

Curriculum Evaluation and  
Development Cycle  
Student Achievement Committee

*November 28, 2022*



**WAKE COUNTY**  
PUBLIC SCHOOL SYSTEM

# Summary of October SAC Feedback

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## Themes:

- Need for family resources and supports
- Physical resources for families
- Balance of explicit and discovery learning
- Formative assessments of learning before, during and after instruction
- High yield instructional practices (i.e.; manipulatives to demonstrate concrete to abstract thinking and concepts Pre-K-12)

## Challenges:

- Ongoing professional learning for sustainability (new hires, veterans, etc.)
- Embedding teacher produced supplemental materials

## Recommendations from Curriculum Review

- Allow 6-12 months for planning and preparation as a minimal timeline for future large-scale curriculum rollouts.
- Continue to involve all stakeholders.
- Continue to provide adequate resources and staff development.
- Engage outside vendors who are committed to long-term support.
- Give adequate time for students and staff to make adjustments. It takes approximately 3-5 years of sustained effort for a significant change to “take root” (Fixsen et al., 2005).



## Intended Outcomes

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By the end of today's meeting, we will have shared and reviewed the:

- Stages of implementation for curriculum
- Curriculum implementation and review cycle timeline
- Items to consider about the review cycle
- Next steps

# Defining Standards and Curriculum

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The ***North Carolina Standard Course of Study (NCSCOS)*** defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students are expected to know and be able to do by the end of each school year or course.



**Curriculum** is a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills.

The structure, organization, and considerations in a curriculum are created in order to enhance student learning and facilitate instruction.

## Transitioning from Response to Recovery

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“The greatest travesty that can arise for schools is if we rush back to the old normal, having learned nothing new.”

*Fisher, D., Frey, N., Smith, D. B., & Hattie, J. (2021)*



# District Implementation Team & Feedback Loops

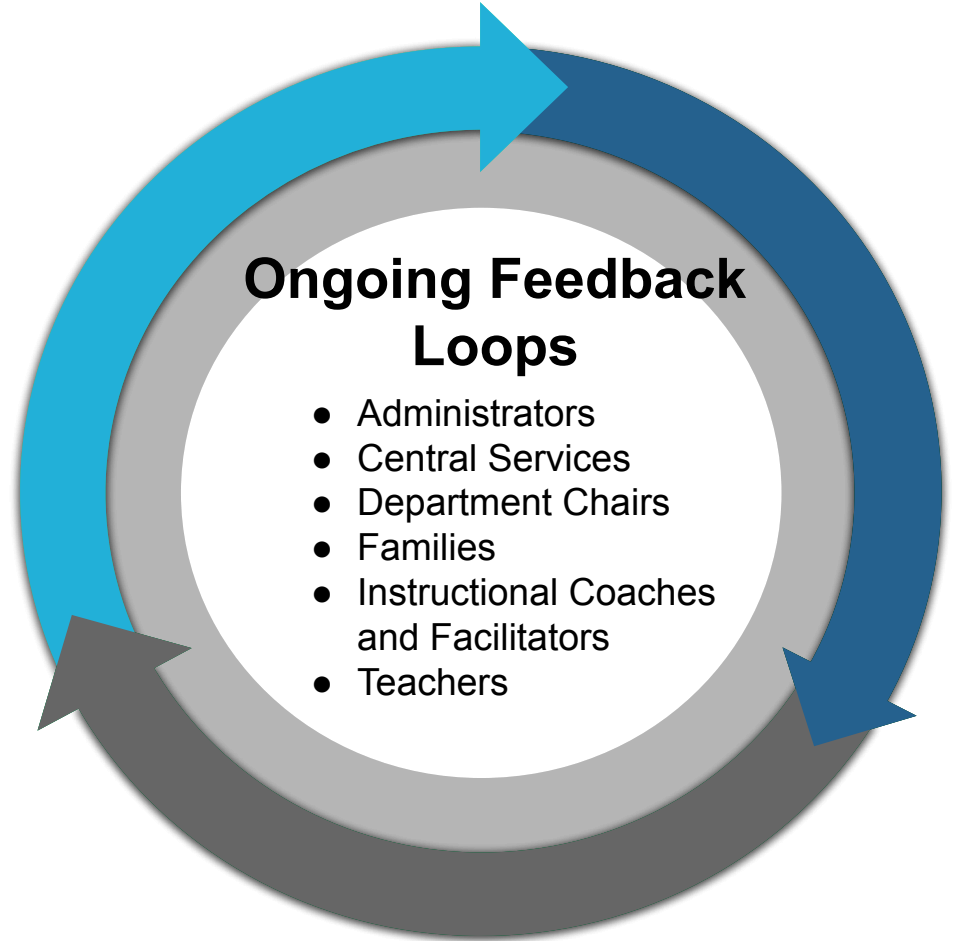


## District Implementation Team

- Curriculum Development
- Counseling and Student Support Services
- Data, Research, & Accountability
- Equity Affairs
- Leveled Programs (ES, MS, HS)
- Magnet Programs
- MTSS
- Office of Area Superintendents
- Office of Professional Learning
- School-Based Administrators
- Special Education Services
- Technology Services

## Ongoing Feedback Loops

- Administrators
- Central Services
- Department Chairs
- Families
- Instructional Coaches and Facilitators
- Teachers



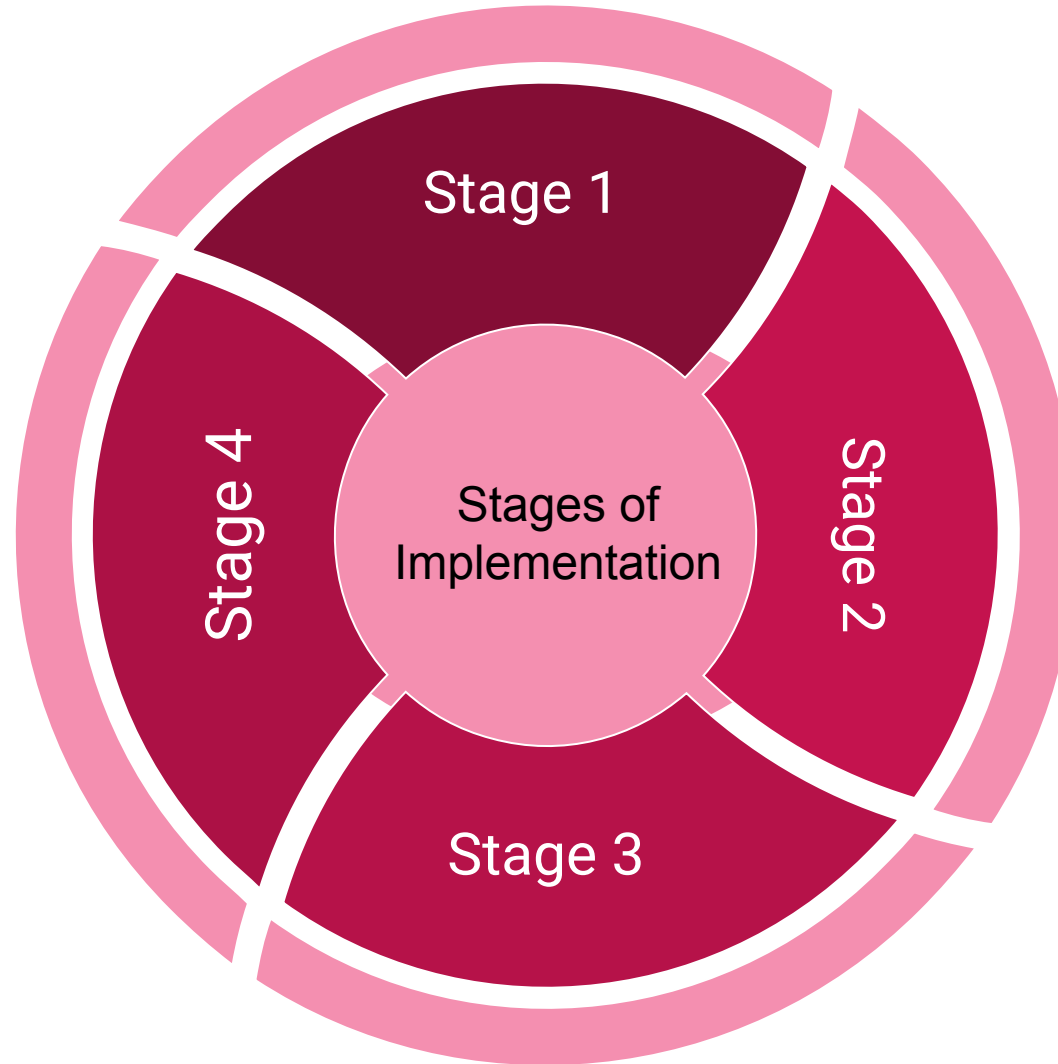
# Curriculum Implementation and Review Cycle

## Stage 1

Review and evaluate current resources, including teacher and other stakeholder feedback.

## Stage 4

- Ongoing professional learning
- Continued improvement cycles
- Full implementation for 3-5 years



## Stage 2

- Revise, Create, & Procure **new content**
- Include larger stakeholder feedback
- Pilot (a portion of the curriculum)

## Stage 3

Professional Learning for stakeholders including:

- teachers
- leaders
- instructional support
- additional identified groups

# Curriculum Implementation and Review Cycle

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## Items to consider:

Timeline for stages will vary

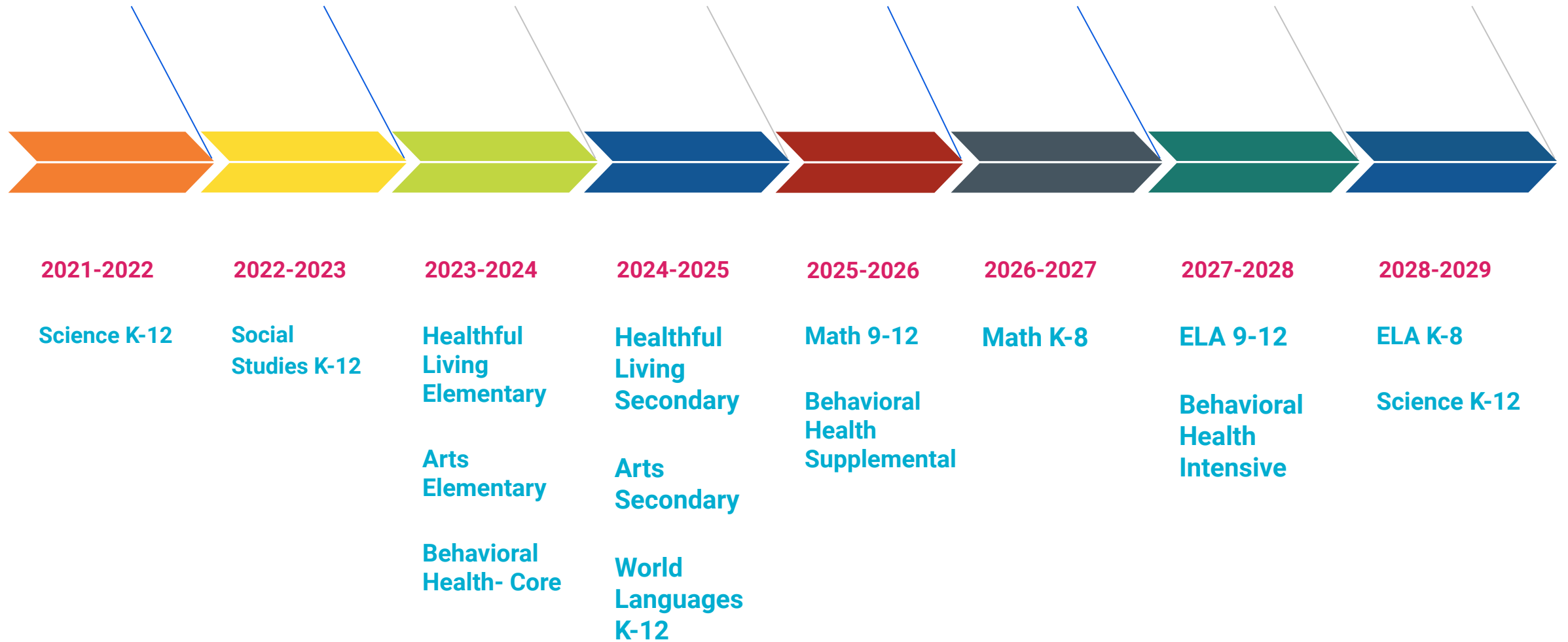
Yearly communication about which content area is in what stage.

Logic model identified as a part of stage 2 for monitoring of implementation and impact.

Definitions of each stage will be made available on website.

NC DPI State Standards Review Cycle Timeline

# Curriculum Implementation and Review Cycle Timeline



# Curriculum Implementation and Review Cycle



- Includes **core, supplemental, and Special Education curriculum (including ECS)**
- Additional cycles:
  - AP courses
  - CTE
  - Magnet
  - Special Education Related Services

## Curriculum Procurement Process:

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- Established a multidisciplinary team for review
- Request for Purchase
- Vetted resources using the Instructional Materials Evaluation Tool (IMET)
- Evaluation indicated 3 curricula that met the standards and instructional pedagogy expectations
- Gathered feedback from families and staff
- Field testing by staff
- Final recommendation

## Closing & Next Steps

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- Website developed to communicate the curriculum implementation and review cycle
- Yearly report to the board on stages and progress of curriculum implementation
- Family Curriculum Advisory Committee
- Curriculum Family Engagement Sessions

