

# Curriculum Cycle & Process Guide

Kirkwood School District

Office of Curriculum & Instruction

## TABLE OF CONTENTS

	Page
Mission, Vision, Policy, & Relevant SMART Goals	2
Curriculum Revision Cycle - Overview	
• Foundational Beliefs About Curriculum	3
• Timeline for Curricular Revision & Work	4
• Six-Year Cycle – Curriculum Calendar	5
• Annotated Steps in the 6-Year Curriculum Cycle	6
<b>Step 1 – Implementation Year 1</b>	7
• Overview	
• Monitoring & Measuring During Implementation	
<b>Step 2 - Program Evaluation</b>	8
• Summary	
• Procedural Details	9
<b>Step 3 - Research</b>	12
• Summary	
• Procedural Details	
<b>Step 4 - Curriculum Development</b>	15
• Summary of Steps to be Completed	16
• Curriculum Document Checklist	17
○ DESE Resources	18
○ Presentation Outline for Curriculum Review Committee & Board of Education	19
○ Parent-Community Advisors	
○ Procedures for a Public Hearing	20
• Resource Selection & Purchase	21
○ Summary of Steps to be Completed	
○ Resource Selection Details	
○ Resource Selection Criteria Checklist	22
○ Blind Comparison Procedures	
○ Presentation Outline for Resource Adoption to the Board of Education	23
○ Parent-Community Advisor in the Resource Selection Process	
<b>Supporting Resources</b>	25
• Kirkwood School District Future-Reading Skills	
• Rings of Culture (CCRTL)	
• Integrated Social-Emotional Learning Framework (ASCD)	
• Framework for Systemic Social and Emotional Learning (CASEL)	
• Rigor/Relevance Framework (ICLE)	
• Periodic Table of Play (Laura Richardson)	

Thank you to members of the Curriculum Oversight Group, which included Kerry Arens, Issac Bjerk, Kelly Dickinson, Mike Gavin, Liz Grana, Travena Hostetter, Jenna Klenke-Galbreath, Dana Liberton, Michele Niece, Bryan Painter, Melissa Sandbothe, Keisha Seymour, Jennifer Sisul, and Jessica Vehlewald. Additional appreciation to Deb Holmes, former Assistant Superintendent for Curriculum & Instruction, for sharing numerous resources used as guidance for this document.

**Kirkwood School District Vision Statement**

*Every student – engaged, respected, and ready for success*

**Kirkwood School District Mission Statement**

*To graduate good citizens who have the skills, knowledge, and empathy  
to value all people and be successful*

**RELATED POLICY:**      [IF: Curriculum Development](#)

**REVISED AS PER 2018 GOVERNANCE PLAN**

District SMART Goal:      Establish a systematic plan and comprehensive calendar whereby every curricular area will be regularly researched, developed, and updated, using student achievement data and current research as drivers for review.

District SMART Goal:      Develop and implement a written curriculum for all content, grade levels and courses aligned to the Missouri Learning Standards (MLS), which includes District scope and sequence charts, teaching and planning documents, and curricular units of instruction.

## CURRICULUM REVISION CYCLE - OVERVIEW

### Foundational Beliefs About Curriculum

*We believe students deserve a preK-12 spiraled experience which builds intellectual coherence. In order to best serve our students in these endeavors, teachers and principals deserve a long-range plan that allows them to anticipate work and professional learning.*

### Beliefs About Curriculum

- Curriculum should be learner-centered, fostering the “whole child” development of students.
- Key priorities of the district (i.e. equity, critical/creative thinking, relevance, future-ready skills) should be embedded in all curricular areas and be easily identifiable to those on the outside looking in.
- Curricular and programmatic evaluation should reflect an emphasis on student growth, analyzed across the system and through a lens of equitable success for all subgroups of our population.
- Curriculum should align with standards, encourage the intentional use of high-impact instructional strategies, and value both the art and science of our practice.
- Curriculum should include cornerstone assessments, with multiple avenues for students to demonstrate transfer of learning and receive ongoing feedback about growth toward goals.
- Curricula reflects Tier I instruction within our multi-tiered support system (MTSS) framework and thus should meet the needs of at least 80% of all students and subgroups of students.

### Beliefs About Our Process

- Because empathy is essential to curriculum design, we must seek input and feedback from students, parents, teachers, alumni, and our community.
- Intentional time and energy should be devoted to all phases of the curriculum process, with a belief that research, and assessment should enhance the writing and implementation phases of our work.
- The writing process must extend beyond agreement about “what will be learned,” providing clarity about how learning will occur (shared experiences) and be measured. This process will likely continue past Board adoption and through Year 1 of implementation.
- While all stakeholders should be involved in the curriculum process, with regular feedback opportunities throughout, not all teachers need to actively engage in the writing phase of work. Time and funds should be allocated to engage additional staff in other phases of work and professional learning.
- Engaging teachers from multiple grade spans and disciplines adds value to the writing/feedback process and supports system-wide articulation and collaboration.
- Curricula must be readily accessible and user-friendly so teachers can be expected to use it often and well.

### **Kirkwood’s complete curriculum cycle is scheduled to come “full circle” over a six-year period.**

Revision is considered to be an ongoing process, with any significant changes coming before a curriculum review team and, as appropriate, the Board of Education.

Over a six-year period, the following is accomplished:

- **Implementation Year 1**, to include training and support related to content, curricula, and resources. This year also includes time to refine day-to-day lessons and align curriculum, assessments, rubrics, and reporting criteria.
- **Program Evaluation**, to include monitoring implementation, student outcomes, and any need for possible adjustments to our work
- **Research**, including feedback from stakeholders, furthering unpacking of relevant standards, and analysis of best practices
- **Curriculum Development**, including revision of curriculum documents, alignment with any new standards, necessary material selection and acquisition, and planning for professional learning

## KSD Rough Timeline for Curricular Revision & Work



# CURRICULUM REVISION CYCLE – SIX YEAR CALENDAR

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2025-2026
<b>Program Evaluation</b>  While assessment will occur throughout implementation, this year's work shifts our focus directly to evaluation at the district and program level. It will likely occur in second semester.	K-5 ELA-B  6-12 Drama 6-12 Science  9-10 Soc Studies 9-12 Business-B 11-12 Math	K-5 Math  6-8 Social Studies  6-12 Engineering & Technology  9-10 Science 9-12 Journalism-B	K-12 Library/Media  K-5 PE K-5 Soc Studies	K-12 Digital Citizenship  6-8 ELA  9-10 English 9-12 Music Production 11-12 Soc Studies	K-5 Art K-5 Music K-5 ELA-A  K-8 Art  K-12 Health  6-8 Math  9-12 Business-A 9-12 FACS 9-12 PE	K-5 Science & Engineering  K-12 Counseling K-12 Gifted  6-8 Music 6-8 Journalism  6-12 W Language  9-10 Math 9-12 Journalism-A 11-12 English
<b>Research</b>  Work this year includes studying feedback from stakeholders, learning from colleagues beyond KSD, diving into research, and examining models of best practice.	K-5 Science & Engineering  K-12 Counseling K-12 Gifted  6-8 Music 6-8 Journalism  6-12 W Language  9-10 Math 9-12 Journalism-A 11-12 English	K-5 ELA-B  6-12 Drama 6-12 Science  9-10 Soc Studies 9-12 Business-B 11-12 Math	K-5 Math  6-8 Social Studies  6-12 Engineering & Technology  9-10 Science 9-12 Journalism-B	K-12 Library/Media  K-5 PE K-5 Soc Studies	K-12 Digital Citizenship  6-8 ELA  9-10 English 9-12 Music Production 11-12 Soc Studies	K-5 Music K-5 ELA-A  K-8 Art  K-12 Health  6-8 Math  9-12 Business-A 9-12 FACS 9-12 PE
<b>Development</b>  Building on Assessment and Research efforts, this year's work includes revision/writing of curriculum and potential selection of resources.	K-5 Music K-5 ELA-A  K-8 Art  K-12 Health  6-8 Math  9-12 Business-A 9-12 FACS 9-12 PE	K-5 Science & Engineering  K-12 Counseling K-12 Gifted  6-8 Music 6-8 Journalism  6-12 W Language  9-10 Math 9-12 Journalism-A 11-12 English	K-5 ELA-B  6-12 Drama 6-12 Science  9-10 Soc Studies 9-12 Business-B 11-12 Math	K-5 Math  6-8 Social Studies  6-12 Engineering & Technology  9-10 Science 9-12 Journalism-B	K-12 Library/Media  K-5 PE K-5 Soc Studies	K-12 Digital Citizenship  6-8 ELA  9-10 English 9-12 Music Production 11-12 Soc Studies
<b>Implementation Year 1</b>  The first year of implementation has an intentional focus on professional learning and refining and aligning curricula, rubrics, assessments, and instructional resources.	K-12 Digital Citizenship  6-8 ELA  9-10 English 9-12 Music Production 11-12 Soc Studies	K-5 Music K-5 ELA-A  K-8 Art  K-12 Health  6-8 Math  9-12 Business-A 9-12 FACS 9-12 PE	K-5 Science & Engineering  K-12 Counseling K-12 Gifted  6-8 Music 6-8 Journalism  6-12 W Language  9-10 Math 9-12 Journalism-A 11-12 English	K-5 ELA-B  6-12 Drama 6-12 Science  9-10 Soc Studies 9-12 Business-B 11-12 Math	K-5 Math  6-8 Social Studies  6-12 Engineering & Technology  9-10 Science 9-12 Journalism-B	K-12 Library/Media  K-5 PE K-5 Soc Studies

## Annotated Steps in the Curriculum Cycle

1. **Implementation Year 1** – Work in Year 1 of implementation will include ongoing work and improvements to day-to-day plans, along with development of assessments, rubrics, and reporting criteria to align with curriculum. An implementation plan should include how this work will be carried out, along with plans for teacher training and parent communication. Recommended professional learning and support will foster ongoing teacher development around the following:

- Content
- Instructional resources and teaching strategies
- Assessment, data collection, analysis, and problem solving

A training and support plan will be published for appropriate staff and administration. Assessments will be aligned with curriculum and reporting criteria, published to support student learning and ongoing monitoring of curricular success.

2. **Program Evaluation** - Conduct an evaluation of current curriculum expectations and student outcomes, measuring our impact on student learning by addressing three key questions:
  - To what degree is our curriculum being taught with fidelity?
  - What do achievement data say about the effectiveness of our curriculum?
  - What do disaggregate achievement data say about the effectiveness of our curriculum with subgroups of our students?

A program evaluation report will be presented to facilitators and administration, then passed along to inform work of the Research team. Findings will become part of a Board report when revised curriculum is presented for approval.

3. **Research** - Conduct a review of best practices and review data and stakeholder input gained during program evaluation. Findings should be presented in at least four relevant categories, informing curricular development and future instructional practice:
  - Feedback and/or input from stakeholders
  - Analysis of new standards to be considered, if any
  - Pedagogical research and best practice within the discipline
  - Practical and/or content information from beyond education, related to the discipline

A research summary with recommendations will be presented to the curriculum committee, facilitators, administration and will become part of a Board report when revised curriculum is presented for approval. Group members should embrace a forward-thinking lens, understanding their recommendations will inform curriculum practice in the district for the next 5-8 years.

4. **Curriculum Development** – Building upon previous efforts, findings and recommendations, members will future instructional practice:
  - Identify necessary curriculum and instruction revisions
  - Develop a curricular scope and sequence that outlines learnings expectations and structure of curriculum
  - Revise the curriculum document to align with standards and best practice recommendations
  - Communicate and utilize feedback from key stakeholders, including teachers, Curriculum Review Committee, and Parent/Community Advisory teams
  - Begin the process of revising classroom assessments, rubrics, and reporting criteria
  - Review and recommend instructional resources for purchase

A revised curriculum document will be presented for approval to the District Curriculum Review Committee and the Board of Education. Results of the program evaluation and research recommendations are to be highlighted; notations will be made regarding what did or did not change in the revised curriculum. A summary report of the resource selection process will be presented to the Board of Education with a request for the purchase approval of recommended materials. Purchase requisitions will be completed within the allocated budget.

## IMPLEMENTATION YEAR 1

Once curriculum is revised and materials are adopted, an implementation plan will be needed to support the effective rollout and initial work with teachers, students, and families. This plan will vary depending on the content/course, scope of changes, and complexity of instructional resources. A training plan should be written and published for appropriate staff and administration, including support around content, instructional resources, high-impact instruction, assessment, and problem solving.

In preparation for implementation, the following questions should be explored by the curriculum committee:

- What is the preferred timeline for implementation (i.e. begin in fall, toe-dip in spring)?
- What steps prior to implementation may assist with transitions and minimize any dips or gaps?
- What are the expectations for cohesive delivery of approved curriculum? Where is the line between tight and loose fidelity within each year of implementation?
- What professional learning may be necessary for successful implementation in Year 1? How might follow-up needs be assessed, with learning provided for future years?
- What model for professional learning best meets the ongoing planning and delivery needs of teachers?
- What professional learning is necessary to support principals in their ongoing work with teachers?
- What do principals need in order to support system-wide cohesion, fidelity, and accountability?
- How will classroom and common assessments be used to inform student growth and teacher instruction?
- What additional curriculum work may be necessary in Year 1, including improvement to day-to-day plans and development of assessments, rubrics, and/or reporting criteria?
- How might instructional adjustments and/or changes to scope and sequence be proposed and handled? What data are necessary? Who can make proposals and what steps might be followed?

Curricular revision often requires new assessments, rubrics, and reporting criteria. These should be aligned in a timely manner, when possible, to support teacher instruction, student understanding, and feedback about learning. It is expected that assessments will be written, published, administered, analyzed and revised. Every consideration should be given to the following implementation needs:

- Assessment development
- Assessment use
- Analysis of assessment results
- Revision of assessments

Teachers are expected to use adopted curricula and instructional resources in Year 1 of implementation, providing ongoing feedback to improve lesson/unit plans, assessments, and rubrics. Improvements to day-to-day plans are expected in Year 1, with system-wide cohesion/fidelity expected by the beginning of Year 2.

### Monitoring & Measuring During Implementation

Curriculum, instruction, and assessment are part of an ongoing process of evaluation and revision to support student learning. It is therefore expected that learning outcomes, curriculum and assessments and monitored regularly.

Corrections and adjustments are encouraged at all times, using a thoughtful process of problem solving. Regular communication with facilitators and the Office of Curriculum & Instruction is imperative, especially during Year 1 of implementation.

## PROGRAM EVALUATION

Kirkwood School District has a responsibility to monitor the effectiveness of curricula and programs on a continuous basis through both qualitative and quantitative data. To meet this challenge, the Kirkwood School District has updated its plans for program evaluation. The goals of Program Evaluation are as follows:

- To provide guidance to teachers and principals who are monitoring student data at the school level
- To provide a structured method of evaluating the effectiveness or quality of specified curriculum, programs or resources, as related to student achievement
- To identify those responsible for formally evaluating curricula, programs, and resources
- To identify recommended improvements for curricula, programs, and resources to enhance student achievement at the district level and with subgroups of our student population
- To provide a means for the Board of Education to formally review data pertaining to curricula, programs, resources, and student achievement.

Program evaluation focuses staff on measuring our impact on student learning. The process offers opportunities to:

- Study and analyze the extent to which our instruction is meeting the needs of all students
- Monitor fidelity of instruction and academic cohesion within and across schools
- Assess levels of participation and engagement by teachers and students
- Gather and analyze feedback from various stakeholders, including students, parents, and teachers
- Determine the clarity and effectiveness of stated goals and objectives
- Evaluate student work and attainment of skills and processes
- Recognize overall strengths and accomplishments
- Identify weaknesses and areas for growth
- Study research, as relevant to data
- Make changes based on data-driven decisions
- Develop plans for improvement
- Ensure alignment with relevant learning standards, MSIP requirements, and district policies, procedures, and philosophies.

### Program Evaluation Procedures (Summary)

#### Organization and Design (Steps 1-3)

Step 1 - Identify members of a committee to participate in the assessment process

Step 2 - Select areas of focus and relevant data sources

Step 3 - Establish a plan, including a schedule for reviewing data, soliciting feedback, and sharing results

#### Preliminary Review (Step 4)

Step 4 - Present a plan, timeline, and budget proposal to the Assistant Superintendent of Curriculum & Instruction before in-depth analysis of data sources and/or collection of additional information

#### Data Collection & Analysis (Steps 5 and 6)

Step 5 - Collect and organize identified data, drawing upon information housed in the district's data warehouse/dashboard, as appropriate

Step 6 - Analyze information, summarize results, and prepare recommendations

#### Conclusion (Steps 7-8)

Step 7 - Prepare a summative report, including recommendations for further research and curricular revisions

Step 8 - Share the final evaluation, communicating results with appropriate audiences



## Program Evaluation Procedural Details

### Organization & Design – Steps 1-5

#### **Step 1 - Identify members of a committee to participate in the program evaluation process**

Membership should include a subset of teachers responsible for delivery of the curriculum, supporting PK-12 articulation as possible. Community advisors and experts may be used as a sounding board throughout the assessment process. The job of the program evaluation group includes:

- Discussing key questions to be answered by the evaluation
- Organizing the effort, deciding who will fill roles and accomplish identified tasks
- Conducting or directing data analysis and/or information gathering
- Summarizing analysis and developing recommendations
- Working with key district personnel to communicate results

To effectively measure our impact on student learning, at least three key questions should be addressed.

1. *To what degree is our curriculum being taught as intended?*
2. *What do achievement data say about the effectiveness of our curriculum, measured for proficiency against standards and growth over time?*
3. *What do disaggregate achievement data say about the effectiveness of our curriculum with subgroups of our students?*

#### **Step 2 - Select topics of study and relevant data sources**

The primary focus of program evaluation is determining our impact on student learning. The study team should examine curricular alignment and the degree to which our curriculum leads to exemplary achievement across student populations. Additional topics of study might include:

- Adequacy of materials
- Preparation of teachers
- Views of staff, students and parents involved with the curriculum
- Comparison of current practices with intended program design or original goals
- Comparison of curriculum/practices with similar programs in other schools or districts
- Professional learning goals and needs
- Achievement against proficiency standards on local assessments and state MAP/EOC tests, growth norms on benchmark assessments, and nationally-normed assessments (i.e. ACT and Advanced Placement exams)
- Wholistic assessments, which may require surveys or interviews to determine attitudes, beliefs, perceptions of stakeholders

There are numerous data sources at our disposal, many of which are located in our data warehouse or dashboard (currently EduClimber). If and when possible, study groups should triangulate information, collecting data on the same questions or issues from different sources to corroborate evidence being gathered. Efforts should be made to collect and examine multiple types of information from multiple sources, including quantitative and qualitative data when possible. Data types should be aligned with stated goals of the plan.

Quantitative data are numerical and can often be easily disaggregated. These data could include, but not be limited to:

- Student achievement scores (MAP/EOC, curriculum-based measurements, local common assessments, ACT)
- Rate of improvement data
- Behavioral risk assessment data
- Grades
- Longitudinal achievement/enrollment trends
- Attendance, tardiness, and nurse visits
- Data and demographics regarding enrollment, placement, completion and attrition
- Budgetary allocations
- Documentation/observation of program implementation
- Graduate rates and follow-up data
- Attendance in professional learning
- Structured observations of implementation (may include fidelity checks)
- Survey results – numerical ratings and rankings

Qualitative data are descriptive and are typically in narrative form. Data could include, but not be limited to:

- Case study information
- Lesson plans
- Focus group interviews
- Observation notes/reports
- Parent compliments/complaints
- Structured interviews
- Student portfolios
- Survey comments

### **Step 3 - Establish a plan, including a schedule for reviewing data, soliciting feedback, and communicating results**

The committee will need to consider time required to collect, organize, analyze data and to prepare a thoughtful evaluation to guide further research and curricular recommendations. The plan should indicate identified goals, resources needed, and the individuals responsible for various efforts.

Questions to consider while developing the schedule:

- What data will be needed to answer the evaluation questions?
- What existing data are readily accessible via the data warehouse/dashboard?
- What additional data may be necessary and how will they be collected? If additional data are needed, how large a sample is necessary and how will the participants be identified? Who will collect data and how long will data collection take?
- Who will analyze data, and how long will it take?
- Who needs to write and review a rough draft of the plan?
- How will the group seek and collect feedback from pertinent teachers not on the committee?
- What might a final report look like?
- What are the timeline restrictions?
- How will results be communicated with pertinent stakeholders and who will be responsible for this task?

### **Step 4 - Preliminary Review**

Present a plan, timeline, and budget proposal to the Assistant Superintendent of Curriculum & Instruction before in-depth analysis of data sources and/or collection of additional information. Budget proposal should include possible costs related to stipends, substitute coverage, and other professional materials. When possible, a review and recommendation will be completed and returned to the committee within ten business days.

### **Step 5 - Collect and organize identified data, drawing upon information housed in the district's data warehouse/dashboard, as appropriate.**

Once the data collection methods and instruments have been developed or selected, collect any new data that is part of the approved plan. Utilize data found in the district data warehouse and/or other relevant data sources.

### **Step 6 - Analyze information, summarize results, and prepare recommendations.**

Gather, analyze, and summarize the data collected. Develop a list of recommendations based upon results. Results can be reported in several ways:

- Report results by topic or by question
- Chart/graph results using bar graphs or pie charts
- Quote verbatim responses
- Use measures of central tendency (mean, median or mode) for reporting quantitative data
- Report the total number of respondents and/or percentage of survey total surveyed
- Report rate of improvement or longitudinal cohort growth, year-to-year score gains, etc.

When writing recommendations for possible curriculum revisions, be as specific as possible regarding observations and implications for:

- Student outcomes
- Scope and sequence, including possible impact on grade level
- Use of instructional materials
- Efforts addressing specific gaps or student populations
- Curricular outcomes and needs
- Staff development, training, and support

### **Step 7 - Prepare a summative report, including recommendations for further research and possible curricular revisions**

Provide responses to initial evaluation questions, using data to support conclusions. Share all findings and list recommendations for further research and curricular revision. As appropriate, share findings that will inform use of instructional resources and possible future purchases.

### **Step 8 - Share the final evaluation, communicating results with appropriate audiences**

Share the results of the evaluation with appropriate teachers, facilitators, and administrators. The report will become part of a report to the Curriculum Review Committee and the Board of Education when curriculum revisions are recommended. Results should include information listed below.

- Name of Curriculum/Course
- Date: Please include month and year
- Context: Briefly describe the purpose of the curriculum evaluation.
- Evaluation Process: Provide an overview of the procedures for the evaluation. Provide any information about the evaluation design or data collection that should be taken into consideration when drawing conclusions about the curriculum.
- Student Achievement Data Findings and Other Quantitative Findings: Include visual representations such as charts and graphs
- Qualitative Data Findings: Include charts and graphs, when appropriate
- Identified Areas for Future Research and Consideration During Curriculum Revision: Review the implications for grade levels, scope and sequence, student outcomes
- Recommendations: Include recommendations for grade levels, scope and sequence, materials, staff development, student outcomes

Report completed by: \_\_\_\_\_ Date: \_\_\_\_\_

## RESEARCH

Curriculum development shapes the direction and tone of instruction for several years to come. With this comes a significant responsibility, one that requires us to consider the current and future needs of students, internal data, current grade level standards, and research around best practices. Those participating in this phase of the curriculum process will review results of program evaluation, considering relevant data in context of stakeholder feedback, district priorities, academic research, and an examination of high-quality programs in our region and around the world. The results of this process will further inform upcoming curriculum development work.

### Research Procedures (Summary)

#### Organization and Design (Steps 1-3)

Step 1 - Identify members of a committee to participate in the research process

Step 2 - Review results and recommendations of the Program Evaluation report

Step 3 - Select targeted areas of research and growth

Step 4 - Establish a plan, including a schedule and method for collecting stakeholder input, reviewing relevant research, and presenting findings. Consider the design thinking process, with empathy as an important early component of research.

#### Preliminary Review (Step 5)

Step 5 - Present a plan, timeline, and any budget considerations to the Assistant Superintendent of Curriculum & Instruction before beginning work

#### Data Collection & Analysis of Research (Steps 7-8)

Step 6 - Collect, organize, and analyze stakeholder feedback data

Step 7 - Conduct a review of relevant academic research and seek to learn from key changemakers in the discipline and/or field

Step 8 - Summarize results and prepare recommendations

#### Conclusion (Steps 9-10)

Step 9 - Prepare a summative report to inform curriculum development, merging recommendations of this team with recommendations presented during program evaluation

Step 10 - Share the final evaluation, communicating results with appropriate audiences

### Research Procedural Details

#### **Step 1 - Identify members of a committee to participate in the research process**

Membership should include a subset of teachers responsible for delivery of the curriculum, supporting PK-12 articulation as possible. The job of the research group may include:

- Building on results and recommendations of those charged with program evaluation, providing context to further inform curriculum development
- Seeking additional layers of stakeholder feedback, as necessary and appropriate, to further inform future practice (i.e. qualitative data, follow-up and/or clarifying questions to new survey group)
- Reviewing academic literature, best practice research, and ideas from leaders, experts, and/or changemakers in the field
- Consulting with and learning from practitioners, including those using related skills beyond schools
- Designing and conducting action research to inform future curriculum efforts and resource decisions
- Summarizing analysis and developing recommendations
- Working with key district personnel to communicate results

## **Step 2 - Review results and recommendations of the Program Evaluation report**

Members are expected to build upon previous recommendations, not replicate studies or data analysis. While the entire report should be reviewed and discussed, particular attention to be paid to key questions about our impact on student learning:

1. *To what degree is our curriculum being taught as intended?*
2. *What do achievement data say about the effectiveness of our curriculum, measured for proficiency against standards and growth over time?*
3. *What do disaggregate achievement data say about the effectiveness of our curriculum with subgroups of our students?*

## **Step 3 - Select targeted areas of research and potential growth**

Once previous work has been reviewed, members should identify several topics of study to guide their research and learning conversations. Potential guiding questions may include but should not be limited to the following:

- Who are the essential stakeholders in this work?
- What additional data might we seek from stakeholders to inform our work?
- What role should standards play in guiding our understanding and curricular efforts, at the state and national or international level? What processes for unpacking standards might best work at each level and within each discipline?
- Who are the leading pedagogical and/or current content experts in the field? How might we learn from their thinking and work?
- Who are potential leaders and/or changemakers in the field?
- What potential “future-ready” skills and understandings may be important for the group to study and better understand?
- What workshops or conferences may inform thinking during this phase of the work?
- How might we consult with and learn from practitioners and educators in other schools or districts?
- How might gifted teachers, special educators, interventionists, and library/media specialist inform and/or be impacted by this work?
- How might horizontal and vertical articulation conversations inform planning and revision?
- What action research might be conducted during this phase to inform curriculum development and resources decisions?

## **Step 4 - Establish a plan, including a schedule and method for collecting stakeholder input, reviewing relevant research, and presenting findings**

The committee will need to consider time and possible costs required to review current information, gather any additional stakeholder information, explore relevant research, attend trainings, and summarize findings for others. The plan should indicate identified goals, resources needed, potential costs, and individuals responsible for various efforts.

## **Step 5 - Preliminary Review**

Present a plan, timeline, and budget proposal to those integral to the approval and funding process (i.e. Assistant Superintendent, Director of Instruction & Professional Learning, facilitators, principals). Budget proposal should include possible costs related to stipends, substitute coverage, and other professional materials. When possible, a review and recommendation will be completed and returned to the committee within ten business days.

## **Step 6 - Collect, organize, and analyze stakeholder feedback data**

Because empathy is essential to curriculum design, we must seek input and feedback from students, parents, teachers, alumni, and our community. Much of these data may have been collected during program evaluation, but stakeholder feedback should not be left to chance. Follow-up or clarifying questions may be asked, via age-appropriate surveys, focus groups, or interviews. To gain a sense of how curriculum and instruction may be impacting student learning, the group may consider crafting questions or survey items around key strategies identified in Hattie’s research. Survey items may also measure the degree to which key priorities of the district are evident and identifiable within curriculum.

**Step 7 - Conduct a review of relevant academic research and seek to learn from key changemakers in the discipline and/or field**

The group should be guided by 3-5 areas of focus, carrying out the approved research plan for learning conversations. Academic research, literature reviews, and observations/conversations should focus on current pedagogical and/or content experts, as well as leaders and/or potential changemakers in the field. Group members should embrace a forward-thinking lens during their review, understanding that their learning and recommendations will inform curricular practice in the district for the next 5-8 years. During this phase, the group essentially serves as a “Research and Development” branch of their discipline or department, examining potential “future-ready” skills and understandings to foster student success.

**Step 8 - Summarize results and prepare recommendations**

Gather, analyze, and summarize relevant stakeholder data and key findings from literature reviews and/or learning conversations. Develop a list of recommendations, based upon research and summative results, to be shared along with recommendations from the program evaluation report. Findings should be presented in at least four relevant categories, informing curricular development and future instructional practice:

- Feedback and/or input from stakeholders
- Analysis of new standards to be considered, if any
- Pedagogical research and best practice within the discipline
- Practical and/or content information from beyond education, related to the discipline

**Step 9 - Prepare a summative report to inform curriculum development, merging recommendations of this team with recommendations presented during program evaluation**

Provide recommendations related to areas of study, using data to support conclusions. Share all findings and list recommendations for further research and curricular revision. As appropriate, share findings that will inform use of instructional resources and possible future purchases.

**Step 10 - Share the final evaluation, communicating results with appropriate audiences**

Share the results of the evaluation with appropriate teachers, facilitators, and administrators. The report will become part of a report to the Curriculum Review Committee and the Board of Education when curriculum revisions are recommended. Results should include information listed below.

- Name of Curriculum/Course
- Date: Please include month and year
- Context: Briefly describe the targeted areas of research.
- Research Process: Provide an overview of goals and actions steps utilized by the team. Provide relevant information about research, literature, and educational leaders or changemakers studied throughout the process. Include information about stakeholder feedback/surveys.
- Summary of Findings: Stakeholder feedback, analysis of new standards to be considered, pedagogical research and best practice within the discipline, practical and/or content information from beyond education
- Recommendation and Areas for Future Research/Consideration: Include recommendations for grade levels, scope and sequence, materials, staff development, student outcomes

Report completed by: \_\_\_\_\_ Date: \_\_\_\_\_

## CURRICULUM DEVELOPMENT

The curriculum revision process usually begins after a program evaluation cycle and research process have been completed for the content area or course. During the program evaluation process, student outcome data for current curricula will have been reviewed - for all students and for subgroups of population. The research process yielded stakeholder feedback (students, teachers, parents, and alumni), plus a summary of best practice literature and forward-thinking practices. Both processes should have provided alignment insights and recommendations regarding state and national/international standards, where available. Given these findings and recommendations, the revision process begins.

The job of the curriculum development team includes:

- Drawing upon results and recommendations presented by teams previously engaged in research and program evaluation
- Writing and revising curriculum, guided by core values and stakeholder input, making sure to align work with standards and key priorities of the district. Users of the curriculum should readily understand (1) what students will be expected to know and understand, (2) how we will know students have met expectations, and (3) what can be done to support student learning when there are struggles and/or when students exceed expectations. Users should also understand what is “tight” and “loose” in delivery of the curriculum, with essential lessons/standards clearly noted for teaching with high fidelity.

The curriculum will include the following components:

- Essential learning/power standards
- Curriculum maps and pacing guides
- Student learning objectives
- Intentional and explicit focus on educational equity, with opportunities to connect with Rings of Culture (see below) and facets of social-emotional learning
- Attention to identified Future Ready Skills and philosophical goals of the District
- Formative and progress monitoring tools, including rubrics and common assessments
- Instructional tools and resources
- Communicating with and seeking feedback from colleagues not actively engaged in the day-to-day curriculum development process. This “accordion” process is key to developing shared ownership.
- Leading the review and selection of instructional resources, as appropriate; guidelines and expectations for this work can be found later in this document.
- Identification of potential “must-dos” and “may dos” within the curriculum, with articulation of what is tight and loose regarding instructional expectations
- Potential strategies for differentiation within Tier I/core instruction
- Making suggestions for professional learning and support during initial phases of implementation
- Providing a digital version of curriculum to the Office of Curriculum & Instruction, aligned with templates for inclusion in the district curriculum warehouse (currently Schoology). There is an expectation for parallel structure across the document, even if varied stakeholders are developing the work.
- Revising report card criteria, as appropriate
- Working with key district personnel to communicate results, including roles and responsibilities in sharing with building colleagues, the Curriculum Review Committee (CRC), and the Board of Education

## Summary of Curriculum Development Steps to be Completed

- ☐ Work with district communications to “advertise” that the content area/course will be revised. Community members and/or parents who are interested in serving in an advisory capacity are invited to contact the Office of Curriculum & Instruction
- ☐ Determine committee membership, to include a subset of teachers responsible for instruction and supporting cross-grade and/or cross-discipline articulation, as possible
- ☐ Identify and communicate with parent/community advisors, as appropriate
- ☐ Draft a work calendar, outlining a schedule for the year and potential meeting/substitute costs
- ☐ Develop a communication plan and feedback loop to ensure those not participating on the committee will be kept informed and offered opportunities to provide input and feedback (teachers, administrators, advisors)
- ☐ Write and revise curriculum, considering program evaluation data, research recommendations, district priorities, appropriate standards, Future Ready Skills, and practicality
- ☐ Ensure curriculum includes intentional and explicit focus on educational equity, with opportunities to connect with Rings of Culture (CCRTL) and key facets of social-emotional learning
- ☐ Identify key opportunities for cross-curricular connections
- ☐ Prepare periodic updates to be shared with colleagues and members of the Curriculum Review Committee
- ☐ Identify a target date for presenting a revised curriculum document to the Assistant Superintendent of Curriculum & Instruction
- ☐ Identify a target date for presenting a revised curriculum document to the Curriculum Review Committee
- ☐ Identify a target date for presenting a revised curriculum document to the Board of Education for approval
- ☐ Engage in resource review and selection process
- ☐ Disseminate approved curriculum documents for teacher use, ideally via curricula warehouse (Schoology)
- ☐ Provide the Office of Curriculum & Instruction with access to a digital copy of curriculum and resources for potential purchase
- ☐ Revise/create parent information or content/performance guide documents to reflect update curriculum
- ☐ Revise rubrics and report card criteria, if appropriate. This work may be incorporated into work during Implementation Year 1.



## Curriculum Document Checklist

- ☐ District Mission and Vision Statements
- ☐ Overview/rationale connecting content/course to the district mission, vision, Future-Ready Skills, standards, and key priorities of the District
- ☐ General Course Description of the subject area (PK-5) and/or course (6-12)
- ☐ Enduring understandings and/or alignment with priority standards
- ☐ Essential questions
- ☐ Alignment with Missouri Learning Standards and/or other relevant standards
- ☐ Curriculum maps and/or pacing guides
- ☐ Scope and sequence
- ☐ Specific, measurable goals and objectives
- ☐ Academic vocabulary
- ☐ Instructional tools and resources, highlighting instructional activities/learning experiences that directly correlate to each objective and provide students with opportunities for practice toward mastery. Alignment of the activity can be illustrated in one of two ways:
  - Describe the activity in the curriculum outline using the same verbs as those in the objective
  - Include a copy of the activity in the curriculum guide and label it so a reader can readily see the alignment between the activity and objective
- ☐ Formative assessments and progress monitoring tools (as appropriate) that directly correlate to objectives and/or standards and provide students with the opportunity to demonstrate mastery. This work may be completed during Implementation Year 1. Alignment of assessments can be illustrated in one of two ways:
  - Describe the assessment on the curriculum outline using the same verbs as those in the objective.
  - Include a copy of the assessment in the curriculum guide and label it so a reader can readily see the alignment between the assessment and objective.

Assessments are used to pre-assess, diagnose, prescribe, monitor, disaggregate, compare, evaluate competency, and evaluate placement. Assessments are expected to be varied and may include: (1) teacher-developed assessments with scoring criteria and guides; (2) performance tasks; (3) structured observations or conferring conversations; (4) peer evaluations; (5) standards-based assessment tools; or (6) textbook assessments. Assessments may be digital, observational, and/or paper-pencil in nature.
- ☐ Notations indicating if objectives are assessed through MAP/EOC assessments or local measures
- ☐ Date of Board approval
- ☐ A summary of content objectives written in parent-friendly language, forwarded to the Office of Curriculum & Instruction.
- ☐ Objectives to be included on the report card and in report card rubrics, identified and forwarded to the Office of Curriculum & Instruction.

## **Curriculum Resources - MO Department of Elementary & Secondary Education (DESE)**

Developing Curriculum: Considerations and Applications for Missouri Educators

<https://dese.mo.gov/sites/default/files/curr-framework-developing-curriculum.pdf>

MOREnet Curriculum Listserv

<http://lists.mo.gov/mailman/listinfo/curriclistserv>

Missouri Learning Standards

<https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>

English Language Arts

<https://dese.mo.gov/college-career-readiness/curriculum/english-language-arts>

Fine Arts

<https://dese.mo.gov/college-career-readiness/curriculum/fine-arts>

Health, Physical Education, and Wellness

<https://dese.mo.gov/college-career-readiness/curriculum/health-physical-education-school-wellness>

Mathematics

<https://dese.mo.gov/college-career-readiness/curriculum/mathematics>

Science

<https://dese.mo.gov/college-career-readiness/curriculum/science>

Social Studies

<https://dese.mo.gov/college-career-readiness/curriculum/social-studies>

Library/Media

<https://dese.mo.gov/college-career-readiness/curriculum/library-media-centers>

English Language Development

<https://dese.mo.gov/college-career-readiness/curriculum/english-language-development-eld>

Career Education

<https://dese.mo.gov/college-career-readiness/career-education>

School Counseling

<https://dese.mo.gov/college-career-readiness/school-counseling>

## **Curriculum Presentation Outline for Curriculum Review Committee and Board of Education**

Present a review of:

- ☐ Evaluation findings preceding curriculum revision process
- ☐ Activities involved in the revision plan and process
- ☐ Those involved in revision process
- ☐ Communication strategies to engage colleagues and gather feedback
- ☐ Scope and sequence
- ☐ Essential learning/power standards
- ☐ Significant changes, additions, and/or deletions from previous curriculum document
- ☐ Summary of feedback received from teachers, administrators, advisors

### **Memo Outline for Board of Education Agenda**

(due one week before the Board meeting.)

Summarize:

- ☐ Evaluation findings preceding curriculum revision process
- ☐ Activities involved in the revision plan and process
- ☐ Those involved in revision process
- ☐ Communication strategies to engage colleagues and gather feedback
- ☐ Significant changes, additions, and/or deletions from previous curriculum document
- ☐ Summary of feedback received from teachers, administrators, advisors

### **Parent/Community Advisors**

Each curriculum committee should choose or recruit individuals who will serve as parent/community advisors. Their role is to review the revised/proposed curriculum, in an ongoing manner, prior to presentation to the Curriculum Review Committee.

Parent/community advisors may be identified by members of the subject area curriculum committee and may include parents and community members who do not have children in the schools. Curriculum committees are encouraged to include individuals with expertise in the content area. Efforts should be made to include diverse voices and perspectives in this role.

The role of the Parent/Community Advisor is to provide feedback on the curriculum being reviewed and revised by the Curriculum Committee. There are several ways in which this may be done:

- Parent/Community Advisors may be involved in the process, attending some meetings of the Curriculum Committee, when deemed appropriate
- The Curriculum Committee may schedule an opportunity for advisors to attend a gathering or viewing in order to review curriculum and offer feedback
- Copies of draft documents may be sent to advisors with a request for reviews and comments

Feedback from the parent/community advisors should be reviewed, and when appropriate acted upon, before final decisions are made.

Summary comments about the curriculum revision process should include the names of parent/community advisors who reviewed curriculum and provided feedback.

## Procedures for a Public Hearing

There may be times when a formal public hearing is necessary, during curriculum development or during review. The purpose of any hearing is to listen to as many diverse points of view as possible regarding a curriculum scope and sequence. If such a hearing is required, the following parameters will be communicated and utilized:

- The hearing will be publicized and will be open to the public
- All comments will be considered by the Curriculum Committee and/or Curriculum Review Committee as input for the development/review of the scope and sequence. The respective committee will decide how the comments will be used to further develop or review the curriculum
- Any scheduled hearing should provide for up to 90 minutes of public comment and 60 minutes for committee discussion and consensus on feedback (Curriculum Committee and/or Curriculum Review Committee)
- Only Kirkwood School District staff and residents may address the committee
- The time allotted to a presenter is not transferable to another individual and is limited to five minutes of comment and five minutes of questioning from the committee
- Potential presenters will fill out cards indicating they wish to speak to the committee. When doing so, each presenter will identify his/her position on an issue or the general perspective s/he wishes to share with the committee.
- The committee chair will receive cards beginning 15 minutes before the start of the hearing and will sort comment cards according to the stated position/perspective of the presenter.
- Speakers will be called to address the committee according to alternating and/or opposing views, on a first-come-first-serve basis
- It is preferable that written copies of the comments be available for the committee

## Resource Selection & Purchase

The materials selection process begins after a curricular program has been evaluated and research recommendations have been made. Resource selection may begin after the curriculum document has been revised or it may run concurrently, with the expectation that any materials under serious consideration will meet desired criteria to best support curriculum and student outcomes. Purchasing a traditional and/or digital “textbook” is not a requirement with any curricular adoption.

### Summary of Steps to be Completed

- ☐ Work with the Office of Community Relations & Development to advertise that the content area/course will be selecting new materials. Community members and/or parents who are interested in serving in an advisory capacity are invited to contact the Office of Curriculum & Instruction
- ☐ Determine committee membership, to include a subset of teachers responsible for instruction and supporting cross-grade and/or cross-discipline articulation, as possible.
- ☐ Draft a work calendar, outlining a schedule and potential meeting/substitute costs
- ☐ Communicate with the Office of Curriculum & Instruction to discuss possible budget allocations
- ☐ Develop a communication plan and feedback loop to ensure those not participating on the committee will be kept informed and offered opportunities to provide input and feedback (teachers, administrators, advisors)
- ☐ Identify a target date to narrow possible choices to three or fewer
- ☐ Identify a target date for an in-depth evaluation and review of the top materials from which to select. This review is to be completed no later than April of the year prior to implementation. This process requires:
  - blind content comparison of selected content topics
  - opportunities for review by advisors/parents
  - opportunities for review by students
  - opportunities for review by all appropriate teachers
- ☐ Identify a target date for presenting the recommended selection to the Board of Education for approval, usually no later than May of year prior to implementation
- ☐ Prepare requisitions
- ☐ Outline plans for receiving, checking in, and disseminating new materials

### Resource Selection Process Details

1. Secure all available materials for on-site, hands-on review. Contact publishers, check websites, gather information from colleagues, networks and professional organizations.
2. Using criteria written for material selection, screen all materials (see selection criteria checklist).
3. Narrow choices. Three finalists would be considered a manageable number.
4. Complete a blind content comparison of selected content topics and, if appropriate, narrow “finalists” again.
5. Take steps to complete the tasks below, in no particular order:
  - Trial use in classroom with feedback collected from students and teachers.
  - Reviews by students.
  - Reviews by all appropriate teachers.
  - Reviews by parents and advisors.
6. Make selection and summarize all steps of the process in a written document, including evaluation criteria, feedback sheets used, and response tabulations.

## Resource Selection Criteria Checklist

- ☐ Define “What is good instruction?” for the content and list characteristics required in materials to support good instruction. Describe the expected characteristics with precise language.
- ☐ Summarize strands, goals and subtopics contained in Kirkwood curriculum to which materials must align and list topics for an alignment check.
- ☐ Consider content-specific characteristics and describe exactly what would be expected
  - Alignment with appropriate standards
  - Depth of content
  - Perspectives offered
  - Accuracy
- ☐ Consider characteristics that will vary depending on content area and describe exactly what would be expected. These could include the following:
  - Vocabulary
  - Visuals: pictures, graphs, charts, maps
  - Supplementary materials
  - Questions
  - Differentiation possibilities
  - Assessments
- ☐ Consider general characteristics and describe exactly what would be expected. These could include the following:
  - Clear organization
  - Quality of writing
  - Durability
  - Race/ethnicity, culture, age, gender, disability representations
  - Critical thinking and problem solving
  - Integration with other disciplines
  - Ease and use for students and teachers
  - Interactivity within digital resources
  - Integration with devices and current student information system
- ☐ Consider other selection criteria needed for the content/course and specifically describe expected criteria to be met.

## Blind Content Comparison Procedures

The objective of the blind content comparison is to evaluate the coverage and voice found among resource finalists in order to compare content presentations. Use a standardized process when possible, recognizing limitations with digital resources.

## **Presentation Outline for Resource Adoption to the Board of Education**

Present a review of:

- ☐ Criteria defined for evaluating potential materials
- ☐ Activities involved in the review and evaluation process
- ☐ Those involved in evaluation and selection process
- ☐ Communication strategies to engage colleagues and gather feedback
- ☐ Comparisons of the final three resources and notable differences
- ☐ Comments from evaluators: students, parents, advisors, teachers, administrators

## **Memo Outline for Board of Education Agenda**

(due one week before the Board meeting.)

Summarize:

- ☐ Criteria defined for evaluating potential materials
- ☐ Activities involved in the review and evaluation process
- ☐ Those involved in evaluation and selection process
- ☐ Communication strategies to engage colleagues and gather feedback
- ☐ Comparisons of the final three resources and notable differences
- ☐ Comments from evaluators: students, parents, advisors, teachers, administrators

## **Parent/Community Advisors in the Resource Selection Process**

Each curriculum committee should choose or recruit individuals who will serve as parent/community advisors. Their role is to review the proposed materials under consideration.

Parent/community advisors may be identified by members of the subject area curriculum committee and may include parents and community members who do not have children in the schools. Curriculum committees are encouraged to include individuals with expertise in the content area. Efforts should be made to include diverse voices and perspectives in this role.

The role of the parent/community advisor is to provide feedback on instructional resources being reviewed by the Curriculum Committee. There are several ways in which this may be done:

- Parent/community advisors may be involved throughout the process, attending some meetings when deemed appropriate
- The Curriculum Committee may schedule an opportunity for advisors to attend a gathering or viewing in order to review curriculum and offer feedback. Instructional materials can be made available at District locations. Feedback sheets are to be completed by individuals reviewing the materials.

Feedback from the parent/community advisors should be reviewed, and when appropriate acted upon, before final decisions are made.

Summary comments about the curriculum revision process should include the names of parent/community advisors who reviewed curriculum and provided feedback.

## SUPPORTING RESOURCES

### Future Ready Skills in Kirkwood



What does it mean to be a future-ready learner in the Kirkwood School District? We believe our graduates must be prepared for a rapidly changing world and workforce, ready for success in college, career and civic life. They must also, however, be actively engaged in living a full life in the here and now. School life, for Kirkwood students, is not a dress rehearsal.



#### Wellness, Joy, & Hope

- Are physically and mentally healthy, prepared to live a lifestyle of wellness
- Possess the confidence and adaptive skills to take risks, work hard, and be resilient in the face of challenges.
- Use visual and performing arts to inspire thinking, communicate ideas, and better understand the world around them.



#### Connection & Collaboration

- Build and maintain healthy relationships, demonstrating kindness, respect, character, and integrity
- Are empathetic learners and leaders, with the ability to understand others' needs and the potential impact of their actions on those around them
- Skilled at working with others – in person and via technology – to collaborate around ideas, accomplish tasks, and advance new learning.



#### Flexible Thinking

- Think critically and creatively about ideas to find and solve problems across a wide range of situations
- Leverage technology flexibly to access information, collaborate, make/create, and communicate ideas
- Capitalize on mistakes and failures to advance thinking, learning, and understanding
- Use design thinking and iteration to explore complex issues
- Manage cognitive load to effectively process new information



#### Disciplinary Literacy & Application

- Read, write, and question to actively understand and discern ideas, within and across disciplines
- Apply knowledge from multiple disciplines to new and unpredictable situations
- Actively make use of media literacy and digital citizenship skills.

Literacy – Numeracy – Scientific Literacy  
Financial Literacy – Cultural & Civic Literacy



#### Global Citizenship

- Serve as global citizens, with an appreciation for diverse cultures/ideas and a commitment to inclusion and equity
- Engage in efforts to improve one's community – locally and globally – through service, advocacy, and civic responsibility.
- Serve as stewards of our environment, with a sense of connectedness to and responsibility for our planet



## Rings of Culture Graphic (Center for Culturally Responsive Teaching & Learning)

For additional information, visit <https://www.culturallyresponsive.org/>



## Framework for Systemic Social and Emotional Learning (CASEL)

For additional information, visit <https://casel.org/>

**Self-awareness:** Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

**Self-management:** Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

**Social awareness:** Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

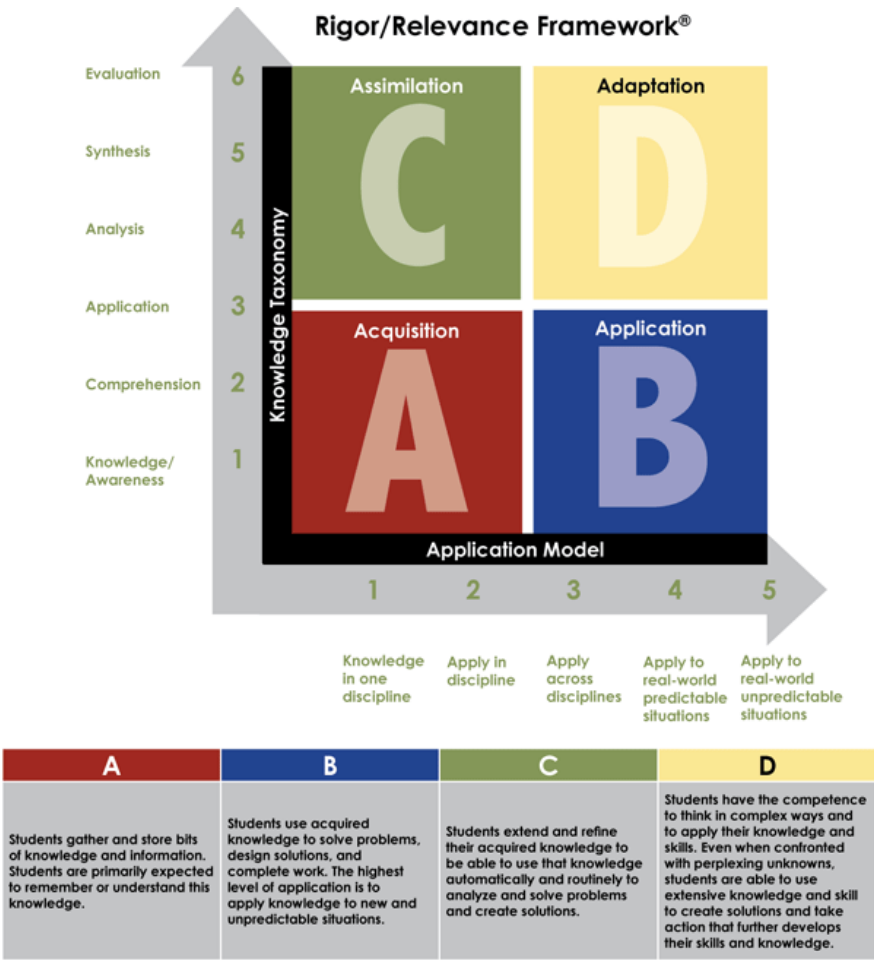
**Relationship skills:** Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

**Responsible decision-making:** Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.



# Rigor Relevance Framework (ICLE)

For additional information, visit <http://leadered.com/>



# Periodic Table of Play

For additional information, visit <https://tinyurl.com/play-elements>

