**Curriculum Development Process Communication Plan Template**

The purpose of the Communication Plan is to authentically engage with staff, students, families and relevant community partners. A carefully crafted plan allows for sharing of information and eliciting of stakeholder input. It seeks to ***inform, prevent misunderstandings to reduce barriers, celebrate successes, build collective commitment, and facilitate gathering of valuable input and expertise.*** A carefully designed and implemented Communication Plan ensures diverse perspectives are included and everyone has a role in developing a system of continuous improvement.

* [**Phase 1: Prepare for the Process**](#Phase1)
* [**Phase 2: Articulate Instructional Vision**](#Phase2)
* [**Phase 3: Develop the Curriculum**](#Phase3)
* [**Phase 4: Implement and Monitor the Curriculum**](#Phase4)

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|  Phase 1: Prepare for the Process* *How will we communicate (1) the need for a revised local curriculum for the content area of focus and (2) our rationale for using this process to develop it to stakeholders, including boards of education and site-based councils?*
* *How will we communicate information regarding a timeline and key actions for the process?*
* *How will we communicate (1) how the curriculum team was formed, (2) who will serve on the curriculum team and (3) the role of team members in the process?*
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| **Rationale***Why is this communication needed? What is its purpose?* | **Audience** *With whom do we need to communicate?* *How can we be mindful of diverse perspectives?* | **Information or Messages***What needs to be communicated? How should it be crafted?* | **Methods***Which mode of communication might be best: email, presentation, meeting, Webcast, etc.?* | **Responsibility** *Who is responsible for crafting and sending the communication?**Who will gather stakeholder input and revise based on it?* | **Response***Timeline: What is the allotted time frame for gathering input?**Method: If seeking stakeholder input, how will it be gathered?*  | **Success Indicators** *What will determine the effectiveness of the communication?* |
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|  Phase 2: Articulate Instructional Vision* *How will we communicate the draft of our instructional vision for the content area in a way that is clear and easily understood by all stakeholders?*
* *How will stakeholders provide input and feedback, and how will that be used to inform the instructional vision?*
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|  Phase 3: Develop the Curriculum* *How will we communicate the importance of selecting a primary high-quality instructional resource (HQIR) to support development of the local curriculum?*
* *How will we gather stakeholder input to help inform the selection criteria?*
* *How will stakeholders be provided opportunities to review and give input on the 2-4 potential high-quality instructional resources under consideration?*
* *How will a rationale for the selected primary HQIR be communicated to stakeholders? If in a content area where a primary HQIR is not available, how will a rationale for the district-selected resources be communicated to stakeholders?*
* *How will we gather staff feedback (i.e., clarity, organization, usability) of the completed curriculum document and use the feedback to guide possible revisions prior to implementation?*
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|  Phase 4: Implement & Monitor the Curriculum* *How will we gather feedback from staff to help inform our implementation goals and monitoring plan?*
* *How will we communicate our goals for effective implementation and plans for monitoring progress toward them?*
* *How will we gather input from staff to help determine possible areas of curriculum-based professional learning (CBPL) needed to support effective implementation?*
* *How will we ensure consistent communication about alignment of the yearly PL plan to the stage of implementation, our instructional vision and the needs of staff and students? How will we address questions that arise?*
* *Following the quarterly and end-of-year stepbacks, how will we communicate to stakeholders:*
	+ *“bright spots” and exemplary practices (email, newsletter, social media, etc.),*
	+ *adjustments and next steps in relation to the implementation and professional learning plans?*
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