**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. |
| 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. |
| 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. |
| 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. |
| 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. |