

# RESPONSIBILITIES for CURRICULUM DEVELOPMENT and IMPLEMENTATION

## Clarifying the Relationships of Curriculum Articulation Committees, Vertical Teams, and Professional Learning Communities

Shakopee Public Schools

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**Shakopee**  
PUBLIC SCHOOLS  
EDUCATION FORWARD

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### ESSENTIAL LEARNINGS AND SKILLS (What Students Know and Can Do)

- Core competencies that all learners must know upon completion of a grade level or Course. Non-negotiable
- Core skills that all learners must be able to do upon completion of a grade level or Course. Non-negotiable
- Guaranteed curriculum determined by articulation committees

### ARTICULATION COMMITTEE RESPONSIBILITIES

- Set a guiding vision and establish best practices: "we believe..."
- Determine Scope & Sequence of course offerings (course proposals)
- Develop district Guaranteed Curriculum Maps which include essential learnings & skills
- Determine district-wide summative assessments
- Analyze data for comprehensive program improvement
- Adopt common resources

**FREQUENCY**  
As needed

PLC Guiding Questions #1-2

**EXAMPLE** | We have determined that writing an argument is an essential skill. Now we need a district-wide summative to assess student learning.

### ESSENTIAL LEARNINGS AND SKILLS (What Students Know and Can Do)

- Measured by standardized tests, state assessments, and common summative assessments
- Summative Assessments | used at the end of learning

Assessment **OF** Learning

### VERTICAL TEAM RESPONSIBILITIES

- Manage vertical alignment "Keep alignment alive"
- Audit Guaranteed Curriculum Map scope & sequence to identify gaps & overlaps
- Ensure that essential skills are practiced in increasingly complex ways
- Create or adopt common summative assessments
- Collect and analyze data for continuous improvement to ensure program fidelity
- Communicate with articulation committee

**FREQUENCY**  
2-3 times/year

PLC Guiding Questions #1-2

**EXAMPLE** | How do we scaffold essential skills among grade levels so students are successful?

### LEARNING TARGETS (Can Do Statements)

- Daily Objectives
- Student-friendly language/"I Can" statements
- Learner-centered

### LEARNING TARGETS (Can Do Statements)

- Measured by PLC-created Common Formative or Summative assessments
- Formative Assessments used to inform and drive instructional planning

Assessment **FOR** Learning

### PROFESSIONAL LEARNING COMMUNITY RESPONSIBILITIES

- Determine how to implement Guaranteed Curriculum Map essential learnings and skills
- Create learning targets/can do statements
- Create or adopt common formative (and summative) assessments
- Collect and analyze data to inform and drive daily instruction
- Maintain and update curriculum resources aligned to Guaranteed Curriculum Maps
- Manage horizontal alignment and report grade level/course focus back to vertical team
- Design and implement appropriate interventions or enrichment to improve student learning

**FREQUENCY**  
Weekly

PLC Guiding Questions #1-4

**EXAMPLE** | Let's break down these skills into a common formative assessment and report our findings to our vertical team.

### PLC GUIDING QUESTIONS

1. What do students need to know and be able to do?
2. How will we know when they have learned it?

3. What will we do when they haven't learned it?
4. What will we do when they have already learned it?