**Curriculum Development Process**

**Self-Assessment Tool**

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| **Purpose**: This tool is designed to support district and school leaders in analyzing their approach to developing and implementing a local, standards-aligned curriculum using the Kentucky Department of Education’s Curriculum Development Process (CDP). The essential elements here correspond to the CDP’s four phases and include criteria for each to help measure the current state of a district’s curriculum development. This tool is intended to be used in conjunction with the CDP to help districts determine where they are within the process and where to go next, offering resources specific to each phase to support next steps. Essential elements of the self-assessment tool, like the phases of the CDP, build sequentially. **Initial elements need to be in place for later elements to function effectively.** It is recommended, therefore, to use the CDP and available resources to make sure early phases are secure before proceeding. |
| **Instructions for Use:**   * Rate criteria for each essential element individually. * Determine an overall rating for each essential element, including a rationale to support the rating. * Identify existing strengths and potential areas of focus. * Prioritize areas of focus, categorizing them as short-term or long-term. * Decide appropriate next steps and work through the relevant phase of the CDP.     **Rating Criteria**  **1: Not Yet Present** – M*ost or all the essential elements are not present, even in isolated pockets.*  **2: Progressing** – S*ome aspects of the essential element are present, but they may not yet be systematic.*  **3: Fully Present** – T*he essential element is fully present and systematically in place, across the district and set to continue over time.* |

**Reflection Question: *How systematic is our current approach to curriculum development?***

**Essential Element 1: A Systemwide Plan for Curriculum Development**

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| **Essential Element Criteria** | **Rating** | **Aligned Support** |
| *Our district…*   * Has an established curriculum review cycle addressing no more than two content areas per year that has considered:   + Local data and needs assessment and   + State review cycles for content areas. * Creates a detailed timeline for completing the development/revision process each year that includes:   + Key actions,   + Target completion dates, and   + Roles/responsibilities. * Develops a budget for the scope of the work each year designating funding sources to be used for each item. * Has effective curriculum development committees (teams) that:   + Feature a range of stakeholders (e.g., district/school administrators, instructional coaches, teachers),   + Receive clear and consistent communication, and   + Hold meetings aligned to specific purposes and outcomes. * Intentionally communicates and engages with stakeholders throughout the process with opportunities for input/feedback. | 1 2 3      1 2 3        1 2 3      1 2 3      1 2 3 | [**CDP Phase 1**](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/MCF_Section_1_Curriculum_Development_Process.pdf)   * Step 1: Develop a Timeline * Step 2: Determine the Budget * Step 3: Create a Curriculum Development Committee   **Appendix A: Phase 1**   * [Professional Learning Module Video](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2Fi0OgBFxr52o&data=05%7C01%7Cfox.demoisey%40education.ky.gov%7C519de95bdddf4eb7498208da8701eee0%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637970739617373557%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=svKtrgVrcAZgDOB72ePjxhRtBnBcp7rrL54KYvI%2FZqY%3D&reserved=0) and [Slides](https://education.ky.gov/curriculum/modcurrframe/Documents/CDP_Phase_1_Module.ppt) * [Curriculum Team Structure Examples](https://drive.google.com/drive/folders/1sIfoG3CcGDntOIUJLFuR62aRBfAt-wqE?usp=sharing) * [Stakeholder Communication Examples](https://drive.google.com/drive/folders/1H_TJe2KMlNeZdJMZpt9znBisM2xewY5m?usp=sharing) |

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| **Overall Rating (1-3) and Rationale:** |

**Reflection Question: *How well have we integrated the Kentucky Academic Standards, relevant research, and our values and the local context into a vision for content-area learning?***

**Essential Element 2: An Articulated K-12 Instructional Vision**

| **Essential Element Criteria** | **Rating** | **Aligned Support** |
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| *Our district…*   * Establishes a shared understanding of the subject area content, skills and pedagogy with the curriculum team prior to development/revision of the curriculum which includes analysis of:   + The *Kentucky Academic Standards (KAS)*, including the overall architecture, critical components and progressions,   + Current pedagogical research for the content area, and   + Data and needs assessment for local context. * Collaboratively develops an instructional vision for teaching and learning in the content area that includes:   + Foundational beliefs (content-specific beliefs and beliefs about student learning capacities) and how they align to the *KAS*, current research and the local context, and   + Expectations for the student experience and what student learning looks like in action (teacher moves, student moves). * Articulates the instructional vision in writing in a way that is:   + Distinctly reflective of values unique to the district and recognized elements of best practice in the content area, and   + Clear and easily understood by all stakeholders. * Seeks stakeholder input and incorporates feedback into the instructional vision. * Uses the instructional vision to guide the curriculum development process and district and school-level decision-making. | 1 2 3            1 2 3              1 2 3      1 2 3    1 2 3 | [**CDP Phase 2**](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/MCF_Section_1_Curriculum_Development_Process.pdf)   * Step 1: Analyze KAS, Content-Area Research and Local Needs * Step 2: Articulate K-12 Instructional Vision   **Appendix A: Phase 2**   * [Professional Learning Module Video](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2FeWsVPnBculQ&data=05%7C01%7Cfox.demoisey%40education.ky.gov%7C519de95bdddf4eb7498208da8701eee0%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637970739617373557%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=jrmztSTyWqKqFwK5Z4Ck37xdaMrcpdOvS7qvjtOUqXY%3D&reserved=0) and [Slides](https://education.ky.gov/curriculum/modcurrframe/Documents/CDP_Phase_2_Module.ppt) * [Sample Instructional Visions](https://drive.google.com/drive/folders/1wd2euFdWJgcKsFISLd9rmbSCe557-Tj-?usp=sharing) |

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| **Overall Rating (1-3) and Rationale:** |

**Reflection Question: *Does our curriculum document communicate what stakeholders need for effective implementation?***

**Essential Element 3: A Local Curriculum Grounded in a Primary High-Quality Instructional Resource (HQIR)**

| **Essential Element Criteria** | **Rating** | **Aligned Support** |
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| **(3A) Selects a HQIR(s) Aligned to the Instructional Vision**  *Our district…*   * Establishes clear HQIR selection criteria derived from:   + Instructional vision,   + Stakeholder feedback (teachers, students, families and community),   + Equity lenses, and   + Local context. * Identifies 2-4 potential HQIRs for review by:   + Using EdReports (Reading and Writing, Math);   + Exploring various vendors and open-source materials (all other content areas); and/or   + Contacting other districts or schools to gather anecdotal information. * Evaluates potential HQIRs by:   + Setting an appropriate timeline for completion,   + Providing easy access to relevant tools,   + Establishing a clear process for collecting committee notes and final ratings, and   + Engaging vendors/publishers to acquire resource samples, set up presentations and respond to questions. * Selects a primary HQIR based on:   + Review of the evidence collected during the evaluation process against the selection criteria and   + Potential impact on other initiatives and capacities. * Selects supplemental resources to fill any identified gaps in the primary HQIR. * Communicates final decision, rationale and next steps to all stakeholders. * Has a clear process for storing, inventorying and distributing the HQIRs. | 1 2 3            1 2 3            1 2 3            1 2 3      1 2 3  1 2 3    1 2 3 | [**CDP Phase 3: Step 1**](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/MCF_Section_1_Curriculum_Development_Process.pdf)   * Determine Selection Criteria * Identify Potential HQIRs * Evaluate Potential HQIRs * Select HQIR   **Appendix A: Phase 3**   * [Professional Learning Module Video](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2Fvvraeo-1rBo&data=05%7C01%7Cfox.demoisey%40education.ky.gov%7C519de95bdddf4eb7498208da8701eee0%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637970739617373557%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=WiCKygW9sdxDdeRtQB2i4KEyZ6IrLzCQRVWHEooSTRI%3D&reserved=0) and [Slides](https://education.ky.gov/curriculum/modcurrframe/Documents/CDP_Phase_3_Module.ppt) * [District HQIR Evaluation Rubrics Examples](https://drive.google.com/drive/folders/1Id9m4PMw96svg8aPkLwq0kul-SRCU1Yk?usp=sharing) |
| **(3B) Develops a Local Curriculum Document**  *Our district…*   * **When adopting a primary HQIR**, develops a local curriculum document designed to:   + Identify the Kentucky Academic Standards assessed in a unit;   + Provide links to the HQIR’s instructional model, scope and sequence, assessments and instructional supports;   + Identify gaps in the KAS and supplemental resources intended to address them;   + Indicate which pedagogical practices from district initiatives (e.g. portrait of a learner competencies, elements of project-based learning, inquiry-based learning, cooperative learning, cognitive strategies, standards-based grading) are to be embedded and where this is to occur;   + Establish which expectations are “tight” or “nonnegotiable” for particular units; and   + Indicate unit duration as determined by the HQIR, its fit within the logistics of the local context and any “buffer time” allotted to address the range of student learning needs. * **When a primary HQIR is not available for the content area,** develops a local curriculum document designed to:   + Sequence and bundle standards around big ideas and/or questions so that knowledge, understandings and skills develop over time and identify KAS assessed in each unit;   + Identify key grade-level text(s) and tasks;   + Identify common assessment (formative and summative);   + Identify pedagogical practices from district initiatives embedded to enhance learning;   + Identify evidence-based instructional supports/scaffolds to support differentiation;   + Clarify where curricular elements are addressed within the district-selected instructional resources to ensure full alignment to the KAS and local context;   + Establish which expectations are “tight” or “nonnegotiable” for particular units; and   + Indicate unit duration and any “buffer time” allotted to address the range of student learning needs. * Utilizes a process for reviewing and revising curriculum to ensure coherence across all grade levels. * Gathers staff feedback (i.e., clarity, organization, usability) on the completed curriculum documents to guide possible revisions prior to implementation. * Ensures curriculum documents are communicated to staff and made readily accessible. | 1 2 3    1 2 3      1 2 3  1 2 3  1 2 3 | [**CDP Phase 3: Step 2**](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/MCF_Section_1_Curriculum_Development_Process.pdf)   * Step 2: Develop Local Curriculum Document     **Appendix A: Phase 3**   * [Professional Learning Module Video](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2Fvvraeo-1rBo&data=05%7C01%7Cfox.demoisey%40education.ky.gov%7C519de95bdddf4eb7498208da8701eee0%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637970739617373557%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=WiCKygW9sdxDdeRtQB2i4KEyZ6IrLzCQRVWHEooSTRI%3D&reserved=0) and [Slides](https://education.ky.gov/curriculum/modcurrframe/Documents/CDP_Phase_3_Module.ppt) |

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| **Overall Rating (1-3) and Rationale:** |

**Reflection Question: *How will we continuously improve our understandings, skills, learning outcomes and experiences using the HQIR(s) in the content area?***

**Essential Element 4: Plan for Implementation and Progress Monitoring**

| **Essential Element Criteria** | **Rating** | **Aligned Support** |
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| **(4A) Sets Implementation Goals and Develops a Monitoring Plan**  *Our district…*   * Sets yearly implementation goals aligned to the stage of implementation in order to move toward the instructional vision. * Develops a plan to monitor progress toward reaching implementation goals that includes:   + Evidence to be collected and how often it will be monitored,   + Persons responsible for data collection and frequency of data collection,   + A process for analyzing collected evidence and data, and   + Times when stepbacks occur for formal data/evidence review and who will participate in stepback reviews. | 1 2 3  1 2 3 | [**CDP Phase 4: Step 1**](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/MCF_Section_1_Curriculum_Development_Process.pdf)   * Step 1: Set Implementation Goals   **Appendix A: Phase 4**   * Professional Learning Module Video and [Slides](https://education.ky.gov/curriculum/modcurrframe/Documents/CDP_Phase_4_Module.ppt) * [Curriculum Implementation Framework](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Framework.pdf) * [District Implementation Goals Examples](https://drive.google.com/drive/folders/1MaDUHPuSS1BB6uKGKskIN-xHde3GnoPM?usp=sharing) |
| **(4B) Provides Ongoing Professional Learning (PL)**  *Our district…*   * Develops a professional learning plan each year that considers:   + The implementation goals and stage of curriculum implementation (launch, early and ongoing PL),   + How educator (leader and teacher) needs for new professional learning will be identified,   + When/where curriculum-based professional learning (CBPL) will occur within district and school systems and structures,   + Who will provide the professional learning (HQIR/HQPL provider, external partners, district/school leaders, etc.),   + Onboarding new staff and staff new to a grade level/course,   + How CBPL experiences align to the characteristics of high-quality professional learning (HQPL) and which HQPL structures will best support the learning,   + How CBPL will be funded, and   + How impact of CBPL will be monitored and used to inform adjustments. * Communicates the PL plan to staff each year and how it aligns to the instructional vision. | 1 2 3          1 2 3 | [**CDP Phase 4: Step 2**](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/MCF_Section_1_Curriculum_Development_Process.pdf)   * Step 2: Provide Ongoing Professional Learning   **Appendix A: Phase 4**   * [Professional Learning Module Video](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2Ffb0fLRsx78I&data=05%7C01%7Cfox.demoisey%40education.ky.gov%7C519de95bdddf4eb7498208da8701eee0%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637970739617373557%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BnY1Gv0O3jyPodiDcFCf%2F9mDa3L9KfzDLVzlG%2Fv%2FSYg%3D&reserved=0) and [Slides](https://education.ky.gov/curriculum/modcurrframe/Documents/CDP_Phase_4_Module.ppt) * [Curriculum-Based](https://drive.google.com/drive/folders/1r5spRCIBIgtjJPUI5BeYUWG7dl-L9ClF?usp=sharing) [Professional](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Based_Professional_Learning_Guidance_Document.pdf) Learning Guidance Document |
| **(4C) Gathers and Analyzes Data to Make Adjustments**  *Our district…*   * Gathers qualitative and quantitative data as outlined in the monitoring plan to assess progress towards the implementation goals aligned to the stage of implementation (launch, early and ongoing PL). * Utilizes the PLC process to analyze data throughout the year to identify trends and make adjustments. * Conducts formal quarterly and end-of-year stepbacks to:   + Determine progress towards goals,   + Examine data to evaluate for equity,   + Identify key successes and bright spots of exemplary practice,   + Learn from and solve significant challenges, and   + Adjust the plan for the next chapter of work. * Communicates changes and celebrate successes with stakeholders. | 1 2 3  1 2 3  1 2 3  1 2 3 | [**CDP Phase 4: Steps 3 and 4**](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/MCF_Section_1_Curriculum_Development_Process.pdf)   * Step 3: Gather Data to Monitor Progress * Step 4: Analyze Data and Make Adjustments   **Appendix A: Phase 4**   * [Professional Learning Module Video](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fyoutu.be%2Ffb0fLRsx78I&data=05%7C01%7Cfox.demoisey%40education.ky.gov%7C519de95bdddf4eb7498208da8701eee0%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637970739617373557%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BnY1Gv0O3jyPodiDcFCf%2F9mDa3L9KfzDLVzlG%2Fv%2FSYg%3D&reserved=0) and [Slides](https://education.ky.gov/curriculum/modcurrframe/Documents/CDP_Phase_4_Module.ppt) |

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| **Overall Rating (1-3) and Rationale:** |

* **This section is designed to assist districts in analyzing their ratings to identify strengths, possible areas of focus and next steps for implementation at the local level. *When determining which areas of focus to address in the short-term, consider focusing on elements that may be missing from early phases that are foundational to the success of later phases*.**

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| ***What is working?*** | ***What might we need to work on?*** |
| * Identified Strengths | * Identified Areas of Focus (for Improvement) |

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| ***Of those identified areas of focus, what will we prioritize in the short term?*** | ***What will we focus on in the long term?*** |
| * Short-Term | * Long-Term |

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| ***What next steps will we take to address the prioritized areas of focus?*** | ***What resources will we use to support this work and how will those resources be used?*** | ***What team or individuals are responsible for completing each next step?*** |
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