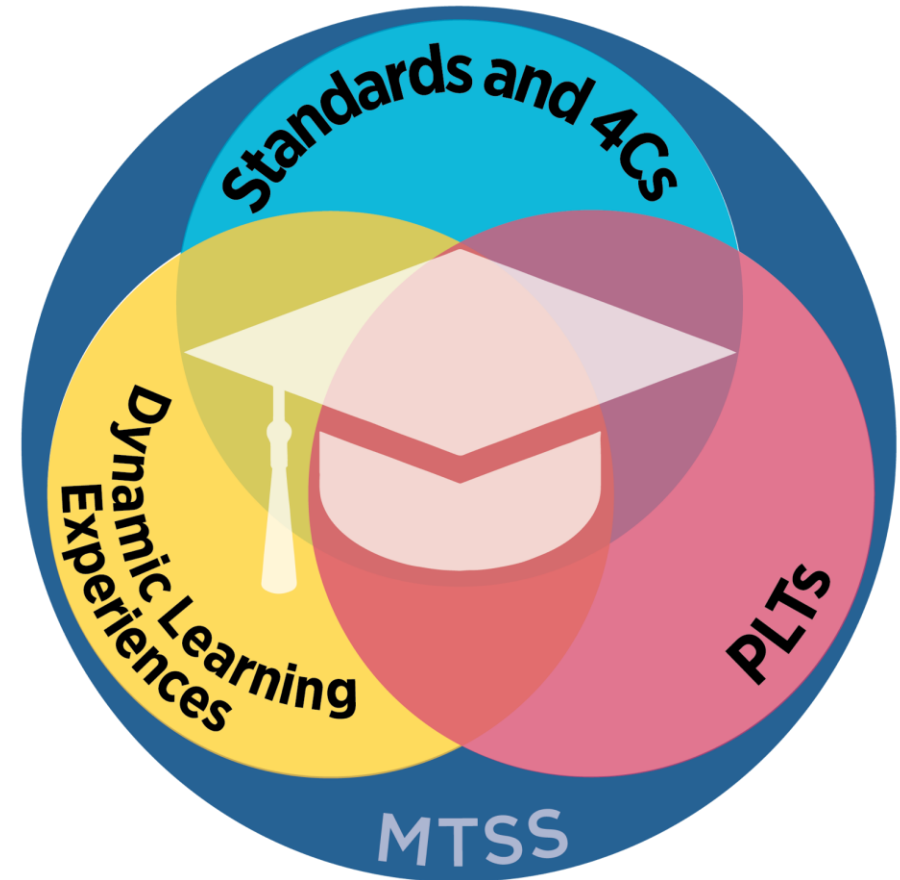


WCPSS Core Curriculum Adoption 2017

Overview for Student Achievement Committee

- Alignment to Strategic Plan
- Overview of Curriculum Solutions (Publisher, OER)
- Explanation of the Process
- Current Due Diligence

April 17, 2017

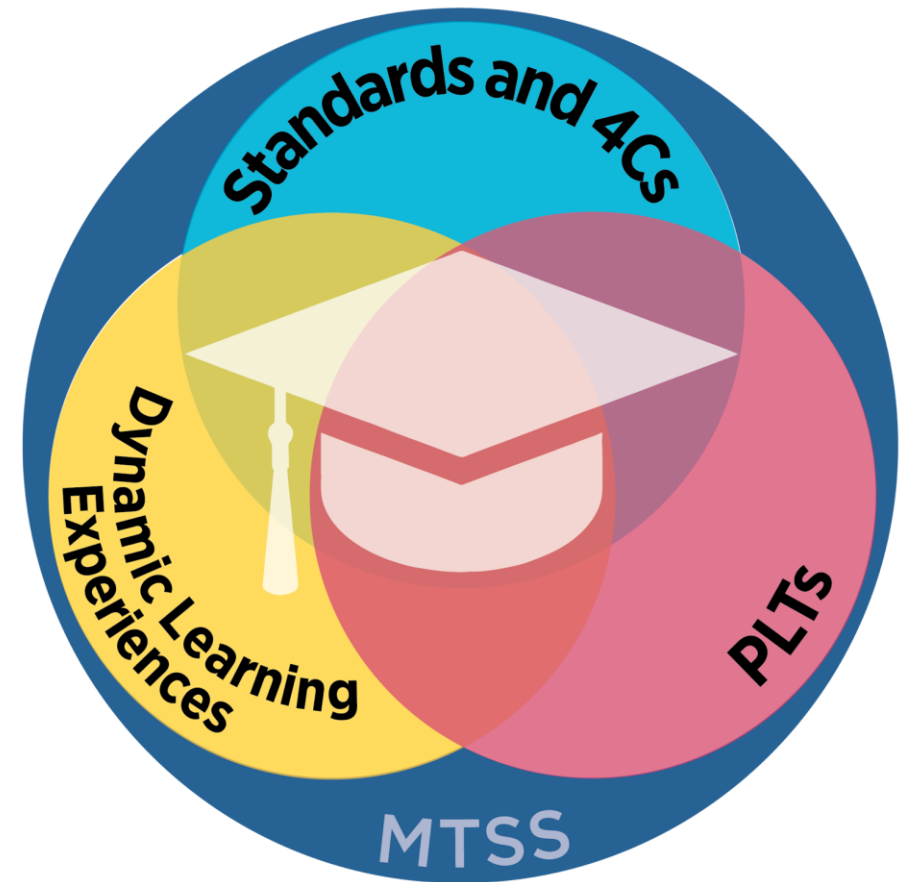


WCPSS Core Curriculum Adoption 2017

Alignment to Strategic Plan



How did we get here?



WCPSS Core Curriculum Adoption 2017

Alignment to Strategic Plan

What do we want our students to be able to do?

Students will be successful communicators, collaborators, creative and critical thinkers who have mastered the NC State Standards and 4Cs. This will make them ready to graduate as productive citizens and for success in higher education and careers.



WHAT DO WE WANT STUDENTS TO KNOW AND BE ABLE TO DO?

Students will be successful **communicators, collaborators, creative** and **critical thinkers** who have mastered the **NC State Standards and 4Cs**. This will make them ready to graduate as productive citizens and for success in higher education and careers.



NC State Standards and 4Cs	Dynamic Learning Experiences	How will we help students to achieve the Standards/4Cs?		How will we know students are learning the Standards/4Cs?		How will we respond when students don't learn the Standards/4Cs?		How will we respond when students already know the Standards/4Cs?	
		STUDENTS WILL...	ADULTS WILL...	STUDENTS WILL...	ADULTS WILL...	STUDENTS WILL...	ADULTS WILL...	STUDENTS WILL...	ADULTS WILL...
		Demonstrate Social-Emotional Learning through setting and achieving goals and displaying confident behaviors to relate to others	Provide instruction and develop relationships that meet the needs of the "whole" child in the classroom	Learn to gather evidence of their learning and present it in a digital portfolio	Guide students in collecting, curating, and presenting their learning in a portfolio	Advocate for and engage in additional learning opportunities	Ensure involvement in increased learning opportunities that target identified achievement gaps (low-income students, students of color, English Language learners, and students with disabilities)	Advocate for and engage in additional learning offerings	Ensure involvement in increased learning opportunities that target identified achievement gaps (low-income students, students of color, English Language learners, and students with disabilities)
Express their understanding of Standards and the 4Cs	Provide classroom instruction and structures that demonstrate deep understanding and application of the Standards and 4Cs	Know how to speak, write, read, and listen, and will have the skills to work well with others	Develop tightly aligned common assessments, with an emphasis on performance tasks and rubrics	Communicate obstacles in their learning path when they arise	Use timely and varied assessment data and the data-based problem solving approach to intervene for students at all tiers	Communicate obstacles in their learning path when they arise	Use timely and varied assessment data and the data-based problem solving approach to intervene for students at all tiers		
Exhibit Digital Learning through use of technology resources	Provide instruction which integrates appropriate tools (digital and non-digital) to personalize each student's learning	Use the 4Cs to solve complex problems	Use timely and varied assessment data and the data-based problem solving approach to intervene for students at all tiers	Set learning goals to map out their progress towards success		Set learning goals to map out their progress towards success			
Access Learner Agency as they reveal their voice and choice in learning	Provide Standards-based instruction to meet the interests and learning styles of students, empowering them to take ownership of their learning			Access their voice to communicate what learning supports they desire or need		Access their voice to communicate what learning supports they desire or need			
Access their voice to communicate what non-academic supports they desire or need	Expand non-academic student supports that promote well being and achievement								
Seek involvement and engagement in non-academic activities	Lead culturally responsive instruction with their students								

Multi-Tiered System of Supports (MTSS)

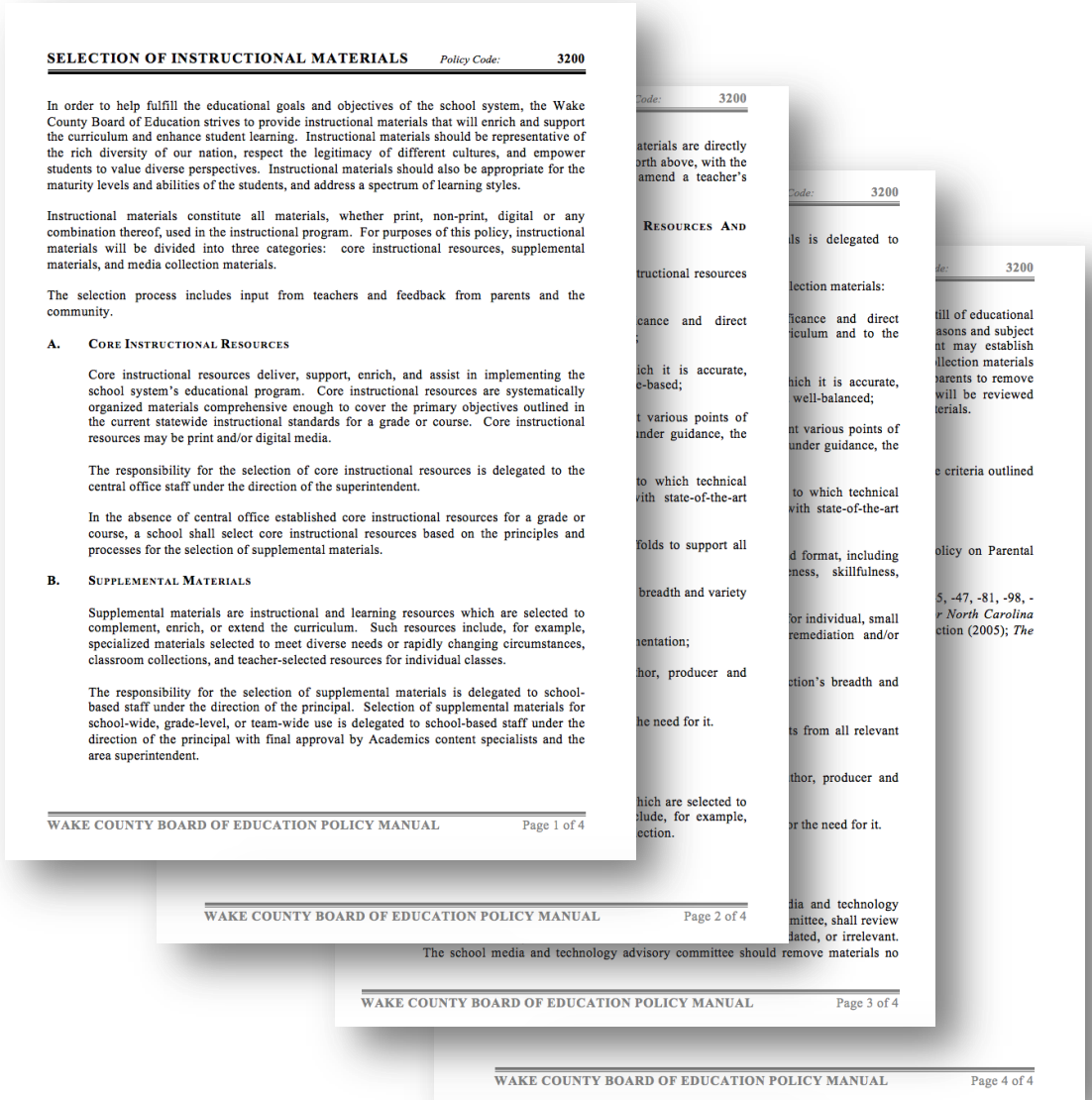
Leadership • Building the Capacity for Implementation • Collaboration and Communication • Data-based Problem Solving • Three-tiered Instructional Model • Data Evaluation
 By 2020, WCPSS will annually graduate at least 95% of its students ready for productive citizenship as well as higher education or a career.

WCPSS Core Curriculum Adoption 2017

Proposed Policy 3200: Selection of Instructional Materials

Selection of Instructional Materials

In order to help fulfill the educational goals and objectives of the school system, the Wake County Board of Education strives to provide instructional materials that will **enrich and support the curriculum and enhance student learning**. Instructional materials should be representative of the **rich diversity** of our nation, **respect the legitimacy** of different cultures, and **empower students** to value diverse perspectives. Instructional materials should also be appropriate for the maturity levels and abilities of the students, and address a spectrum of learning styles.



WCPSS Core Curriculum Adoption 2017

Overview of Curriculum Solutions

“Classroom resources are available in print, digital textbook formats, and online. They can be paid for, subscribed to, or downloaded for free. They're available as comprehensive, yearlong curricula; individual thematic units; and single activities and games.”

[Educators, Curriculum Choices Multiply, Evolve](#) *EdWeek*, 28 March 2017

Publisher Content

Traditionally this includes textbooks in print form; however, like all publishing, much of the market is seeing a shift towards digital tools.

Publishers are also seeing a significant increase in revenue from PD and teacher-education materials.

It is estimated the top five textbook publishers control about eighty percent of the market, and all 5 have annual revenues over \$1B.

Open Education Resources

Open Education Resources (OERs) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.

OERs include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. (Hewlett Foundation)

WCPSS Core Curriculum Adoption 2017

Overview of Curriculum Solutions

What are the benefits of Open Education Resources (OERs)?

- OERs designed since the publication of Common Core (and NCSS) incorporate the “shifts” in ways traditional publishers may not
- Digital form of OERs is accessible to teachers and students anywhere, anytime
- Cost reductions in the purchase of instructional materials so that dollars can be dedicated to implementation
- OERs being digital/cloud-based enables recurring updates to materials
- High volume of OERs freely available enable teachers to provide more options to students to meet individual needs and diversified interests
- Estimated free and open content objects can enable teacher creativity, customizing or “chunking” content to meet individual student needs/interests

What Districts have adopted OERs as core materials? (examples)

- Duval County, FL: elementary reading and math (EngageNY)
- Boston Public Schools:
- D.C. Public Schools: English/learning arts (various), Denver Public Schools then adopted DCPS (9-12) curriculum

WCPSS Core Curriculum Adoption 2017

Analysis and Input to Inform Evaluation and Selection

-  Students
-  Guardians
-  Teachers
-  Coaches, School Staff
-  Principals
-  Curriculum Experts
-  Central Leaders

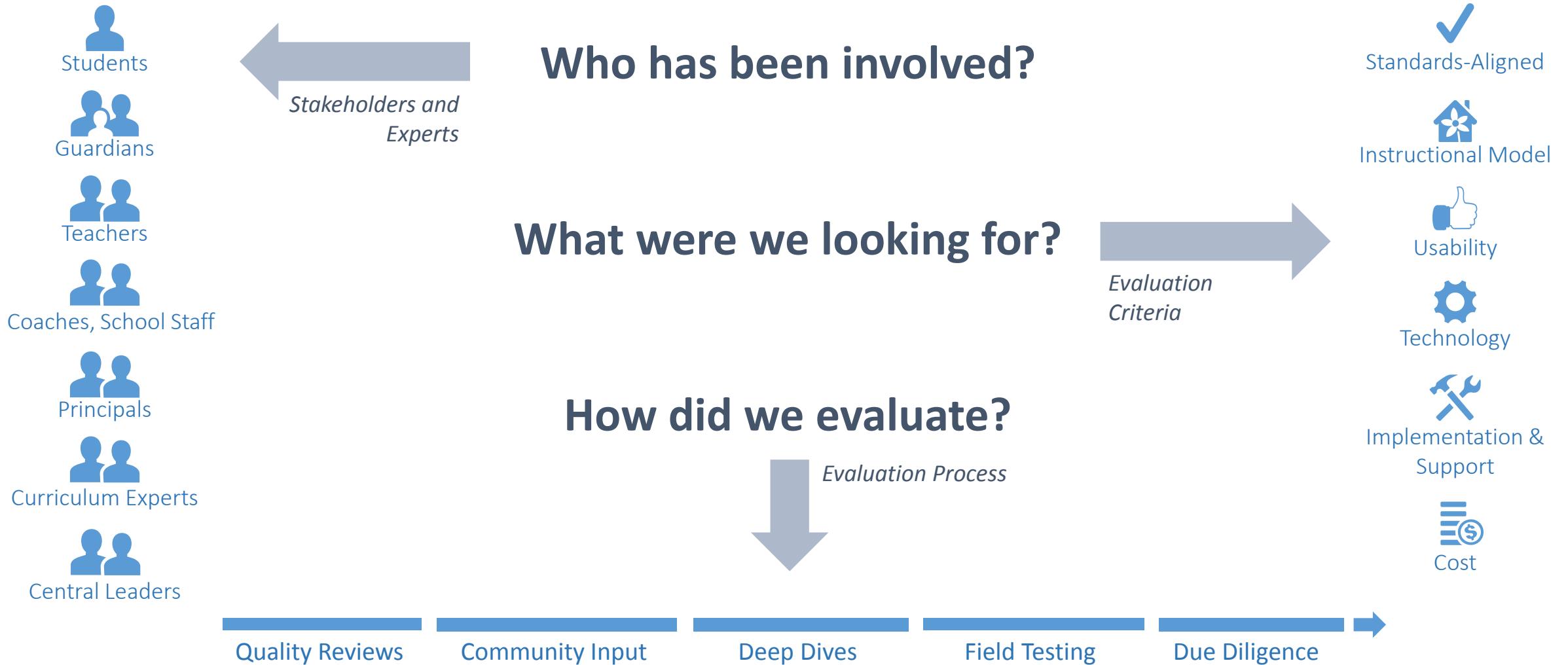
We followed a multi-phase approach to this evaluation process, gathering feedback in a variety of forums from experts and stakeholders across the Wake County community to arrive at the best possible choice of core materials for WCPSS students.

-  Standards-Aligned
-  Instructional Model
-  Usability
-  Technology
-  Implementation & Support
-  Cost



WCPSS Core Curriculum Adoption 2017

Analysis and Input to Inform Evaluation and Selection



WCPSS Core Curriculum Adoption 2017

Analysis and Input to Inform Evaluation and Selection

-  Students
-  Guardians
-  Teachers
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-  Principals
-  Curriculum Experts
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Instructional Materials Solicitation and Initial Quality Evaluations

- WCPSS developed an RFI for publishers and other content providers to respond; followed by an RFP
- Academics convened representative Review Committees of Math and ELA experts from cross departments to evaluate potential materials for alignment with standards/shifts.
- Review Committees leveraged the Instructional Materials Evaluation (IMET) tool to assess standards alignment, quality, and rejected products that did not meet “non-negotiables.”

Accomplishments

- Review Committees captured individual review notes and scores which were analyzed as a group
- Narrowed the field to the top 2-3 standards-aligned resources per area

Status
Complete

Timeframe
November - January

Data Collected

- Content Provider responses
- Review Committee notes, scores, analysis

-  Standards-Aligned
-  Instructional Model
-  Usability
-  Technology
-  Implementation & Support
-  Cost



WCPSS Core Curriculum Adoption 2017

Analysis and Input to Inform Evaluation and Selection

-  Students
-  Guardians
-  Teachers
-  Coaches, School Staff
-  Principals
-  Curriculum Experts
-  Central Leaders

Community Input Sessions

- Teachers and community members were invited to attend product demonstrations at 8 different high schools across WCPSS regions.
- Attendees were provided demos to “engage” with the content providers, as well as “explore” time to review products on their own within Canvas.
- Attendees provided feedback on the specific products reviewed as well as the session, itself.

Accomplishments

- Engaged 496 teachers, 71 Principals, and 58 community members in sessions (total: 626 attendees)
- Participant feedback on the overall process and products was positive

Status

Complete

Timeframe

February 20 – March 2

Data Collected

- Product feedback in survey form
- Overall session feedback from participants

-  Standards-Aligned
-  Instructional Model
-  Usability
-  Technology
-  Implementation & Support
-  Cost



WCPSS Core Curriculum Adoption 2017

Analysis and Input to Inform Evaluation and Selection

-  Students
-  Guardians
-  Teachers
-  Coaches, School Staff
-  Principals
-  Curriculum Experts
-  Central Leaders

“Deep Dives” - Detailed Demonstrations and Lessons Provided by Vendors

- Full day opportunity for representatives across central leadership and curriculum experts to deeply experience the content through a sample lesson
- Ability to ask detailed questions of the product representatives in relation to content, implementation, professional development, and support

Accomplishments

- Leadership and experts provided feedback in relation to strengths, challenges and alignment to strategic plans

Status
Complete

Timeframe
February 24, March 3

Data Collected

- Group feedback verbally & in Google form

-  Standards-Aligned
-  Instructional Model
-  Usability
-  Technology
-  Implementation & Support
-  Cost



WCPSS Core Curriculum Adoption 2017

Analysis and Input to Inform Evaluation and Selection

-  Students
-  Guardians
-  Teachers
-  Coaches, School Staff
-  Principals
-  Curriculum Experts
-  Central Leaders

“Field Testing”- Teachers Using and Exploring Products with WCPSS Students

- A variety of teachers were identified to assess the product within the classroom and/or PLC
- Materials were provided to these teachers from the content providers, along with explanation and support from central curriculum staff

Status
Complete

Accomplishments

- Teachers provided feedback on usability and student engagement, based on the experience in their classroom
- Field testers represented the variety of calendars, demographics and types of schools found across the district

Timeframe
February 20 and March 10

Data Collected

- Qualitative and quantitative via a Google form

-  Standards-Aligned
-  Instructional Model
-  Usability
-  Technology
-  Implementation & Support
-  Cost



WCPSS Core Curriculum Adoption 2017

Analysis and Input to Inform Evaluation and Selection

-  Students
-  Guardians
-  Teachers
-  Coaches, School Staff
-  Principals
-  Curriculum Experts
-  Central Leaders

“Due Diligence” – Checking the feasibility of implementation

- Performed a Futures Protocol with key stakeholders to envision teaching and learning in 2020
- Leveraged ATLAS protocol to analyze data collected from Community Input Sessions, Deep Dives & Field Testing
- Conducting reference checks with similar districts to better understand implementation and support
- Requesting additional clarification from vendors for total cost of ownership model

Accomplishments

- Academics prioritized top products for each category
- Clarifying professional development options
- Calculating total cost of ownership

Status
In Process

Timeframe
March – Early April

Data Collected

- Cost information
- District experiences

-  Standards-Aligned
-  Instructional Model
-  Usability
-  Technology
-  Implementation & Support
-  Cost



WCPSS Core Curriculum Adoption 2017

Next Steps

Our work is just beginning...

- Complete contract with vendors (detailed scope of work, best and final offer (BAFO), contract terms)
- Prepare materials and budget for Board approval
- Organize implementation (develop timeline, activities, governance, roles and responsibilities)
- Determine instructional technology approach (alignment to CMAPP, integration with Canvas and Google Classrooms)
- Develop professional development plans (schedule, internal / vendor delivery, internal support)
- Create communications plan and materials (website content, talking points)

WCPSS Core Curriculum Adoption 2017

Beyond 2017-2018

Our work continues...

2018-2019

- ELA - Grades 4 and 7
- Math 2

2019-2020

- ELA – Grades 5 and 8
- Math III