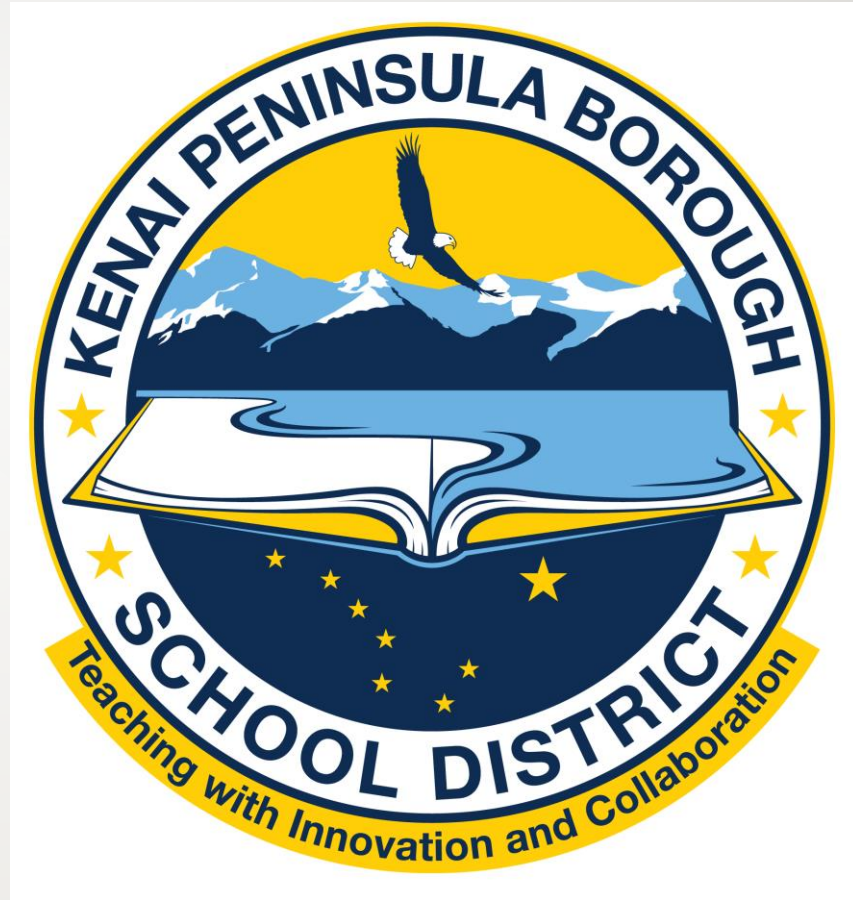


KPBSD ELA Curriculum Revision

The mission of the
Kenai Peninsula Borough
School District is to
empower all learners to
positively shape their
futures.



Research Findings

Source: *“Hiding in Plain Sight”* article

- Robert Marzano’s metanalytic studies indicate that:
 - *A decent, guaranteed curriculum may be the single largest in-school factor that affects learning.*
- David Conley adds that:
 - *Common curriculum means very little without clearly specified parameters for how much reading and writing will be required in each course.*

Definitions

- **Curriculum**

- *The formally documented and board approved topics that are to be taught and tested within our district. (what is written, taught and tested)*

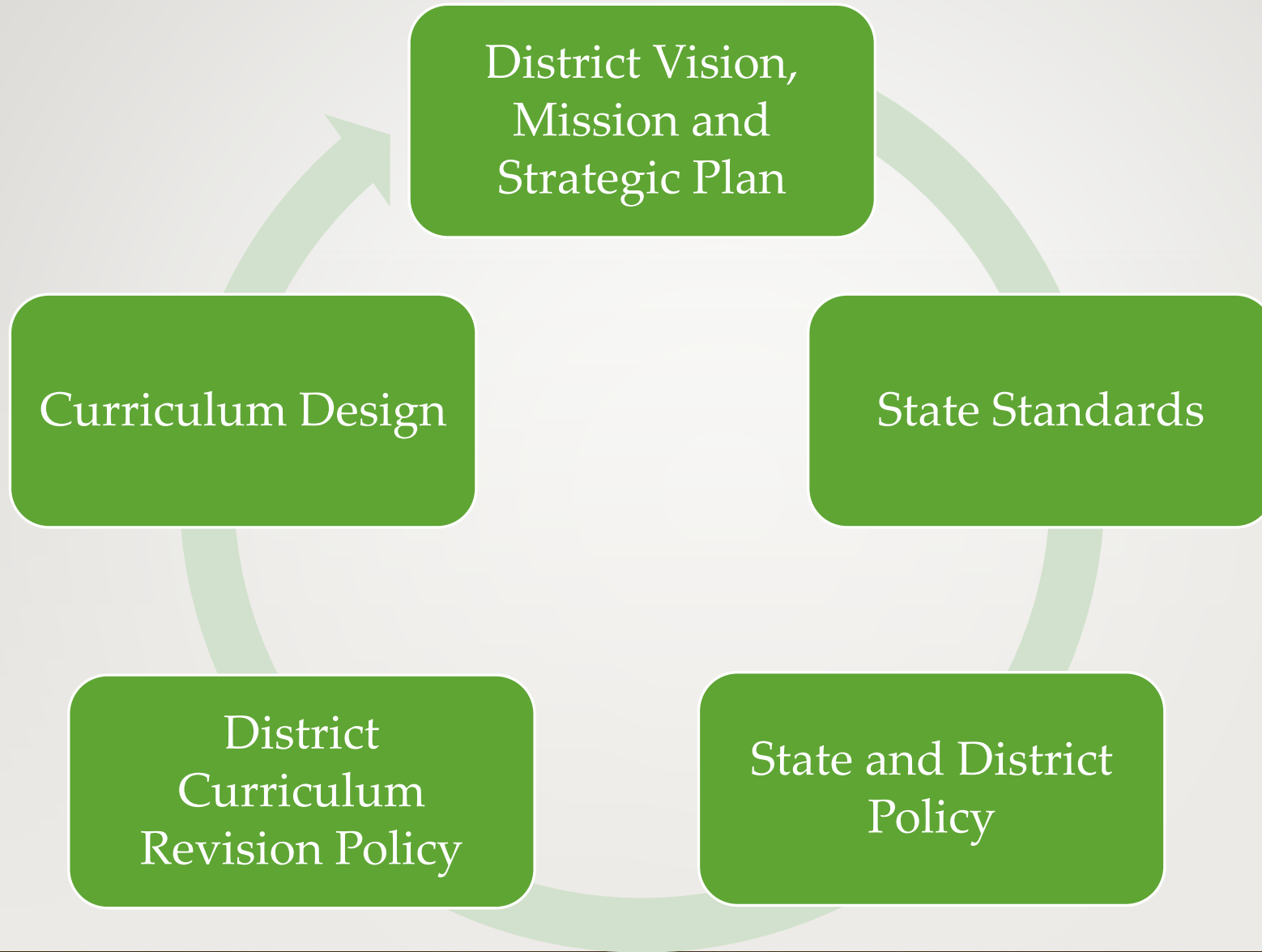
- **Flexible Instructional Resources or Content**

- *The products and/or materials (physical or digital) that are used by teachers or students to meet the learning expectations identified in the curriculum.*



Curriculum Planning

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction." (Covey, 1994)



Phase 1

- Application Process
- Preliminary Committee Meeting

Phase 2

- Committee begins curriculum revision process
- Committee shares draft curriculum and elicits feedback from teachers and BOE
- Committee begins material review process
- Committee presents draft to the BOE in a work session

Phase 3

- Curriculum approved by BOE
- Material Selection
- Training plan is developed

Spring
2017























Fall 2017

Winter 2018

Spring
2018

Fall 2018

White background implies a conversation around District Curriculum

POLICY & OVERSIGHT	WRITTEN, TAUGHT & TESTED CURRICULUM	ACCESSIBILITY & SUPPORT	EVALUATION & REVISION	CYCLIC RESOURCE ADOPTION
 Governance Structure	 Timelines	 Equity Plan	 Fidelity Plan	 Adoption Committee
 Curriculum Committee	 Standards Alignment	 Inventory & Needs	 Data Collection & Analysis	 Needs Analysis
 Curriculum Vision	 Core Curriculum	 Rollout Plan	 Curricular Effectiveness Report	 Content Providers
 Curriculum Policy	 Non-Core Curriculum	 Initial PD	 Resources ROI	 Pilot Plan
 Communication Plan	 Assessments	 Continuous Support	 Curricular Intervention Plan	 Procurement

POLICY & OVERSIGHT

WRITTEN, TAUGHT & TESTED CURRICULUM

ACCESSIBILITY & SUPPORT

EVALUATION & REVISION

CYCLIC RESOURCE ADOPTION



Governance Structure



Timelines



Equity Plan



Fidelity Plan



Adoption Committee



Curriculum Committee



Standards Alignment



Inventory & Needs



Data Collection & Analysis



Needs Analysis



Curriculum Vision



Core Curriculum



Rollout Plan



Curricular Effectiveness Report



Content Providers



Curriculum Policy



Non-Core Curriculum



Initial PD



Resources ROI



Pilot Plan



Communication Plan



Assessments



Continuous Support

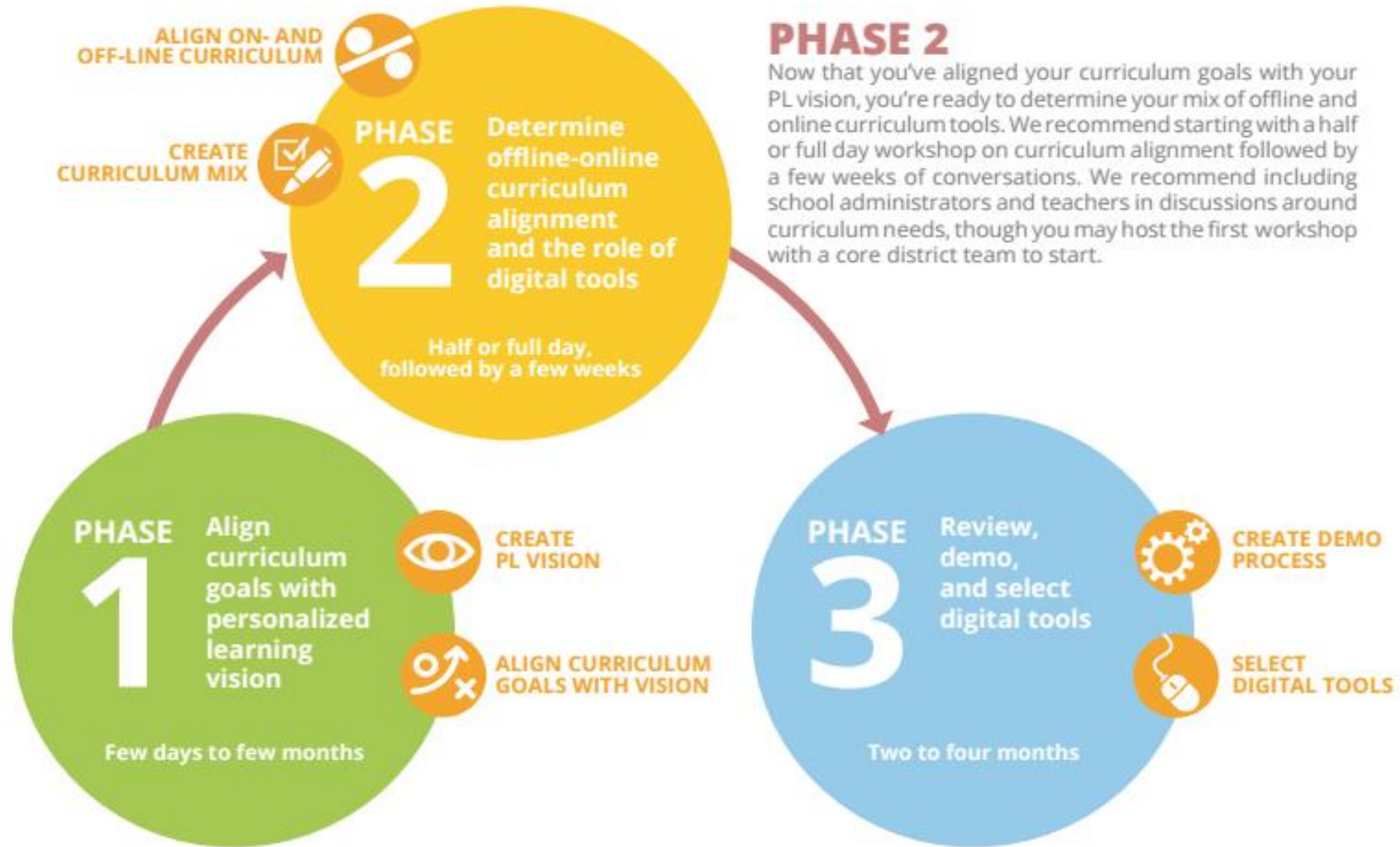


Curricular Intervention Plan



Procurement

THREE PHASES OF CURRICULUM ALIGNMENT AND SELECTION



Ideal Curriculum Document

- Standards
- Outcomes/Skills/Essential Questions
- Common Assessments — Benchmark, Summative; Formative
- Vocabulary
- Instructional Resources
- Modifications for differentiation
- Scope and Sequence
- Units of Study
- Pacing Recommendations

Understanding by Design (UbD)

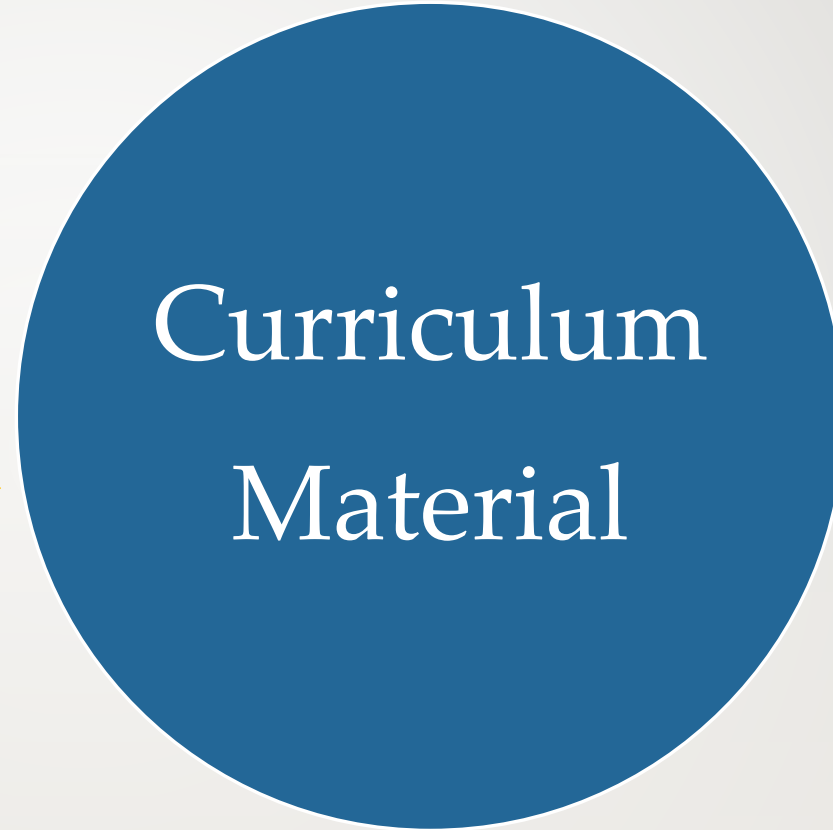
- It's a way of thinking purposefully about curricular plan. It's not a program.
- Developed by Grant Wiggins and Jay McTighe
- End goal: Be able to connect, make sense of, and use discrete knowledge and skills in context.
- Planning is best done backward from the desired results.

UbD: The Backward Design Model

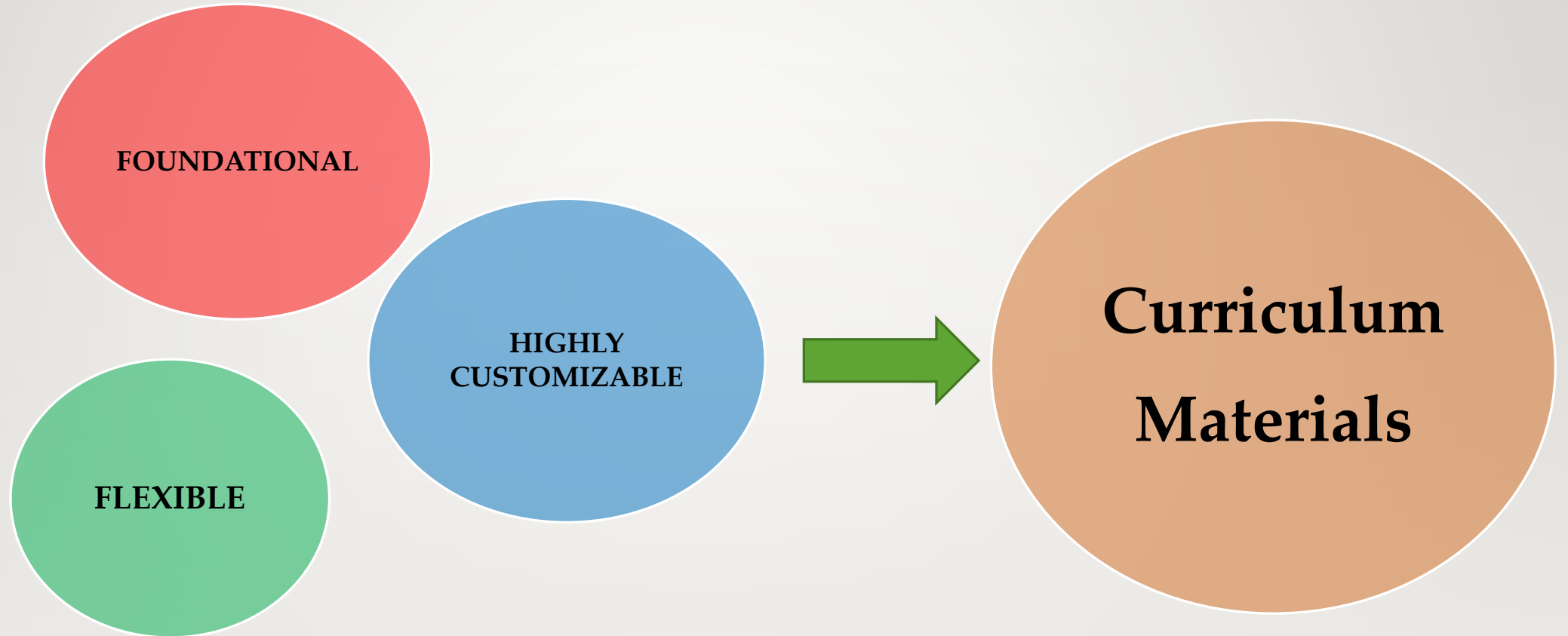
The backward design model is comprised of the following three stages:

1. Identify desired results
 - What do students need to know and be able to do?
2. Determine acceptable evidence
 - How are students going to be able to demonstrate that they know and can do it?
3. Plan learning experiences and instruction
 - How are students going to learn and what do they need to be able to do?

Traditional Lens



New Lens of Curriculum Materials



Foundational Content

- “Traditional” curriculum materials
- Typically classified as “core” curriculum
- Defined scope and sequence aligned to age (grade level)
- Examples: textbooks, curriculum guides, credit recovery digital content



Flexible Content

- Often digital content
- Could be adaptive or assignable
- Based on student mastery
- Typically meets students where they are and provides individualized path and pace
- Examples: i-Ready, ALEKS, leveled readers, IXL



Highly Customizable Content

- Teacher-customized lessons
- Tailored to fit individual needs, interests, and skills of student
- Takes into account culturally-responsive practices
- Examples: customized worksheets, LMS content



ELA Curriculum Committee

Krystal Duval	Sterling	Catherine Hayworth	West Homer
Jennifer Reinhart	Paul Banks	Kristin Cannava	Skyview
Heather Hooper	Nikiski North Star	Amy Angleton	Skyview
		Melissa Kelly	Skyview
Jennifer Waltenbaugh	Paul Banks	Laura Niemczyk	Nikiski
Christy Gomez	Tebughna	Barbara Denboer	Ninilchik
Callie Giordano	Mt. View	Meredith McCullogh	KCHS
Monica Heath	Mt. View	Heather Reichenberg	Homer High
Lisa Morris	Seward El	Sean Campbell	Homer High
Theresa Salzetti	K-Beach	Amanda Adams	Distance Ed
Shellie Worsfold	West Homer	Dawn Edwards-Smith	River City
Suzanne Klaben	K-Beach	Trevan Walker	Principal
Hannah Dolphin	K-Beach	Karla Barkman	DO
		Darci Drury	DO
Luanne Bressler	KMS	Tim Vlasak	DO
Andrea Joachim	Redoubt	Penny Vadla	BOE
		Tim Navarre	BOE

Next Steps and Timeline

- Committee continues to create UBD Unit Outlines
- Draft to teachers for review and BOE work session – iteration of draft curriculum (one day)
- Board Approval (Winter 2017-2018)
- Material Review – training from Education Elements (2-3 days)
- Professional Development Plan (2018-2019)
- Assessment work pending funding
- New curriculum implementation (2018-2019)