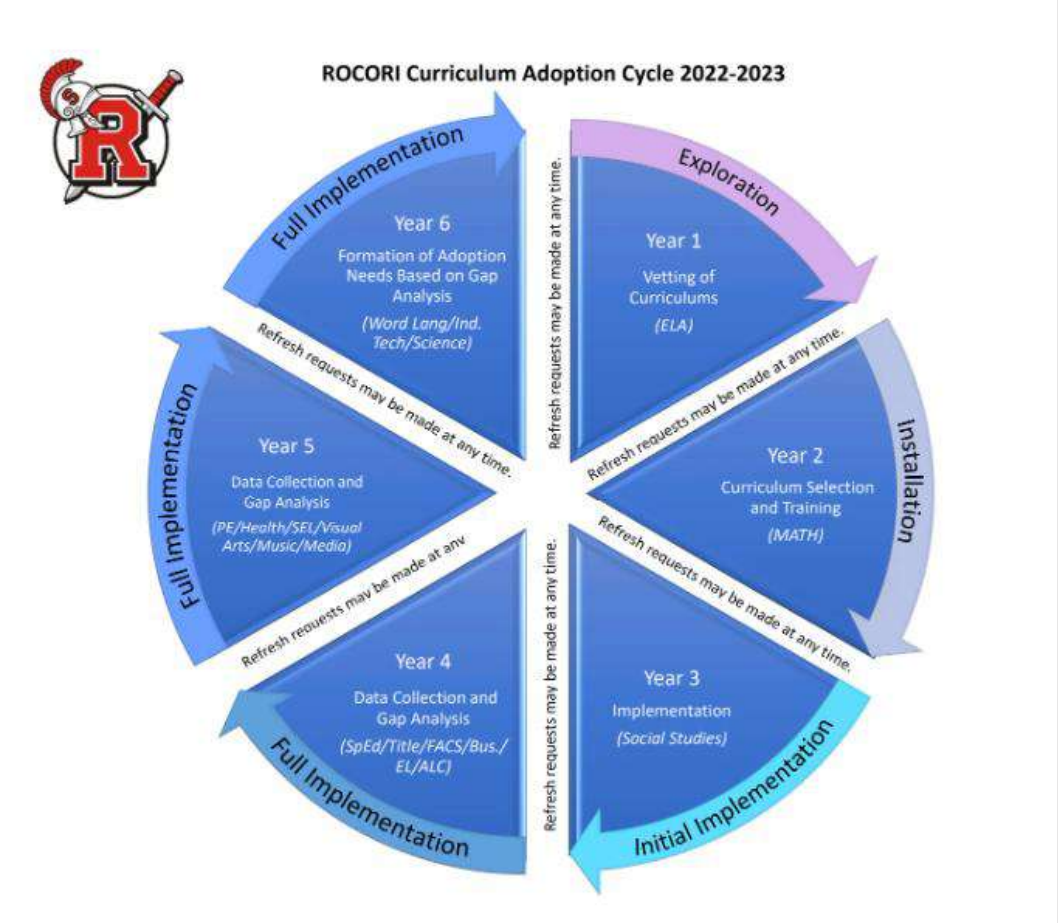
ROCORI CURRICULUM REVIEW CYCLE



Year One (Curriculum Vetting)

1. August-September: Examine current research and evidence-based practices
    a. Identify critical emerging educational issues and trends for which information might be revealed
    b. Gather data for consideration
2. October: Establish beliefs, best practices, mission and vision statements based upon research. Prepare summary report for submission.
3. November: Present Summary Report at District CI Committee Meeting
4. December: Research current curriculum
    a. EdReports
    b. Cohort Districts
    c. What Works Clearinghouse
    d. Regional Curriculum Coordinator Network (Resource Training)
5. January: Curriculum Vetting- Request sample copies of appropriate curriculum materials to be analyzed based on the Summary Report and research
6. February: Develop instructional materials selection criteria organizer to evaluate sample copies
7. March: Review instructional materials; narrow the curriculum to a manageable number and invite company representatives for presentations
8. April: Select which materials to order for a pilot based on Summary Report and Criteria Organizer
9. May: Establish criteria, roles, responsibilities and expectations for pilot in upcoming school year
10. June-July: Work days
    a. Familiarize new materials
    b. PD by company representatives and other field resources
    c. Develop lesson plans congruent with new curriculum and materials and standards

Year Two (Pilot, Selection and Training)

1. August-December Pilot study of materials
    a. Develop and implement lesson plans congruent with new curriculum and standards

    b. Collect data (selection criteria, stakeholder data, internal input, strengths and weaknesses of curriculum and student achievement data)
2. January
    a. Analyze data
    b. Recommend options for instructional materials and assessments
3. February
    a. Update District CI Committee
    b. Draft purchase recommendation and negotiate purchase with vendors by the 28th
        1. Materials
        2. Staff development
4. March
    a. Draft communication and implementation plan
    b. Present recommendations to School Board
    c. Approval by school board
5. April
    a. Finalize purchase with vendors
    b. Create Progress Monitoring and Program Evaluation Plan
        i. PD: timeline, best practices
        ii. Curriculum implementation (challenges/needs, etc.)
6. May: Share adoption plan with stakeholders

Year Three (Implementation)

1. August- September
    a. Full Implementation
    b. Create UbD Unit or Curriculum Mapping Document, as appropriate
        i. Standards
            1. Account for all content standards
            2. Clearly state learning targets
                a. Knowledge: what does the student need to know
                b. Skills: what procedure does the student need to apply

            c. Understandings: what understandings are foundational for mastery?
            d. Evidence of student mastery
        3. Vocabulary
        4. Activities
    ii. Assessments
        1. Clearly outline scope and sequence
        2. Align to instructional learning experiences
        3. Formative AND summative
    iii. Resources being used
    iv. Engaging instruction (Instructional practices identified and clearly stated)
        1. Global/Social context skills sets
        2. Differentiated instruction and engagement
            a. 21st Century Skills
            b. CLR (EL, SpEd, GT)
            c. SAMR Framework (Substitution, Augmentation, Modification, Redefinition)
2. October- November: Identify needs to support staff and student learning
    a. PD
    b. Results of assessments
    c. Overall satisfaction
3. December- January
    a. PD
    b. Reexamine UbD/Curriculum Mapping Documents in accordance with both student work and perceptual data gathered earlier in the year
    c. Analyze assessment data
4. February-March: Develop and collect stakeholder curriculum and PD input
    a. Communication
    b. Implementation
    c. Assessments
    d. PD
    e. UbD/Curriculum Mapping Documents
    f. Best Practice Guidelines established in Year One
5. April-May: Document Curriculum Implementation

    a. Analyze assessment data
    b. Create Curriculum Summary Report (4a-f)
6. June: Submit UbD/Curriculum Mapping Documents to Building Administrator

Year Four (Data Collection and Gap Analysis)

1. Review and Adjust Curriculum Summary Report as needed
2. Document ongoing teacher/stakeholder feedback and input via survey
    a. Communication
    b. Implementation
    a. Evaluation
    b. PD
    c. UbD/Curriculum Mapping Documents
    d. Best Practice Guidelines established in Year One
3. Complete Refresh Request
    a. Identify gaps/weaknesses in curriculum mapping documents
    b. Present refresh needs at district CI meeting

Year Five (Data Collection and Gap Analysis)

1. Continue integrating adopted curriculum
1. Monitor the impact of revised/new state standards on the curriculum
    a. Identify the alignment and lack of alignment within the curriculum
    b. Make plans for integration within the curriculum
2. Evaluate internal assessments and identify changes needed to achieve ROCORI targets
3. Call subcommittee meetings as deemed appropriate

Year Six (Formation of Adoption Needs Based on Gap Analysis)

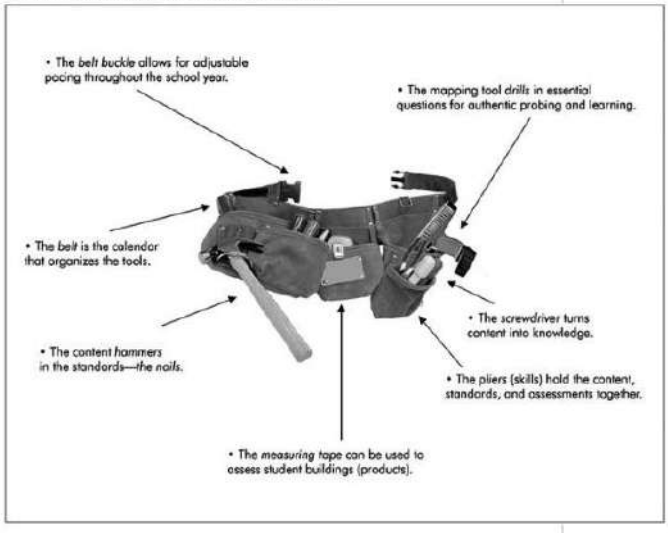
1. Continue to integrate adopted curriculum
2. Evaluate the impact of revised/new state standards on the curriculum
    a. Identify the alignment and lack of alignment within the curriculum
    b. Make plans for integration within the curriculum
4. Review assessment data to:
    a. Identify potential gaps or overlays in the curriculum
    b. Determine level of effectiveness of curriculum

3. Conduct an internal review of differences between ‘target’ and ‘reality’
    a. Research findings and current practices
    b. ROCORI Strategic Roadmap
4. Articulate areas of strength and weakness in the curriculum via UbD/Curriculum Mapping documents

A metaphor for the tools of curriculum mapping is a tool belt. (Taken from *Getting Results with Curriculum Mapping,* 2004 edited by Heidi Hayes Jacobs pp. 11-12)

- The belt is the calendar that organizes the tools.
- The belt buckle allows for adjustable pacing throughout the school year.
- The content hammers in the standards – the nails.
- The mapping tool drills in essential questions for authentic probing and learning.
- The pliers (skills) hold the content, standards, and assessment together.
- The screwdriver turns the content into knowledge.
- The measuring tape can be used to assess student buildings (products)

Fig. 2.1. Curriculum Mapping: A Tool Belt for Teachers.



Curriculum mapping is a living, breathing, ever-changing history of PK-12 student learning. Mapping is work and takes time, but the improvement in student as well as teacher learning is worth the time.

Resources: ROCORI, Pierz, HLWW, Rice, EV-W; Heidi Hayes Jacobs *Getting Results with Curriculum,* 2004.