

**Personalized
Learning
Summit
2017**



Master Planning For Innovation

One District's Journey To Improve Curriculum

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Ray Rozycki, Lindsey Oh, Daniel Johnson**



Introduction



Esther



Glenn



LaTisha

The Team



Karlene



Daniel

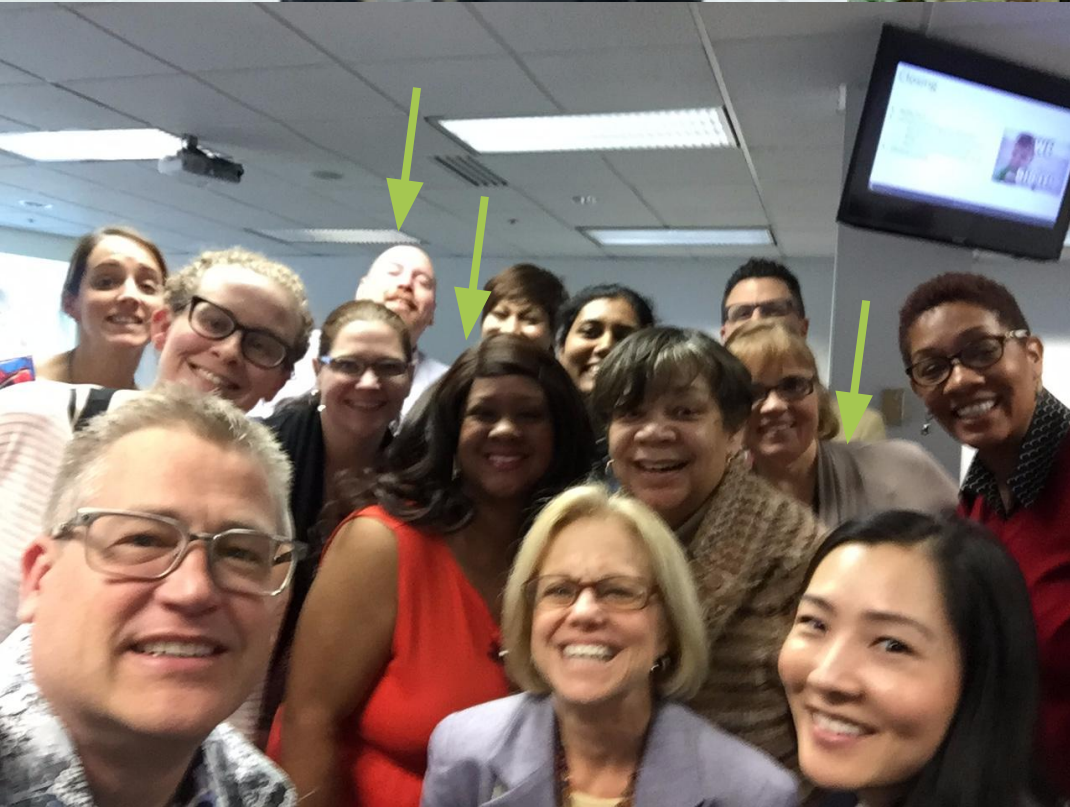


Ray



Lindsey

#PLSummit





Master Planning for Innovation (MPI)

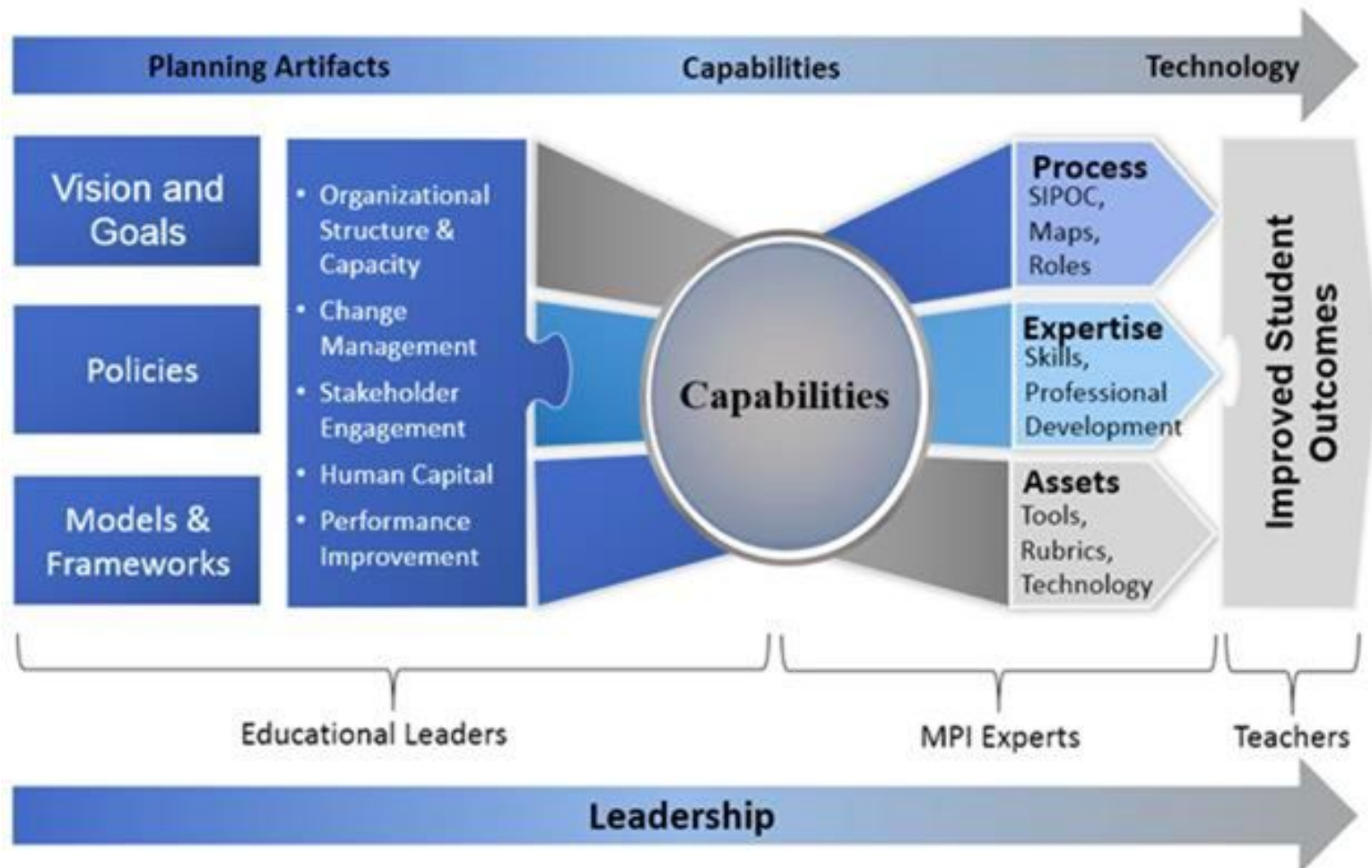
MPI: How Do You Innovate?



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MPI: How Do You Innovate?

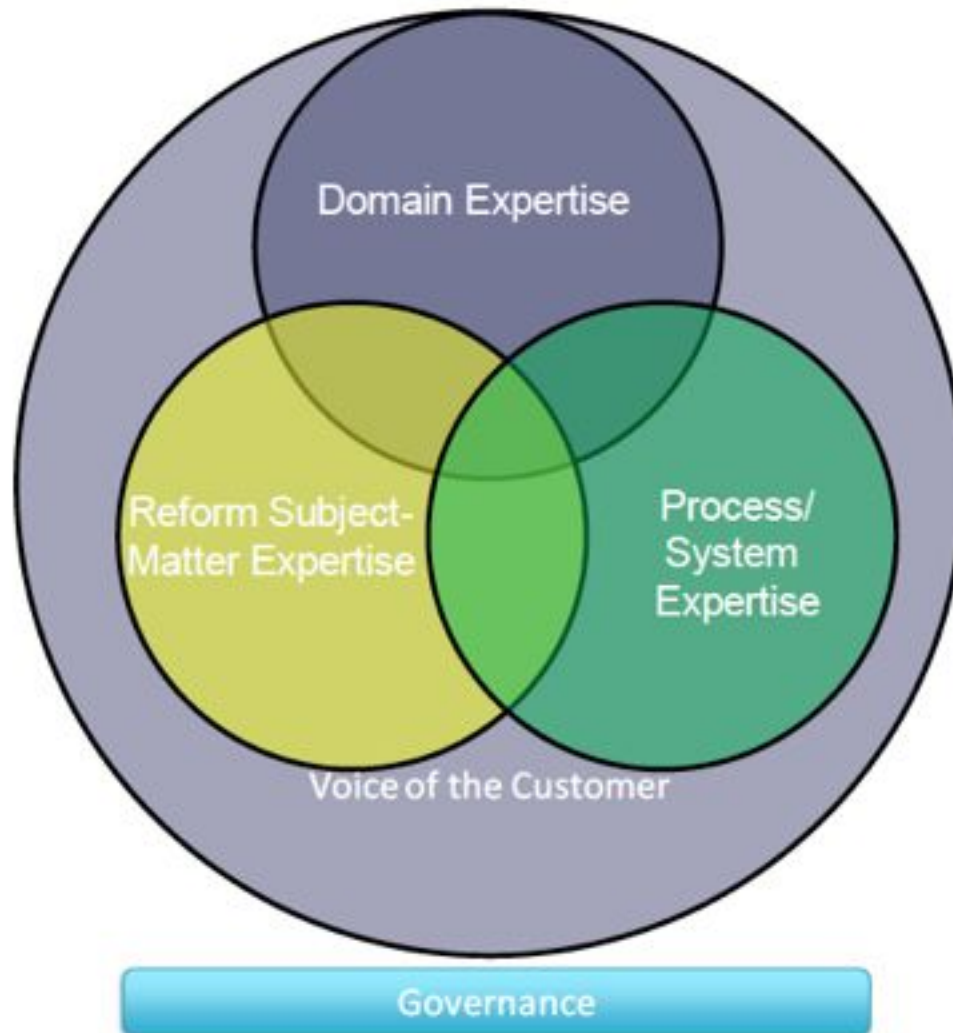


MPI Phase III Partners



- **BMGF** - Fund project
- **CELT** - Co-design and manage project
- **Education Elements** and **Gartner** - Facilitate and document MPI for curriculum adoption
- **SLPS & BCPS** - Design and implement MPI system approach
- **APQC** - Sustain MPI
- **TNTP & UM-NEI** - Observe TA; expand use of MPI approach

MPI Methodology



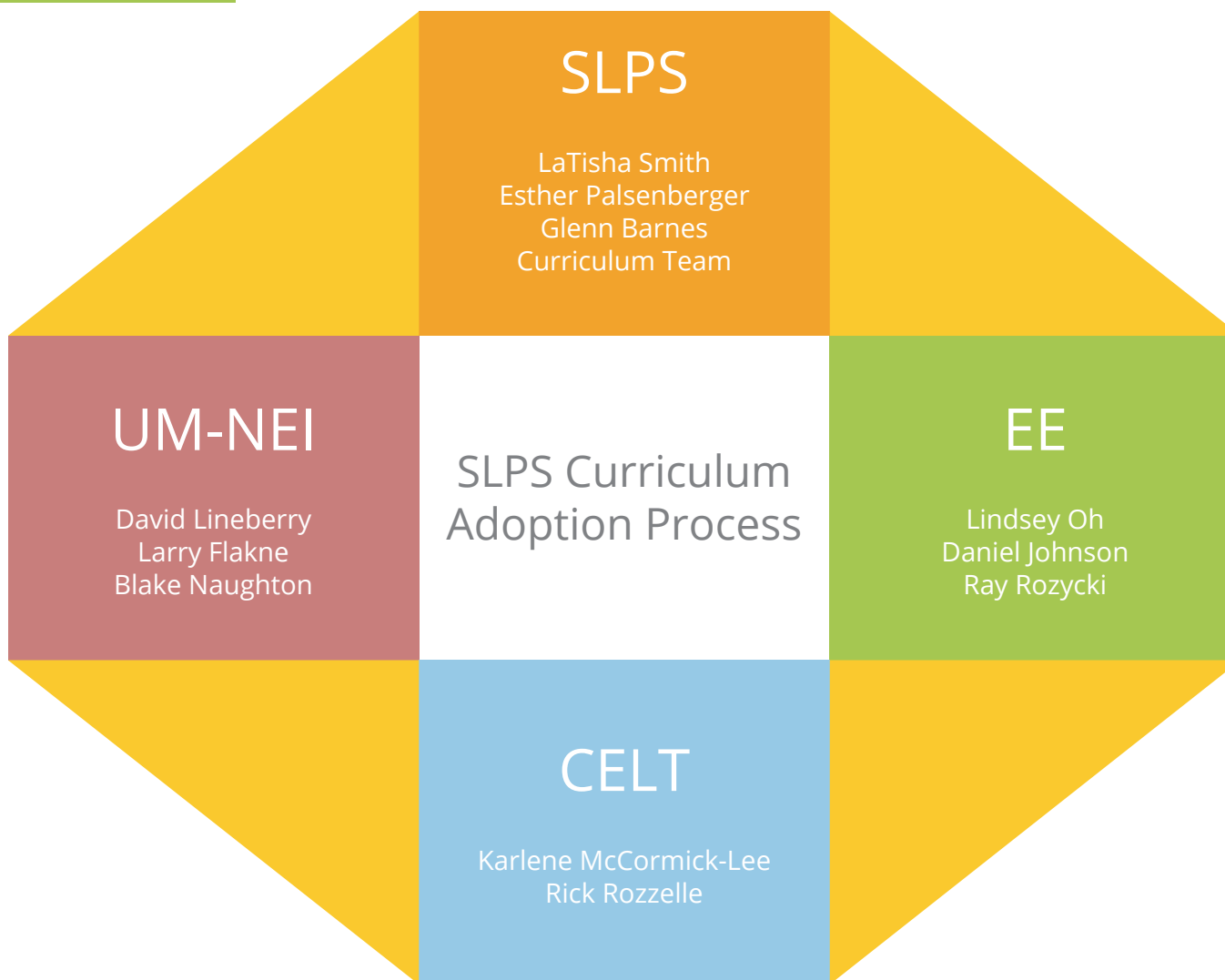
Example of Foundational Capabilities





Partnership w/ Education Elements

Project Team



Project Roadmap



Touchpoints

Jan 31 (Tue)	Mar 7 - 10 (Tue-Fri)	Apr 19 - 21 (Wed-Fri)	Week of May 22 (1 Day)
Kickoff & Planning	Readiness Assessment Foundations Workshop	Design Workshops	Presentation
	Mar 21 - 22 (Tue-Wed)		
	Foundations Workshop		

Deliverables

<ul style="list-style-type: none"> Project Charter Project Road Map Plans for Readiness Assessment 	<ul style="list-style-type: none"> Readiness Assessment and Curriculum Adoption - Current State Report 	<ul style="list-style-type: none"> Future State Capability Map Curriculum Adoption Protocols, and Use Cases 	<ul style="list-style-type: none"> Project Closeout Final Presentation to SAB and/or TPOC Committee
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Functional Capabilities - Phase III vs Phase II

Table I: Curriculum Adoption Process - Functional Capabilities and Processes - MPI III (Current Project Phase)

Establish and Sustain Policy and Oversight Structure	Define and Sequence what is to be Taught and Assessed	Evaluate and Procure Curricular Resources		Implement and Support Curriculum and Resources	Evaluate and Revise Curriculum and Adoption
		District	School		

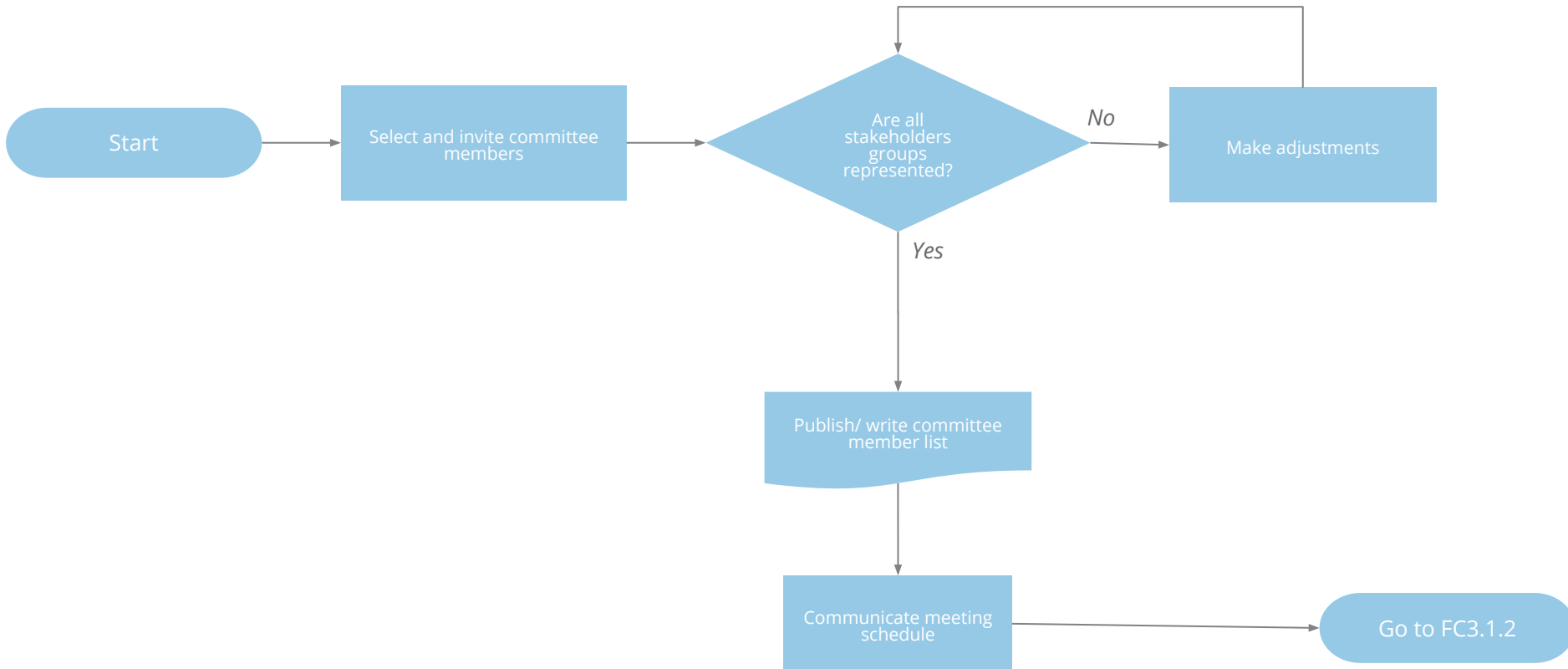
Table II: Curriculum Adoption Process - Functional Capabilities and Processes - MPI II (Previous Project Phase)

Establish and Sustain Curriculum Governance Structure	Design and Develop Written, Taught, and Tested Curriculum	Implement and Deliver Curriculum	Evaluate Curriculum and Adoption
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Functional Capabilities - Phase III

Establish and Sustain Policy and Oversight Structure	Define and Sequence what is to be Taught and Assessed	Evaluate and Procure Curricular Resources		Implement and Support Curriculum and Resources	Evaluate and Revise Curriculum and Adoption
		District	School		
Determine tiered governance structures (1.1)	Establish timelines for primary resource procurement cycle, curriculum revision cycle, calendar and district-level assessment adoption cycle (2.1)	Establish grade/subject curricular resource evaluation committee with full stakeholder representation (3.1.1)	Identify supplemental content that is necessary to meet local student needs (3.2.1)	Identify district and/or school based needs and resources (4.1)	Determine evaluation plan for school/site fidelity and efficacy of curriculum and assessments (5.1)
Identify curriculum adoption committee (1.2)	Conduct gap analysis by triangulating current adopted curriculum, what is being taught and desired future state (2.2)	Evaluate current district resources to determine if new district-wide resources are required for the grade/subject on queue in the timeline cycle (3.1.2)	Submit content request documentation to the district curriculum office along with evidence to support purchase of supplemental content for feedback and recommendations (3.2.2)	Determine logistics for implementation in district and/or schools (4.1)	Evaluate Return on Investment of district resources on annual basis (5.2)
Review, revise, and communicate the vision for curriculum, teaching and learning (1.3)	Determine the primary standards to align to each content area (2.3)	Identify and coordinate potential vendor presentations <i>or</i> Develop and submit a district charter for recommendation to build content along with build analysis and justification (3.1.3)	Evaluate and vet school content requests for appropriateness and for existing contract check (<i>District committee</i>) (3.2.3)	Plan, design and deliver community outreach, communications, professional development, and teacher support plan (4.3)	Collect data on efficacy of implemented Curriculum (5.3)
Identify, review, revise and adopt curriculum policy (1.4)	Standardize primary curriculum components (2.4)	Select textbooks/resources to pilot (3.1.4)	Communicate with school site. (<i>District committee</i>) (3.2.4)	Determine district and/or school readiness to launch and move forward (4.4)	Analyze data (5.4)
Establish the cycle for curricular resource adoption and ensure resources are in place to support the adoption (1.5)	Determine connecting curriculum elements (2.5)	Establish guidelines, pilot, and evaluate curricular resources (3.1.5)			Report on data (5.5)
Seek board approval (1.6)	Establish assessment related elements (2.6)	Acquire selected curricular resources (3.1.6)			Determine PD and alignment or assessment corrections (5.6)

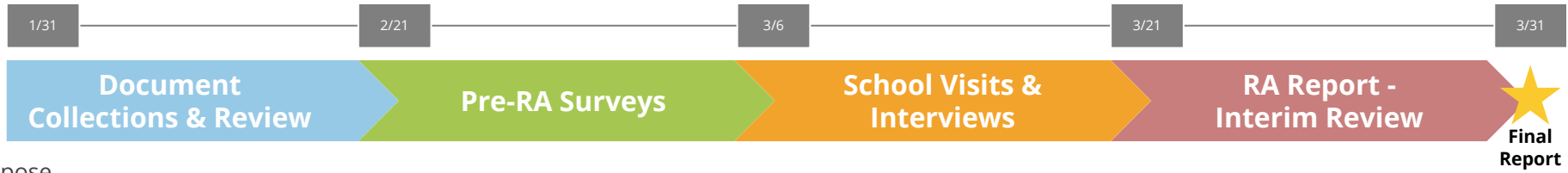
Sample Process Map



A large, faint, light blue graphic in the background depicts two hands, one from the left and one from the right, cupping a heart shape in the center. The hands are stylized with rounded fingers and palms. The entire graphic is centered horizontally and spans most of the vertical space of the slide.

Readiness Assessment

Readiness Assessment Process



Final Report

Purpose

Understand the strengths and gaps in the current curriculum and related governance, structure, strategy, etc.	Understand the key trends at each school site from different staff levels	Obtain pulse data from the school classrooms and understand each school's readiness level in the curriculum strategy, resource inventory, and usage	Provide an update and use the findings to guide the priority areas during the remaining Foundations Workshops
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Overview

<ul style="list-style-type: none"> Governance docs Curriculum docs Implementation docs PD docs Operations docs 	<ul style="list-style-type: none"> District Leaders Survey School Leaders Survey Teacher Survey 	<ul style="list-style-type: none"> Social studies classroom observations Interviews: teachers & school leaders 	<ul style="list-style-type: none"> RA process debrief Pre-RA surveys, documents, and school visits findings debrief Next steps review
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Notes & Key documents

<ul style="list-style-type: none"> Punchlist items list & collection status 	~63% response rate <ul style="list-style-type: none"> District Leaders: 10 School Leaders: 6 Teachers: 26 	<ul style="list-style-type: none"> 6 focus elementary schools Selected by district curriculum team 	<ul style="list-style-type: none"> Interim review during the foundations workshop
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SLPS Curriculum Team: TP0C

TPOC: Transformation Plan Oversight Committee

Role	Description	Assignment
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or a program, its scope and deliverables.	David Hardy, SLPS
Project Manager	Develops and maintains project plan and project schedules, executes project reviews, tracks and disposes of issues and change requests, manages the budget, and is responsible for overall quality of the deliverables.	LaTisha Smith, SLPS
Project Team	Performs the activities necessary for implementation of the project.	<u>SLPS Team:</u> Curriculum Specialists / Curriculum Process SMEs Terry Bullock / Internal SLPS Internal Process Mapping SME and Procurement Process SME <u>Education Elements Team:</u> Lindsey Oh, Ray Rozycki, Daniel Johnson <u>CELT Team:</u> Karlene McCormick-Lee <u>University of Missouri - Network for Education Improvement Team</u> Larry Flakne, David Lineberry, Blake Naughton
Key Stakeholders	Provides expert understanding of their organization, and represents area for which the project is intended to support/serve.	Network Supts - SLPS Principals - SLPS Teachers - SLPS

TPOC: Transformation Plan Oversight Committee

January 16, 2017

Project Schedule/Status Report						
Master Planning For Innovation			Submitted by: LaTisha Smith			
Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date	Status (%complete)	Actual Completion Date
1.0	Project Charter, Project Road Map & Plans for Readiness Assessment					
1.1	Develop agendas and conduct kick-off meetings		1/9/17	1/31/17		
1.2	Calendar meeting and call dates		1/9/17	2/1/17		
1.3	Determine project participants		1/17/17	1/31/17		
1.4	Identify curriculum for adoption		1/10/17	1/11/17		
1.5	Draft Project Charter		1/9/17	1/25/17		
1.6	Identify logistics, documents, and process for readiness assessment		1/18/17	1/31/17		
1.7	Conduct All-hands Planning Workshop		1/17/17	1/31/17		
1.8	Create Project Road Map		1/31/17	2/15/17		
1.9	Draft Plan for Readiness Assessment		2/1/17	2/28/17		
Action Step #	Issue(s)	Date Presented	Resolution		Date Resolved	

Q&A

With SLPS Curriculum Team

More Questions?

lindsey@edelements.com



THANK YOU

bit.ly/PLSWorkshopSurvey