



PCR3 Curriculum Writing Process

History of the PCR3 Curriculum Writing Process

The Platte County School District curriculum is the result of a collaborative effort by K-12 educators across the district aligned to the Missouri Learning Standards (MLS) established by the Missouri Department of Elementary and Secondary Education (DESE). This two-year process is anchored in the work of Dr. Grant Wiggins (Understanding by Design) and Larry Ainsworth (Rigorous Curriculum Design). These curricular documents serve as the blueprint that guides the development of a guaranteed and viable learning experience for all students.

Following the first two years of the development process, the Board of Education considers the work for approval in accordance with Board Policies IF – Curriculum Development and IIA – Instructional Materials.

Key Terms

Curriculum - Standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. Curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. (Ainsworth & Wiggins)

Depth of Knowledge (DOK) – Indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment such as the state assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Instructional Material/Resource - A collection of materials (books, videos, activities, support documents, etc) that bring the learning outcomes identified in the district curriculum to life in the classroom. Resources support student engagement as they work to achieve proficiency of the grade and course standards. Instructional resources are selected for use in the classroom by teachers using the Four Lens Approach for Resource Selection (Rigor, Relevance, Engagement, and Individual Learner Considerations).

Scope and Sequence – curriculum plan, usually in chart form, with a range of instructional standards organized according to the successive levels at which they are taught.

Unpacked Unit of Study – breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the expectation.



Roles & Responsibilities

The PCR3 Curriculum review, development/revision, implementation, and monitoring is dependent on the participation of multiple stakeholders.

Board of Education	<ul style="list-style-type: none">• Approve district developed curriculum as presented by the Academic Services Team• (BOE policy IIA: Instructional materials)
Executive Director of Academic Services	<ul style="list-style-type: none">• Research and Strategic Planning of District Curriculum Development Process• Oversee the execution of District Curriculum Development Process• Ensure alignment to State Standards and Expectations• Monitor curriculum implementation and effectiveness
Director of Elementary Education and Director of Secondary Education	<ul style="list-style-type: none">• Execution of District Curriculum Development Process (K-5 and 6-NCC)• Ensure alignment to State Standards and Expectations• Monitor curriculum implementation and effectiveness
Building Administrators	<ul style="list-style-type: none">• Provide Professional Development and support to staff on the implementation of district curriculum• Monitor the Improvement Cycle process to implement and monitor teaching and learning aligned to district curriculum expectations• Monitor curriculum implementation and effectiveness• Support evaluation and selection of instructional resources for rigor, relevance, engagement and social considerations.
Instructional Coaches	<ul style="list-style-type: none">• Serve as a consultant to all members of curricular committees as outlined in the charts below.• Ensure vertical alignment from grade to grade in Power Standards.• Support evaluation and selection of instructional resources for rigor, relevance, engagement, and social considerations• Coach teacher teams in the Improvement Cycle process to implement and monitor teaching and learning aligned to district curriculum expectations
Curriculum Council	<ul style="list-style-type: none">• Research content standards in alignment with state expectations• Ensure vertical alignment of standards• Write grade/course content scope and sequence• Unpack identified content/course power standards
Curriculum Committee	<ul style="list-style-type: none">• Collaborate with Curriculum Council Member to write grade/course district curriculum• Write grade/course content scope and sequence• Unpack identified content/course power standards
Classroom Teachers	<ul style="list-style-type: none">• Implement district developed content curriculum as intended• Collaboratively develop Units of Study for teaching and learning in alignment with Scope & Sequence and Unpacked Power Standards for each unit• Use sound professional judgement when choosing teacher-selected resources using the 4 lenses of evaluation and selection: Rigor, Relevance, Engagement, and Social considerations.• Execute the Improvement Cycle process to implement and monitor teaching and learning aligned to district curriculum expectations
Student	<ul style="list-style-type: none">• Engage in curriculum with the goal of mastering learning standards outlined by the state and district.

Curriculum Councils

Curriculum councils are standing committees charged with facilitating the research and evaluation components of the curriculum cycle. The councils engage in collaborative decision-making to ensure students are engaged in learning through a rigorous, relevant, and vertically aligned curriculum designed to prepare them for college, work, and the world.

Curriculum Council Roles and Responsibilities

- Set the direction for curriculum and instruction based on content area and cross curricular connections
- Utilize district performance, perception, and accountability data to monitor curriculum and instruction
- Research current best practices in teaching and learning to develop and revise curriculum and instructional frameworks
- Collaborate with colleagues to inventory current curriculum resources, pilot new resources, and make data informed decisions regarding purchasing of additional resources
- Receive updates on the progress of district curriculum committees
- Share information on best practices with colleagues through written and verbal communication (i.e. Newsletters and District In-service)
- Receive and share updates from the Missouri Department of Elementary and Secondary Education
- Collaborate with district and building administration
- The Academic Services Team will serve as co-chairs to oversee and coordinate activities of all curriculum councils.
- Meet as a council outside of the contractual day, up to 16 hours for the year, to receive professional development, stay current on DESE updates, and ensure consistency and vertical alignments in curricular expectations.

Membership of Curriculum Councils

The representatives of the Curriculum Councils should expect to serve a 2-3 year term. The membership should include representatives from the following groups and will be determined by application process:

- One teacher representative from each grade level/department/course with an effort to balance between building representation
- Instructional Coaches
- Executive Director of Academic Services
- Director of Elementary Education
- Director of Secondary Education

Curriculum Committees

The actual work of evaluating, researching, and selecting curriculum standards is done by the Curriculum Councils. The curriculum committee will work to develop, write and revise the district curriculum to be implemented. This work includes identifying units of study, creating a pacing calendar, and

identifying and unpacking power standards. The curriculum committee's composition may change, swell, or shrink in accordance with the phase of the curriculum cycle.

Curriculum Committees Roles and Responsibilities

- Engage in the Two Part Curriculum Design process to build the foundation for designing curriculum (Scope and Sequence) and design the curricular units of study
- Identify power and supporting standards
- Ensure vertical alignment of standards and academic vocabulary (K-12)
- Develop aligned Pre, Mid, and Post assessments as tools to monitor student learning through Improvement Teams

Membership of Curriculum Committees

Subject area curriculum committee representatives are selected on an annual basis. The membership should include representatives from the following groups and will be determined by application process. Interest, experience and relevant expertise of the individual relative to the specific curricular areas are considered when selecting representatives. Applicants should consider the following:

- All members of the Curriculum Council will serve on a Curriculum Committee to ensure a link between the two groups
- Representation from every grade level and school involved (K-12), appropriate to the scope of work
- The Academic Services Team will serve as co-chairs to oversee and coordinate activities of all curriculum councils.
- Meet outside of the contractual day to complete the actual writing of the curriculum (approximately 40 hours).

Curriculum Council and Committee Expectations and Compensation:

Accepted members will receive a stipend based on position as compensation for additional time and responsibility required to effectively fulfill these roles.

- **Curriculum Council Members - \$1500 Stipend**
 - Approx. 20 hours of meetings and professional development
 - Approximately 40 hours of curriculum writing
 - As needed planning, preparation, and facilitation on District In-service Days
 - Encouragement to become a Model Classroom within our District
- **Curriculum Committee Members - \$1100 Stipend**
 - Approximately 44 hours of curriculum writing
 - As needed planning, preparation, and facilitation on District In-service Days

Three Year Plan

<p style="text-align: center;">Plan</p> <p style="text-align: center;">Research, Prioritization, and Organization</p>	<p style="text-align: center;">Do/Study</p> <p style="text-align: center;">Implementation of Scope and Sequence, Unpacking Power Standards, Writing Common Assessments</p>	<p style="text-align: center;">Act</p> <p style="text-align: center;">Consistent Implementation, Evaluation, and Revision of PCR-3 Curriculum</p>
<p style="text-align: center;">YEAR 1 2020-2021</p>	<p style="text-align: center;">YEAR 2 2021-2022</p>	<p style="text-align: center;">YEAR 3 2022-2023</p>
<ol style="list-style-type: none"> 1. Research <ol style="list-style-type: none"> a. Performance Level Descriptors (DESE) b. Item Specifications (DESE) c. Priority Standards(DESE) d. Content Cross-walks (DESE) e. Current PCR3 Curriculum 2. Professional Learning <ol style="list-style-type: none"> a. Vertical alignment b. Curricular processes of choosing power, supporting, and omitted standards 3. Prioritization and organization <ol style="list-style-type: none"> a. Using research and learning prioritize power standards for each domain of the content area b. Length of time and placement of order within a year's time frame (scope and sequence) 4. Monitor of Progress: <ol style="list-style-type: none"> a. AST checks for vertical alignment b. Reporting out topics (Elem Only) 	<ol style="list-style-type: none"> 1. Unpack PCR3 power standards with mastery scale/rubric 2. Key instructional resources evaluated and selected for rigor, relevance, engagement, and social considerations 3. Vertical rigor analyzed of Unpacked Standards 4. Common Summative Assessments <ol style="list-style-type: none"> a. Professional learning on creating high quality assessments b. Utilization of DESE released assessment questions, DESE assessment stems in item specifications, and MO Leap blocks c. Bias review d. Mastery scale/rubric revised 5. Collect feedback and revise scope and sequence 6. Board Approval 	<ol style="list-style-type: none"> 1. Implement common assessments <ol style="list-style-type: none"> a. Link student examples 2. Feedback from teachers on common assessments 3. Revise common assessments 4. Using new information revise curriculum, as needed

Action Plan for Implementation

Year	Actions in Order	People Responsible/Involved	Estimated Deadline
1	<u>Curriculum Council Meeting #1:</u> <ul style="list-style-type: none"> Curriculum Council Meets to review DESE expectations related to Curriculum & Assessment (Priority Standards, Item Specifications, PLDs, Mo Leap Blocks) Review and practice process for evaluating and selecting PCR3 Power Standards from DESE Priority Standards 	Facilitator: AST Participants: Instructional Coaches, Council	October
	Use DESE priority standards to choose PCR3 power standards. Utilization of PCR3 Power Standard Confirmation Guide as the Process for Selection	Council/Committee Instructional Coaches as consultant	October/November
	Give feedback on Power Standard Confirmation Guide for consistency and vertical alignment of Power Standards.	Instructional Coaches	October/November
	Collaborate to ensure alignment to state assessment blueprint. <ul style="list-style-type: none"> Do our chosen Power Standards represent the weight of Domains on the Assessment Blueprint? 	Council/Committee Instructional Coaches as consultant	Nov 1-30
	Power Standard Confirmation Guides - final approval	Director of Elementary and Secondary Education	November 30
	<u>Curriculum Council Meeting #2:</u> <ul style="list-style-type: none"> Review K-12 PCR3 Power Standards Review and practice process for developing and/or revising grade/course scope and sequence 	Facilitator: AST Participants: Instructional Coaches, Council	December
	Create and/or Revise scope and sequence with power standards and pacing. A district Template will be provided.	Council/Curriculum Instructional Coaches as	December/January

		consultant	
	Give feedback on Grade/Course Scope and Sequence for Completion	Instructional Coaches	January
	<u>Curriculum Council Meeting #3:</u> <ul style="list-style-type: none"> Review Scope & Sequence for Vertical Alignment Begin discussion about Assessment Measures (Grading & Reporting) 	Facilitator: AST Participants: Instructional Coaches, Council	February
	Create reporting out topic determinations (Elementary Only)	Director of Elementary Council/Curriculum Elementary Instructional Coaches as Consult	February
	Present scope and sequence and reporting out topics to principals	AST	March/April
	Push out revised scope and sequence and reporting out topics to all staff	AST Building Principals	April/May
	<u>Curriculum Council Meeting #4:</u> Teach Curriculum Council and Committee members how to: <ul style="list-style-type: none"> Unpack standards Write standards based scales to measure student progress Evaluate and Select of Instructional Resource 	AST	May
2	Write and link unpacked standards for quarter 1 with proficiency scales <ul style="list-style-type: none"> Complete District Resource Review for a minimum of 3 aligned resources aligned to the 4 Lenses: Rigor, Relevance, Engagement, Learner Considerations 	Council/Committee Instructional Coaches as consultant	June/July
	Give feedback on Unpacked Standards for Completion and Quality	Instructional Coaches	June/July
	Quarter 1 Unpacked Standards submitted for approval by AST	Director of Elementary and Secondary Education	July
	Write and link unpacked standards for quarter 2 with proficiency scales <ul style="list-style-type: none"> Complete District Resource Review for a minimum of 3 aligned resources aligned to the 4 Lenses: Rigor, Relevance, Engagement, Learner Considerations 	Council/Committee Instructional Coaches as consultant	August/Sept

Give feedback on Unpacked Standards for Completion and Quality	Instructional Coaches	June/July
Quarter 2 Unpacked Standards submitted for approval by AST	Director of Elementary and Secondary Education	Sept
Write and link unpacked standards for quarter 3 with proficiency scales <ul style="list-style-type: none"> Complete District Resource Review for a minimum of 3 aligned resources aligned to the 4 Lenses: Rigor, Relevance, Engagement, Learner Considerations 	Council/Committee Instructional Coaches as consultant	October/November
Give feedback on Unpacked Standards for Completion and Quality	Instructional Coaches	June/July
Quarter 3 Unpacked Standards submitted for approval by AST	Director of Elementary and Secondary Education	Nov
Write and link unpacked standards for quarter 4 with proficiency scales <ul style="list-style-type: none"> Complete District Resource Review for a minimum of 3 aligned resources aligned to the 4 Lenses: Rigor, Relevance, Engagement, Learner Considerations 	Council/Committee Instructional Coaches as consultant	January/February
Give feedback on Unpacked Standards for Completion and Quality	Instructional Coaches	January/February
Quarter 4 Unpacked Standards submitted for approval by AST	Director of Elementary and Secondary Education	February
Gather feedback from teachers on scope and sequence and unpacked power standards	Director of Elementary and Secondary Education	March/April
Teach how to write high quality assessments/performance tasks using DESE released assessment questions, DESE assessment stems in item specifications, and State Assessment Blueprint	AST	March
Write performance tasks/assessments for units of study using bias review strategies (rigor, relevance, engagement, social considerations)	Council/Committee Instructional Coaches for Consult	March
Revise mastery scales/rubrics, as needed	Council/Committee Instructional Coaches for Consult	March/April

	Present minor scope and sequence revisions and common assessments to principals	Instructional Coaches for Consult	March/April
	Submit Revised Content Curriculum for Approval by the Board of Education	AST	May
	Publish Board Approved Curriculum on district website and Update Internal Worksite	AST	End of May
Summer PD	Curriculum Rollout	AST Principals ELA Teachers	End of May/June
3	Implement scope and sequence and common assessments (linking student examples as possible)	Classroom Teachers	Beginning August
	Use the state assessment results to validate common district assessments and triangulate with blueprint	AST	As soon as MAP EOC results are in September.
	Ensure fidelity of implementation of BOE curriculum in classrooms	Principals, AST - monitor	Monthly Classroom Walkthroughs
	Gather feedback from teachers on common assessments	AST	April
	Revise common assessments as needed	Council/Committee - work	June
	Determine next steps for curriculum	AST	June
4+	Monitoring Meeting Once a Year Following the Reflection on Units of Study		
Yearly	Push out minor revisions to scope and sequence and common assessments to all staff and update worksites	AST to Principals to share with staff	July/August