



2018-2022 Curriculum Revision & Implementation Timeline

Supporting Deeper Learning in
Reading/Writing/Communicating, Math,
Science, Social Studies, Electives, Dual
Language, Computer Science, and Jeffco
Generations Skills

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Curriculum Timeline 2018-2019

Phase 1

- **Identify prioritized standards** for content areas with teacher design teams.
 - ELA, MATH, Science, Social Studies, Visual Arts, Music, PE, Computer Science, Drama and Theatre
- **Created proficiency scales** for content areas with teacher design teams.
- **Gathered feedback** from teachers involved with teacher writing teams
- Drafted **initial implementation**
- Began communication plan.
 - Shared draft plans with key leaders.
- Begin to **educate the Board of Education (BOE)** about the nature of the curriculum work and the timeline
- Began to **offer learning opportunities** about the topic of standards-based learning
 - Principal learning, Deeper Learning Days, Monday PL
- Began to develop where to house proficiency scales for teachers to access in the **Bridge to Curriculum**

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Curriculum Timeline 2019-2020

Phase 2

- **Continued to create proficiency scales** for content areas with teacher design teams.
- Developed a **Frequently Asked Questions (FAQ) document** and **Blog** based upon responses from teacher design teams.
- **Begin field-testing** prioritized standards and proficiency scales with students.
- **Gathered** electronic **feedback** teachers
- Began to **align quality classroom assessments** with prioritized standards and proficiency scales for some content areas
- Continued to **provide learning opportunities** for our educators across the system
- **Presented to the board of education (BOE) and Teacher Advisory Committee (TAC)** to update about the progress of the work around proficiency scales
- Continued **work with with IT for** electronic storing and access of prioritized standards, proficiency scales, and classroom assessments.

Curriculum Timeline 2020-2021

Phase 3

- **Announce implementation** and share written implementation plans with all staff
- Align **quality classroom assessments** with prioritized standards and proficiency scales for content areas using teacher design teams.
- **Obtain feedback** and refine the prioritized standards and proficiency scales, as design team teachers begin trying them with students.
- Teacher design teams **review feedback** on prioritized standards and proficiency scales, revise, and respond as necessary.
- Continue to **train staff in assessment literacy practices** around validity, reliability, and fairness
- Continued work with teachers of exceptional students for adjusting proficiency scales for SPED, EL, and GT.
- **Assemble** a standards-based learning (SBL) **grading team**.
- Continue to educate and update the board of education (BOE) and other stakeholder groups
- **Provide teachers with tools and supports** to use proficiency scales for core content areas with students.
- Provide **communication to students and families** regarding proficiency scales and the Jeffco curriculum (e.g., student-friendly scales, translations, curriculum framework, feedback loop, include in the DAC DUIP committee work).

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Curriculum Timeline 2021-2022

Phase 4

- **Partnering with teachers** to gather resources and tools that have worked in the field
- Continue to **align quality classroom assessments** with prioritized standards and proficiency scales.
- Continue to **obtain feedback and refine** the prioritized standards and proficiency scales, as design team teachers begin trying them with students.
- Continue **revising proficiency scales**, as beginning implementation efforts with classroom assessments.
- Continue to **train staff in assessment literacy practices** around validity, reliability, and fairness
- Continued **work with teachers of exceptional students** for adjusting proficiency scales for SPED, EL, and GT.
- Implement a standards-based learning (SBL) **grading system in elementary.**
- Continue to **update the board of education** (BOE) and other stakeholders
- Continue to partner with **teachers to gather tools and supports** to use proficiency scales with students.