

# Curriculum Revision Process

School Board Work Session  
September 14, 2020

# Previous Review of Curriculum Processes

As the school district formalized personalized learning, and then competency based education in the Strategic Plan, the role of curriculum and instruction shifted.

**In 2018, the Teaching & Learning department began a process of answering the questions that arose related to curriculum and instruction?**

- **What expectations do we have for following adopted curriculum?**
- **Have pacing guides become obsolete?**
- **How do innovative teaching and new structures align with curriculum?**
- **How do we put the needs of the learner first and still exist as a system?**
- **Do our processes and policies support what we're trying to do with teaching and learning?**

# Previous Review of Curriculum Processes

- February 2018 - survey sent to all teachers in the District. 200+ responses.
- 35+ interviews conducted by Teaching & Learning coordinators with a mix of teachers, school leaders and district administrators.
- Teaching & Learning staff went through process of coding responses to identify trends; key themes were identified and growth/ opportunity areas articulated.

# Recommendations

*Opportunities based on current state:*

Assure **baseline** + provide space for **autonomy**

Define, document and iterate on **processes**

Communicate key **curriculum information**



1. Define and share district's curriculum expectations and where there is flexibility for teachers
  - a. Set short, medium, long term desired states
  - b. Create and share curriculum blueprint framework
  - c. Revise, share, improve curriculum guides
2. Define, test and iterate on curriculum processes
  - a. Revise long-term curriculum adoption process, establish process to enable frequent + responsive improvements
  - b. Determine roles and accountabilities
3. Communicate key curriculum information
  - a. Set calendar for adoption, feedback, training
  - b. Capture support channels and resources
  - c. Define and adjust T&L strategic roadmap

## Students

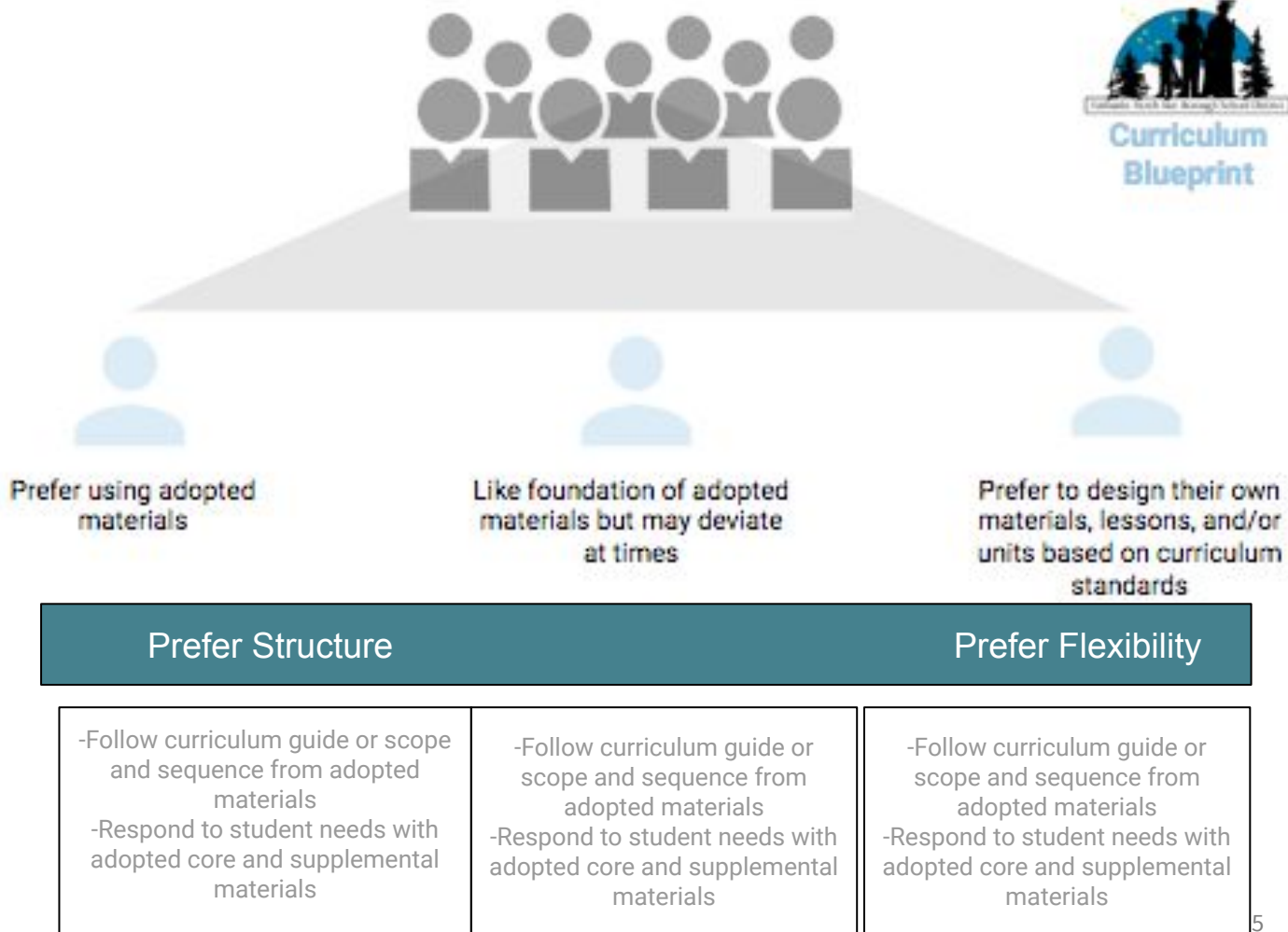
Students, their needs and the outcomes we want them to reach are the primary influences on decisions related to what, how and why we design and use curriculum.

## Teacher Preference

A curriculum blueprint should offer flexibility to address different teacher preferences.

## Teacher Practice

Teacher practice moves across spectrum that may evolve over time or vary across content.



# Guiding Principles

- **Students** and their needs must be **at the center** of learning and decision making around curriculum, instruction and materials
- Student centered learning happens through **personalizing learning**, with support of the Core 4 and five guiding questions.
- Ultimately, the **teacher should decide** on the right mix of instructional practices and materials needed to facilitate learning experiences that meet students' needs
- **Equity is maintained** through teaching to the Alaska standards and maintaining a **baseline** for the quality of curriculum and instructional materials we use
- **Teachers are professionals with different needs**, styles and philosophies, therefore they need personalized support

# A note about competency based education:



Students **advance upon mastery**



Competencies include **explicit, measurable, transferable learning objectives** that empower students



**Assessment is meaningful and a positive** learning experience for students



Students receive **timely, differentiated supports** based on their individual learning needs



Learning outcomes emphasize competencies that include **application and creation of knowledge** along with the **development of important skills and dispositions**

# Architecture of a Competency-Based System

<b>Competencies</b> (What content will students master?)	<b>Performance Assessment</b> (How will students authentically demonstrate mastery?)	<b>Learning Pathways (PL models, resources)</b> (How will students reach mastery?)	<b>Competency-Based Grading Structures</b> (How will mastery be communicated?)
Academic skills and knowledge, aligned to standards  Learning progressions  Personal success skills	Performance tasks  Rubrics + indicators  Formative and evaluative assessments	Personal learning plans  Systemic resources to support personalization  Blended and online learning  Opportunities for voice and choice	Teachers guided by K-12 grading philosophy statements  Track progress toward demonstrating tangible competency  Relearning and reassessing w/o penalties



# Aligning curriculum, assessment and future graduates

Competencies and performance assessments, grounded in the needs of our community and Alaska state standards, will help us create learning experiences that align to our portrait of a graduate

State Standards + Community Needs



Competencies +  
Performance Assessments

Know

Understand

Do



# Curriculum Policies

- In April 2020, SB Policies 900 - 900.3 “Definitions” were updated.
- SB Policies 910 - 91.0.4 outline Curriculum Development.
- SB Policies 920 - 923 outline Instructional Materials processes.
  
- Board Curriculum Committee (SBP 236.1):

*SCOPE OF RESPONSIBILITIES: The BCC will act in an advisory capacity regarding all aspects of curriculum development. The curriculum review process requires two separate and distinct actions to be taken by the Board: adoption of the curriculum and adoption of the textbooks/materials. The BCC will review each of these recommended actions prior to it being forwarded to the Board for adoption. (Bylaw revisions to occur at Oct meeting to reflect change to Board committee.)*

	2018-19	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
World Languages (2018)	<b>Implement</b>	Measure-Re fine-Revise	Measure-Re fine-Revise	Measure-Re fine-Revise	Research & Review	Develop & Define	<b>Implement</b>
English / Lang. Art (2011)	Research & Review	Develop & Define	<b>Implement</b>	Measure-Re fine-Revise	Measure-Re fine-Revise	Measure-Re fine-Revise	Research & Review
Social Studies (2013)	Research & Review	Develop & Define	<b>Implement</b>	Measure-Re fine-Revise	Measure-Re fine-Revise	Measure-Re fine-Revise	Research & Review
Math (2014/15)	Measure-Re fine-Revise	Research & Review	Develop & Define	<b>Implement</b>	Measure-Re fine-Revise	Measure-Re fine-Revise	Measure-Re fine-Revise
Technology (2011)	Measure-Re fine-Revise	Research & Review	Develop & Define	<b>Implement</b>	Measure-Re fine-Revise	Measure-Re fine-Revise	Measure-Re fine-Revise
Health/ PE (2016)	Measure-Re fine-Revise	Measure-Re fine-Revise	Research & Review	Develop & Define	<b>Implement</b>	Measure-Re fine-Revise	Measure-Re fine-Revise
Science (2016)	Measure-Re fine-Revise	Measure-Re fine-Revise	Research & Review	Develop & Define	<b>Implement</b>	Measure-Re fine-Revise	Measure-Re fine-Revise
Art (2017)	Measure-Re fine-Revise	Measure-Re fine-Revise	Measure-Re fine-Revise	Research & Review	Develop & Define	<b>Implement</b>	Measure-Re fine-Revise
Music (2017)	Measure-Re fine-Revise	Measure-Re fine-Revise	Measure-Re fine-Revise	Research & Review	Develop & Define	<b>Implement</b>	Measure-Re fine-Revise

# What's Changed Over Time?

- Revised process to start with Profile of a Graduate, input from larger community, and review of needs.
- Shift to identifying competencies at graduate and grade/ course level.
- Altered timelines to engage teachers during the school year not just summer.
- Identify curriculum guide formats that better meet the needs of teachers, and organize resource materials in accessible way.
- Ongoing evaluation of implementation and teacher/ student needs outside of the 6 year cycle.

# Curriculum Process in Action: Sample Timeline

- January 2019 - The revision process for K-12 Social Studies and 7 -12 ELA began with a survey to teachers, a community survey, and 2 open house events to get input on “profile of a graduate.”
- Feb 2019 - Interested teachers participated in review of feedback, and also considered feedback from 2018 curriculum process review. Professional learning around competency-based education as outlined in the strategic plan.
- March - May 2019 - Participating teachers drafted K-12 graduate level competencies, which were shared and posted.
- August 2019 - Interested teachers reviewed current curriculum and new competencies and revised grade level / course level curricula.

# Curriculum Process in Action: Sample Timeline

- September 2019 - During districtwide inservice, drafts were made available to teachers and facilitated discussion on process.
- September 2019 - March 2020 - Drafting process
  - Each draft is published to the website, emailed to staff, emailed to mailing list (community organizations, University, Council of PTA's, etc)
  - Feedback on each draft collected and shared with revisers, with expectation of consideration for next draft.
  - Subsequent draft published; process repeats.
  - Final draft is often quite different than initial drafts
- April 2020 - K-12 social studies and 7-10 ELA presented to Board for consideration and adoption.

# Curriculum Process in Action: Sample Timeline

Monthly updates to BCC include each curriculum involved in active revision (research & review, define & develop, Implement) with discussion. Updates on measure & refine as appropriate.

How do we know drafting process is done?

- Amount/ type of feedback & public comments
- BCC recommendations

# Materials Adoption: Sample Timeline

Core instructional materials require separate (but related) adoption process.

- August 2019 - Publishers/ vendors contacted to announce curricula / content areas in review.
- August 2019 - January 2020 -
  - Materials gathered and tagged for review
  - Administrative review of standards alignment, professional reviews (Ed Reports), and alignment with board policy 921 (bias, equity,etc)
- Feb 2020 - Public review period
  - Noticed in Newsminer, social media, email
  - Teachers provided leave allocated / school
  - Extended hours including regular Board Meeting nights



# Materials Adoption: Sample Timeline

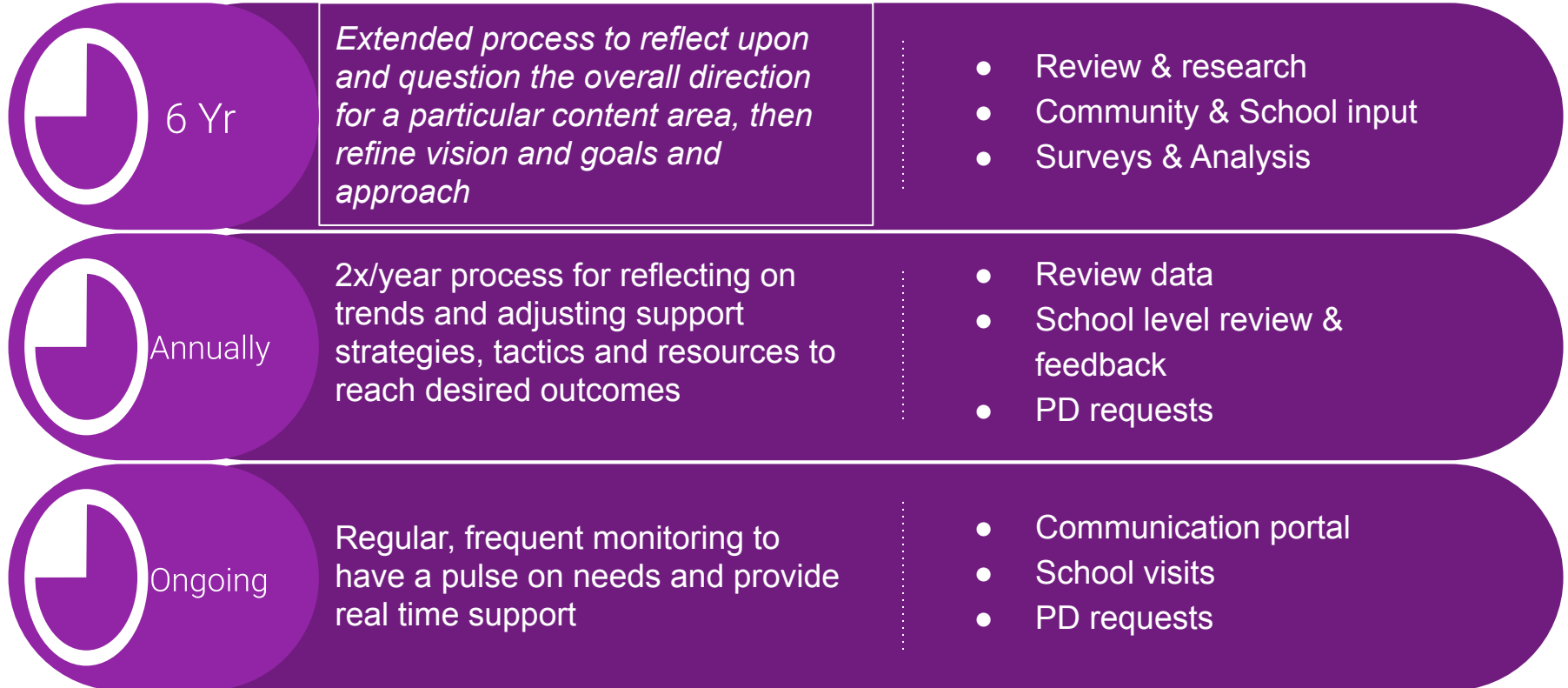
Core instructional materials require separate (but related) adoption process.

- March 2020 - Recommendations presented to BCC and summary recommendation provided to teachers
- April 2020 - Presented to Board for action.
- May 2020 - Communication with schools and teachers re: needs to prepare orders.
- New materials ordered according to budget cycle; trainings scheduled for fall.

# What next?

- Comprehensive Profile of a Graduate - how do we address the content agnostic, but essential, skills?
- CTE materials - do we need a different process when industry/ certifying agencies specify materials? How to shift quickly if needed for concurrent enrollment?
- Developing responsive processes for each level of curriculum management needs outside of the 6 year cycle.
- Build supports for competency based education model.
- Continue to identify and review areas of concern. For example, the recommendation for a diversity audit from Diversity Report or areas of performance concern based on collected data.

# 3 Levels of Curriculum Management



# Who is mastering concepts?

## What is CBL?

Three students all receive an 80% as their final course grade.

 Student 1

	Final Score
Standard 1 Assessment	80.00%
Standard 2 Assessment	80.00%
Standard 3 Assessment	80.00%
Standard 4 Assessment	80.00%
Standard 5 Assessment	80.00%
Standard 6 Assessment	80.00%
Standard 7 Assessment	80.00%
Standard 8 Assessment	80.00%
<b>Final Grade</b>	<b>80.00%</b>

 Student 2

	Final Score
Standard 1 Assessment	40.00%
Standard 2 Assessment	40.00%
Standard 3 Assessment	60.00%
Standard 4 Assessment	100.00%
Standard 5 Assessment	100.00%
Standard 6 Assessment	100.00%
Standard 7 Assessment	100.00%
Standard 8 Assessment	100.00%
<b>Final Grade</b>	<b>80.00%</b>

 Student 3

	Final Score
Standard 1 Assessment	40.00%
Standard 2 Assessment	40.00%
Standard 3 Assessment	60.00%
Standard 4 Assessment	70.00%
Standard 5 Assessment	51.00%
Standard 6 Assessment	91.00%
Standard 7 Assessment	91.00%
Standard 8 Assessment	91.00%
Assessment Average	66.75%
Homework	100.00%
Attendance	100.00%
Behavior	100.00%
Effort	100.00%
<b>Final Grade</b>	<b>80.05%</b>

Questions for consideration:

- Which student is most prepared for the next grade level? Least?
- What does a final grade of "80%" mean in Student 1's course? What does a final grade of "80%" mean in Student 3's course?

*Homework, attendance, behavior, and effort all count for 10% of the final grade in this student's class; assessments count for 60%*

Would you want to fly with this pilot?



### **Traditional Education's Grading:**

Take Off:	8/10 = 80%
Customer Relations	10/10 = 100%
Cabin Pressure	10/10 = 100%
Communication	10/10 = 100%
Landing	2/10 = 20%
Average Grade = 80% B-	

# What do our

We must develop students who can thrive in tomorrow's workplace

# students need

# to be successful

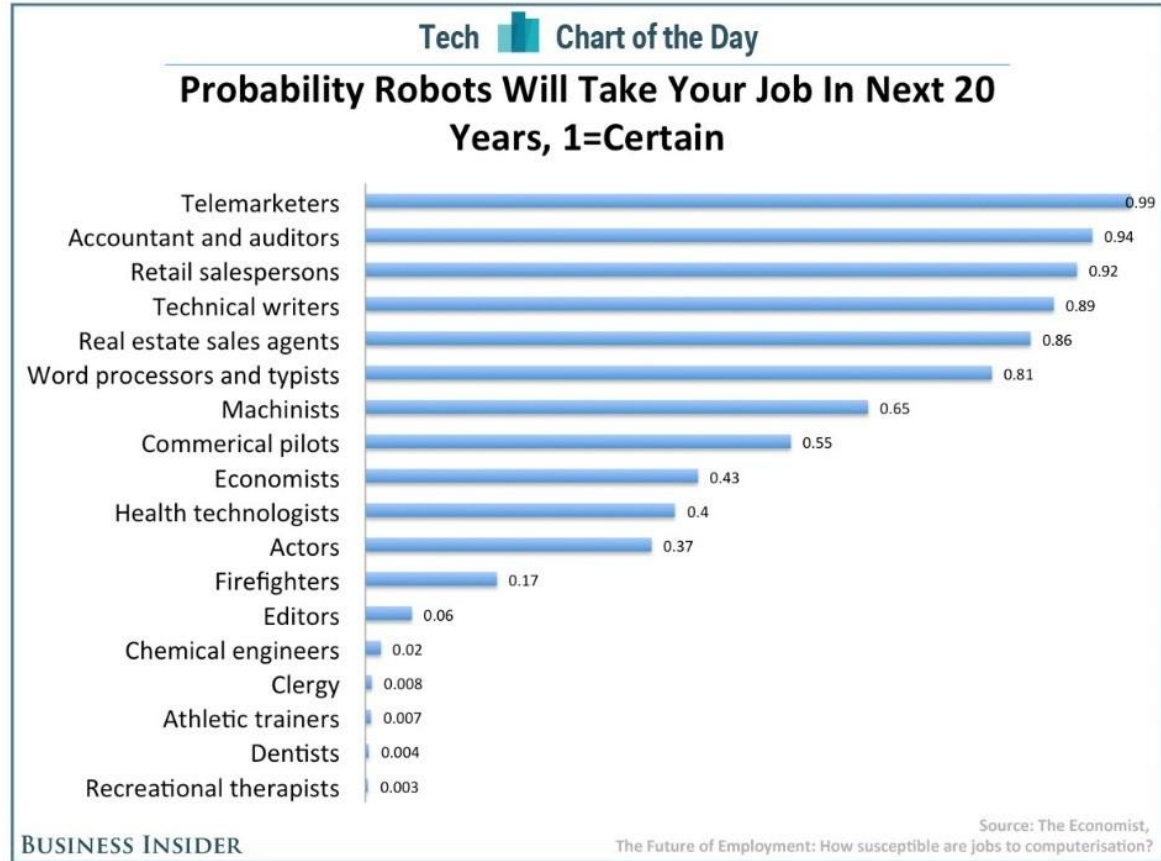
Stakeholders from across the district and community who envision the graduates we need to develop

# in the future?

We must consider the knowledge, understandings and tangible skills that will help our students succeed in tomorrow's world



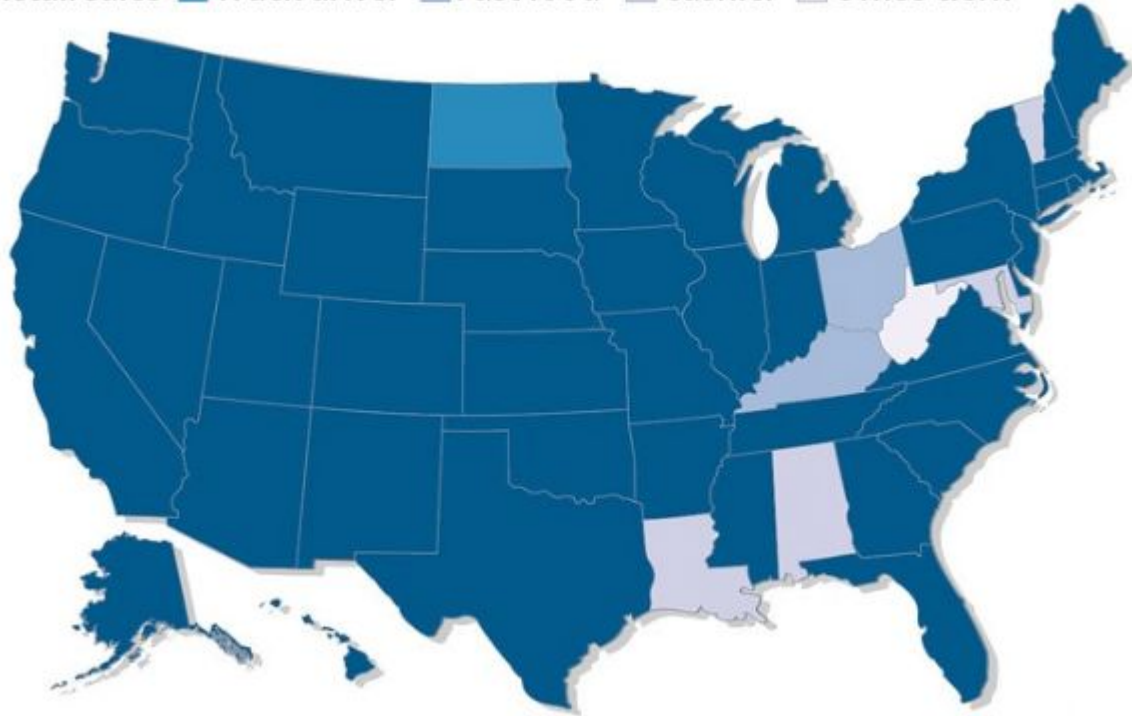
*What Knowledge/  
Understandings/ Skills  
should a graduate of  
Fairbanks schools have  
and how do we build a  
series of requirements to  
deliver that graduate?*



Based on the previous slide, that's 16,000,000 workers by 2030

## The most common job in every state, 2013

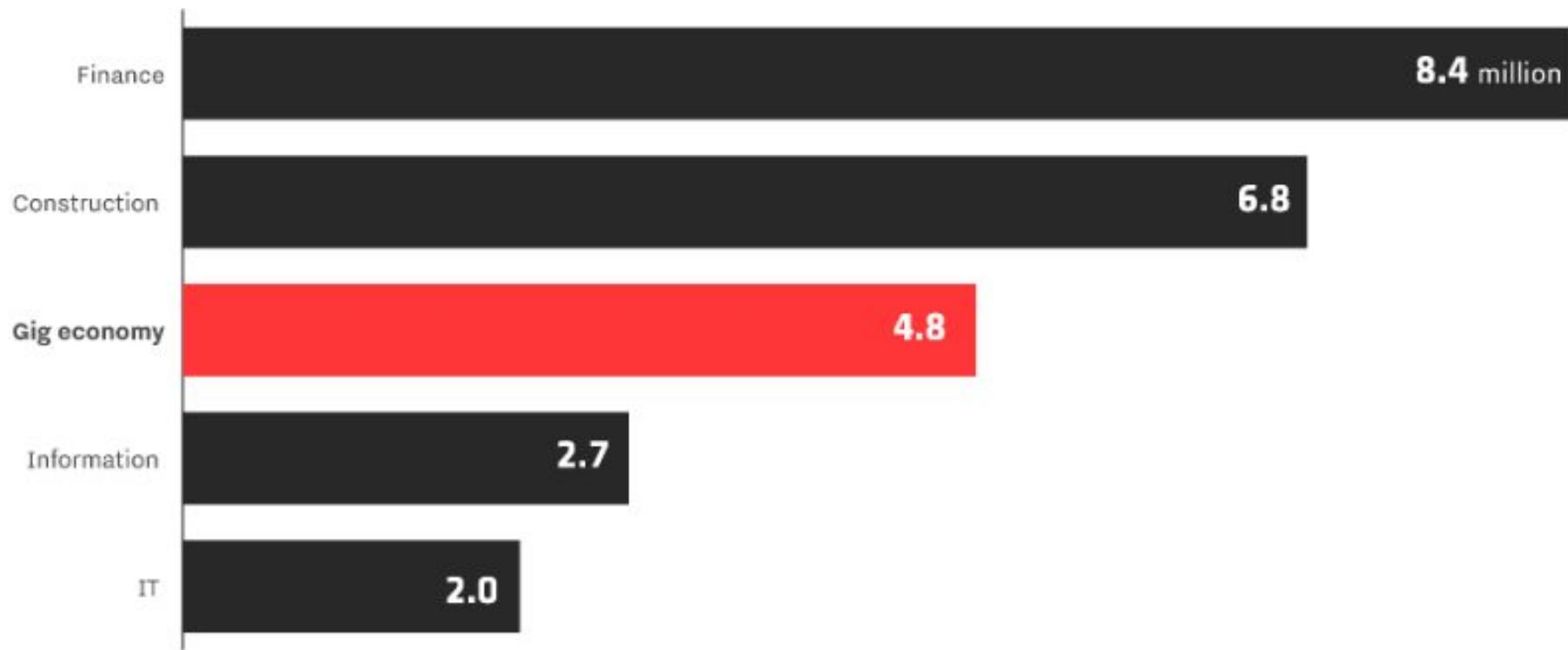
■ Retail sales ■ Truck driver ■ Fast food ■ Cashier ■ Office clerk



Source: BLS



## Number of employees by job sector in 2017



Source: Bureau of Labor Statistics; Intuit and Emergent Research (Gig)

What do our students really need?

