

Division of Instruction

K-12 Curriculum Revision 2008-09

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PDK curriculum audit findings:

- lacks consistency
- too much variation in quality
- inadequate to direct instruction
- lacks precision and specificity
- not enough assessments

PDK curriculum management standards:

- 1 Control
- 2 Direction
- 3 Equality and Equity
- 4 Feedback and Assessment
- 5 Productivity

Purpose

The current curriculum revision was *undertaken to expand on the important work of the previous curriculum revision*, without which the district would not have achieved full accreditation. The previous revision accomplished specific goals, including:

1. A written curriculum (where none had existed district-wide) for core courses K-12 supported by music, art, and PE.
2. Alignment of this curriculum with state standards and the VDOE framework for essential knowledge, skills, and understandings in the core areas.
3. The development of pacing guides.
4. The first iteration of benchmark testing and SOL based assessments.

The current revision—building on that work to go from good to great—*embeds Rigor, Relevance, and Relationships as well as 21st Century Skills* into the written, taught, and tested curriculum. Moreover, as the PDK Curriculum Management Audit was recently completed (SY 07-08), the curriculum revision also *addresses audit findings*, including:

1. Consistency—the new curriculum provides quality and depth of the written curriculum across all grade levels and content areas.
2. Quality—the new curriculum provides consistent expectations from school to school in terms of what can be taught.
3. Precision and Specificity—the new curriculum provides alignment between the objectives, assessments, resources, and teaching strategies needed to enhance teacher preparation and curriculum delivery.
4. Scope of Assessment (the assessments available for the curricular areas offered in CCPS)—the new curriculum provides assessments aligned with state objectives and 21st century skills (to ensure that mastery of the curriculum is measured effectively).
5. Integration of Technology—the new curriculum provides inclusion of technology-based lessons designed to support 21st Century skills.

The PDK audit process suggests *5 standards* that have guided the development of the revised CCPS Curriculum:

1. Control—curriculum that is centrally defined and adopted
2. Direction—curriculum that is responsive to national and state expectations and makes use of emerging trends to address the full range of student effectiveness issues
3. Equality and Equity—curriculum that is predictably consistent across the district, allowing for equality and equity of access and opportunity
4. Feedback and Assessment—curriculum that is inclusive of both formative and summative assessments to evaluate how well the intended curriculum (and any programs associated with it) is producing desired learning outcomes
5. Productivity—curriculum that is designed to attain better results in the schools over a period of time

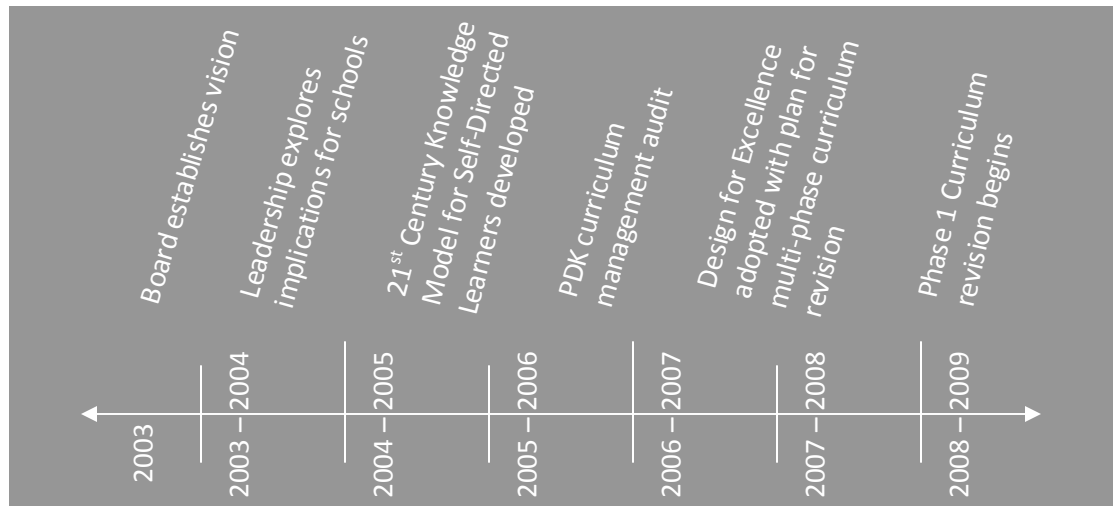


Process... Responding to the School Board Vision

1. In 2003, the School Board adopted its vision of a thriving, dynamic and inspiring educational environment.
2. During the 03-04 school year, leadership (central and school-based administrators) examined the implications of this vision for classrooms.
3. During the 04-05 school year, intense work with teachers and staff also focused on these implications, and the 21st Century Knowledge and Skills Model for Self-Directed Learners was developed (*see attached*).
4. During the 06-07 school year, PDK was engaged to conduct a Curriculum Management Audit, which provided further direction for a curriculum revision (*see above*). Their findings were presented during the 07-08 school year.
5. Beginning during the 05-06 school year, work began on the Design for Excellence. This work continued throughout the 06-07 school year as the division responded to the PDK audit findings (accepted by the board in January 2008), and long-range plans were made for a curriculum revision that would address the vision of preparing students to be successful in the 21st century as self-directed learners (learners who know how, and have the disposition, to manage their own time and energy, to monitor and modify their learning and to work to achieve and produce at the highest levels of quality). These plans included a multi-phase revision; the first year of the revision would focus on embedding 21st century technology into the written curriculum.

Vision

In 2012, we envision that every Chesterfield school will be a thriving, dynamic and inspiring educational environment that produces self-directed learners with 21st-century skills and stimulates citizens of all ages to trust in, invest in and benefit from public education.



Rigor/Relevance Framework

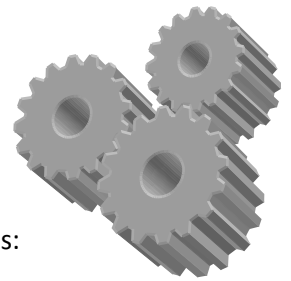
Mastery	6	Evaluation				
	5	Assimilation		Adaptation		
	4	C		D		
	3	Application				
	2	Assimilation		Application		
1	A		B			
		1	2	3	4	5
		Knowledge on one objective	Apply knowledge to one objective	Apply knowledge across disciplines	Apply knowledge to multiple, predictable situations	Apply knowledge to novel, complex situations
		APPLICATION				

Professional Development

In preparation for the curriculum revision, a team of curriculum development experts (specialists, integrators, liaisons, directors) from the Division of Instruction was trained in the ICLE

framework for Rigor and Relevance, the model that CCPS staff chose to make the connection between getting students to think at higher levels and centering instruction around the application of

learning (learning by doing)—two key instructional practices for making learning dynamic and inspiring.



Production

During the 08-09 school year, the curriculum revision phase 1 began. A short chronology follows:

1. Survey of need administered to all teachers and administrators (what would make the curriculum more useful to school staff). Findings included the desire for more lesson plans, resources, and assessments and a document that can make the connection between 21st century skills, rigor and relevance, and the classroom.
2. The Technology Department developed a scope and sequence of Technology Standards to be included in the written curriculum.
3. In October and November, retreats were held with curriculum developers to develop a Curriculum Framework (including a structure for embedding Rigor, Relevance, and 21st century skills within the curriculum).
4. From December to March, C&I curriculum developers worked to revise the curriculum using the new framework.
5. In January, C&I and Technology coordinated to begin work on the curriculum site, which will be housed on CCPS Portal.
6. In March, C&I and Technology curriculum developers met to determine the placement of the Technology Standards within the content curriculum. From March to May, C&I developers substantially completed the curriculum revision.
7. In May, C&I and Technology developers met to infuse the revised curriculum with sample strategies, lessons, and resources to support the teaching of 21st century technology skills in the classroom.
8. C&I staff are currently uploading curriculum documents into the CCPS Portal.

In June, the revised curriculum will be shared with all staff at the Curriculum Academy.

Product

The new **Chesterfield Curriculum Framework** is a three-column document that includes the content standards and body of knowledge; sample strategies, resources and lessons for teaching the curriculum; and, sample assessments for evaluating intended learning outcomes. The same format (with small variations) is used in all content areas K-12 and is as follows:

1. The written curriculum is organized by 9 weeks (pacing is embedded in the document) and is organized by big ideas, topics, or strands. As organized, content standards are grouped in a way that makes sense for teaching and learning.
2. Included in the written curriculum are:
 - a. essential understandings (what we want students to understand about the content)
 - b. sample assessments (how we will know that our students understand the content)
 - c. essential questions (questions teachers can use to focus their students' thinking)
 - d. essential skills (what they need to be able to do to demonstrate mastery of content, including essential technology skills in the content areas)
 - e. essential knowledge (what students need to know in order to develop the skills required for mastery), and
 - f. resources for teaching.

Note the following attachments:

1. 21st Century Knowledge and Skills Model
2. Crosswalk between the PDK audit, staff survey, and Curriculum Framework.
3. A sample of the Curriculum Framework.

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