**Sample 1 Timeline for Curriculum Development Process**

| **Possible Timeline** | **Action Steps** |
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| Year 1:Summer/Early Fall Semester | **Phase 1: Prepare for the Process*** Determine content area to be developed/revised based on local curriculum review cycle.
* Communicate to stakeholders the need for a revised local curriculum for the content area of focus and the rationale for using this process to develop it, including boards of education and site-based councils?
* Develop curriculum review timeline and expected outcomes to be completed at each point in the process.
* Communicate timeline and key actions for the process to stakeholders.
* Determine budget for scope of the development/revision process.
* Create the content area curriculum team.
* Communicate to stakeholders regarding (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?
* Set times, dates and locations for meetings and communicate meeting logistics to the curriculum team.
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| Year 1:Late 1st Semester/ Early 2nd Semester (e.g., by January) | **Phase 2: Articulate K-12 Instructional Vision*** Select resources for the curriculum team to analyze to build their understanding of the *Kentucky Academic Standards (KAS),* current research on evidence-based best practices for teaching and learning for the content area of focus and the local context.
* Plan sessions for the curriculum team to engage in analysis of resources.
* Facilitate analysis of the *KAS*, current research for teaching and learning in the content area of focus, and local needs with the curriculum team.
* Determine and draft foundational belief statements based on team analysis of the *KAS*, current research and local needs.
* Draft content-area instructional vision based on characteristics of an effective instructional vision with the curriculum team.
* Gather stakeholder input/feedback during the drafting of the instructional vision.
* Review/revise instructional vision based on stakeholder feedback.
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| Year 1:Through Mid 2nd Semester (e.g., by early April) | **Phase 3: Identify, Evaluate and Select High-Quality Instructional Resources (HQIRs)*** Communicate with stakeholders the importance of selecting a primary high-quality instructional resource (HQIR) to support development of the local curriculum.
* Decide if the curriculum team will be responsible for the instructional resource selection process or if a sub-committee will be formed.
* Gather input from stakeholders regarding instructional resource needs and use it to help inform possible selection criteria for HQIR evaluation.
* Determine selection criteria based on alignment to the instructional vision and stakeholder input.
* Communicate selection criteria and gather feedback to inform possible revisions.
* Use selection criteria to create a usable rubric/tool to support team evaluation of HQIRs.
* Facilitate the work of the selection team in identifying, evaluating and selecting a primary HQIR based on the selection criteria.
* Provide opportunities for stakeholders to review and give input on the 2-4 potential HQIRs under consideration.
* Communicate final HQIR decision and rationale to stakeholders.
* Develop plan for the procurement and distribution of the HQIRs.
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| Year 1:Late 2nd Semester, Early Summer  | **Phase 3: Develop Curriculum Supports*** Prioritize the curricular elements that need to be included in the curriculum document template aligned to the instructional vision.
* Create curriculum document template.
* Based on the curriculum document template and support from the selected primary HQIR, develop the curriculum supports aligned to each element.
* Facilitate opportunities for horizontal and vertical feedback and revisions of all work completed.
* Gather staff feedback on the curriculum document and use feedback to guide revision.
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| Summer into Year 2 and Beyond | **Phase 4: Implement and Monitor Curriculum** Please reference the [Curriculum Implementation Framework](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Framework.pdf) that outlines specific roles and responsibilities for each stage (launch, early and ongoing) of curriculum implementation.  |