



**NEW ULM PUBLIC SCHOOLS**

PreK-12

## Curriculum Review Process

(Developed through Analysis of multiple District's best practices of Curriculum Review)

Revised 2017-18



***District Mission:*** To be the regional educational leader for Pre-Kindergarten into Post-Secondary programs

***District Vision:*** Preparing all students to be successful in a 21st Century World

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# Curriculum Review Cycle

## Introduction

The development of a comprehensive cycle of curriculum review that integrates the review process with our PLC's, Staff Development, and Goals setting systems is an essential component of the advancement of student learning. Through the process of curriculum review New Ulm Public Schools strives to provide programs that support District 88's vision of preparing all students to be successful and continuous 21st century learners.

New Ulm Public Schools are committed to its mission of being the regional educational leader for PreKindergarten into Post-Secondary programming. The Board of Education, the District Curriculum Advisory Committee, the District Leadership Team, and Building Teaching Professionals will support the development, implementation, and continuous review necessary to achieve our mission and provide our community with first-class educational opportunities. Dedication and commitment to excellence will allow for District 88 to continue to build and implement programs that our community and professionals can take great pride in.

Education today is a dynamic system. This document outlines the processes of curriculum review, providing the flexibility to meet the needs of our Districts dynamic nature. This guide will provide a framework and an outline that gives direction, guidance, and coordination to the process while integrating review process into our various systems. The process will include an action research process and Understanding by Design (UbD) framework that will account for the flexibility necessary to produce dynamic results for all of our District learners.

## Three Phases of Review Defined

(Phase tasks are included on pages 5&6)

### Implementation Phase

Applying the UbD stages of backwards design, this phase will examine/review new state and/or national standards adoptions (including content literacy standards and career/college readiness standards when applicable) and investigate the the question: What should students know, understand and be able to do? Through this process, essential questions, enduring understandings, and learning targets will be established. This phase will will establish the foundations for units of study and review/revision of assessments for and of learning. Resource proposals will occur after the foundations have been established.

The three stages of backwards design are as follows:

1. Identify the desired results
2. Determine assessment evidence
3. Plan the learning experiences and instruction

District 88 Templates will included at the end of this document. The Director of Learning Services and building Principals will work with you at different times during this process.

### Mid-Cycle Review Phase

As a part of the continuous review process, mid-cycle review will establish tasks following your implementation to ensure that enhancements can be made to the learning experience annually. This phase allows for review data collected, review of resources and materials implemented, and ongoing action research on best practices when implementing your new/revised curriculum. This phase will also include proposals for for any supplemental materials that enhance the learner's experience.

## Program Evaluation Phase

Program evaluation is an essential component to curriculum review. During this phase of continuous review, the focus will be on reviewing current trends, reviewing longitudinal student data, and preparing for your upcoming standards revision. Resources and materials currently being used will be reviewed and course evaluation and development will take place.

## Curriculum Review Calendar

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
<b>Year 1</b>	Fine Arts	Science & Stem	ELA & Reading Intervention		Math & Math Intervention Technology	Social Studies Guidance	World Language Health/PE		AgIT FACS Business ED
<b>Year 2</b>	AgIT FACS Business ED	<i>Fine Arts</i>	Science & Stem	ELA & Reading Intervention		Math & Math Intervention Technology	Social Studies Guidance	World Language Health/PE	
<b>Year 3</b>		AgIT FACS Business ED	Fine Arts	Science & Stem	ELA & Reading Intervention		Math & Math Intervention Technology	Social Studies Guidance	World Language Health/PE
<b>Year 4</b>	World Language Health/PE		AgIT FACS Business ED	Fine Arts	Science & Stem	ELA & Reading Intervention		Math & Math Intervention Technology	Social Studies Guidance
<b>Year 5</b>	<b>Social Studies Guidance</b>	World Language Health/PE		AgIT FACS Business ED	Fine Arts	Science & Stem	ELA & Reading Intervention		Math & Math Intervention Technology
<b>Year 6</b>	<i>Math &amp; Math Intervention Technology (Media )</i>	Social Studies Guidance	World Language Health/PE		AgIT FACS Business ED	Fine Arts	Science & Stem	ELA & Reading Intervention	
<b>Year 7</b>		<b>Math &amp; Math Intervention Technology</b>	Social Studies Guidance	World Language Health/PE		AgIT FACS Business ED	Fine Arts	Science & Stem	ELA & Reading Intervention
<b>Year 8</b>	<b>ELA &amp; Reading Intervention</b>		Math & Math Intervention Technology	Social Studies Guidance	World Language Health/PE		AgIT FACS Business ED	Fine Arts	Science & Stem
<b>Year 9</b>	Science & Stem	ELA & Reading Intervention		Math & Math Intervention Technology	Social Studies Guidance	World Language Health/PE		AgIT FACS Business ED	Fine Arts

## Phases Of Review

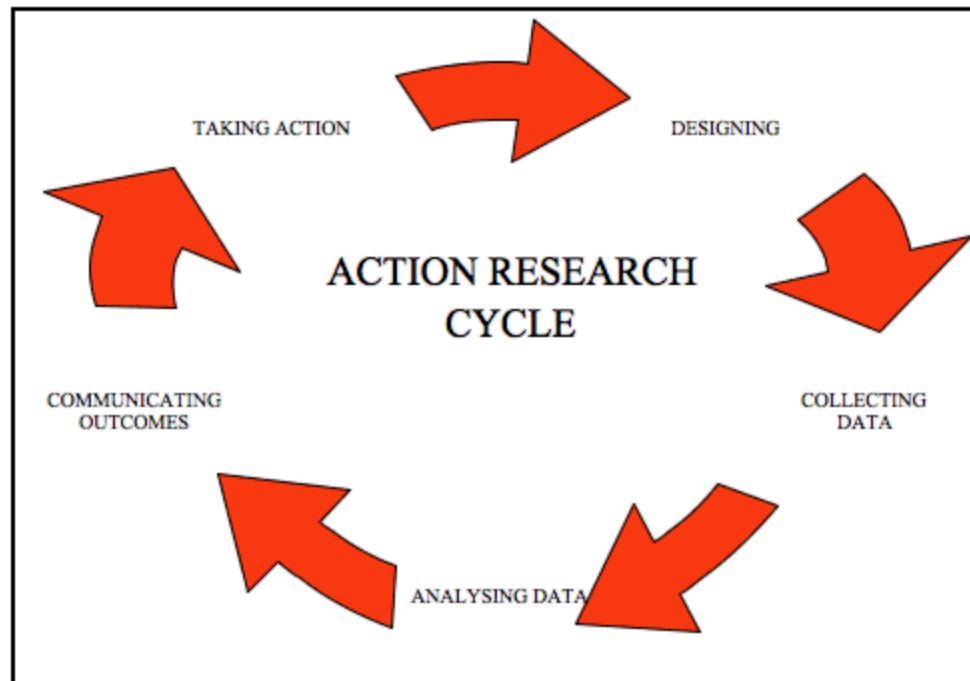
Implementation Phase	Mid-Cycle Review	Program Evaluation Phase
Years 1-3	Years 4-6	Years 7-9
<ul style="list-style-type: none"> <li>- <b>Current Reality</b> <ul style="list-style-type: none"> <li>- <b>Conduct a Needs Assessment (Annual)</b></li> <li>- <a href="https://docs.google.com/forms/d/e/1FAIpQLSc7PwEseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSc7PwEseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform</a></li> </ul> </li> <li>- <b>Examination and Review of State/National Standards (Yrs. 1-3)</b> <ul style="list-style-type: none"> <li>- <b>Identification of Priority Standards</b></li> <li>- <b>Embed Content Specific Literacy Standards (State and College Readiness Benchmarks)</b></li> <li>- <b>Develop/Revise Learning Targets</b></li> <li>- <b>Update Course Descriptions</b></li> <li>- <b>Determine the Number of Common Assessments</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- <b>Current Reality</b> <ul style="list-style-type: none"> <li>- <b>Conduct a Needs Assessment (Annual)</b></li> <li>- <a href="https://docs.google.com/forms/d/e/1FAIpQLSc7PwEseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSc7PwEseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform</a></li> </ul> </li> <li>- <b>Resource and Material Evaluation (Years 4&amp;5)</b> <ul style="list-style-type: none"> <li>- Evaluate existing resource based upon your Needs Assessments</li> <li>- <b>Collaboratively identify, review, and select supplemental resources for implementation</b></li> <li>- Consider ways to continue to integrate technology as a learning enrichment tool in the classroom</li> </ul> </li> <li>- <b>Monitoring of Implementation</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Current Reality</b> <ul style="list-style-type: none"> <li>- <b>Conduct a Needs Assessment (Annual)</b></li> <li>- <a href="https://docs.google.com/forms/d/e/1FAIpQLSc7PwEseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSc7PwEseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform</a></li> </ul> </li> <li>- <b>Course Evaluations (Years 7&amp;8)</b> <ul style="list-style-type: none"> <li>- Stakeholder course feedback from teachers, students, and parents</li> <li>- <b>Review of student assessment data and outcomes</b></li> <li>- New course development/revision based upon the Needs Assessment</li> </ul> </li> <li>- <b>Resource and Material Revision (Years 8&amp;9)</b> <ul style="list-style-type: none"> <li>- Collaborate on resource needs for new materials</li> </ul> </li> </ul>

<p style="text-align: center;"><b>and Common Rubrics (Summative/Formative)</b></p> <ul style="list-style-type: none"> <li>- <b>Implementation (Yrs. 2 &amp; 3)</b> <ul style="list-style-type: none"> <li>- Train and Mentor new teachers on the curriculum and assessments</li> <li>- <b>Identify and Review Data and Data points of student learning</b></li> <li>- Mapping of Units of study, Pacing Guide Development, and creation of an Academic Calendar</li> <li>- Establish Common Grading Criteria</li> </ul> </li> <li>- DCAC Discussion and Feedback (Years 1&amp;2)</li> <li>- Ongoing Professional Development through Conference or Workshop Opportunities (Year 1 Priority)</li> </ul>	<p style="text-align: center;"><b>(Years 4-6)</b></p> <ul style="list-style-type: none"> <li>- <b>Monitor Learning Target and Assessment Data</b></li> <li>- <b>Collaboratively adapt instructional practices based upon data analysis</b></li> <li>- <b>Refine process of student work review within your PLC</b></li> <li>- Ongoing Professional Development through Conference or Workshop Opportunities (Year 4 Priority)</li> </ul>	<p style="text-align: center;"><b>and new courses</b></p> <ul style="list-style-type: none"> <li>- Re-Examine State and National standards and review/research current trends</li> <li>- Establish areas of emphasis based upon student data, needs assessments, and standards revisions</li> <li>- Ongoing Professional Development through Conference or Workshop Opportunities (Year 7 Priority)</li> </ul>
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Items listed in RED are PLC integration tasks as part of the on-going curriculum review process.



## Action Research Model (Mindset within each Phase)



Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems. (Wikipedia, 2017)

## Curriculum Development in a Professional Learning Community

### Indicators of a well-designed standards-based curriculum implementation:

- District policies and resources support the implementation of standards
- Written curriculum aligns with content and assessment standards
- Curriculum is rigorous, balanced, and aligned with collaboratively established targets for learning
- Classroom assessments are essential to curriculum design, assessments become purposeful formative and summative checks for learning aligned with the standards
- Data are collaboratively discussed to improve classroom outcomes and daily instruction

### Principles of the District 88 Curriculum Development Process:

1. Teacher teams will collaboratively writing curriculum consistent with the UbD format with goals ensuring understanding and transfer of knowledge and skills for each content area.
2. Grade Level/Content area teams will collaboratively determine what students know and be able to do versus individuals making this determination.
3. Curriculum will help teachers, students, and families clarify the specific knowledge, skills, and understanding that students should be able to transfer as a result of their learning.
4. Results-oriented curriculum will enable all stakeholders to focus on essential and significant learning, understanding, and transfer.
5. The curriculum review process will identify common evaluative criteria and assessments that will empower an individual teacher, a teaching team, and the school to monitor student achievement at the classroom level.
6. Curriculum, Instruction, and Assessment will support the continuous improvement process.

7. The NUPS curriculum review process, professional development plans, staff development, and continuous improvement process are intertwined and will be intentionally designed to promote continuity.

## *Understanding by Design (UbD) Framework for the New Ulm Public Schools*

### The seven key tenets of UbD (ASCD, 2012):

1. Enhanced learning occurs when teacher collaborate purposefully with their PLC teams when reviewing curriculum. The UbD framework is meant to provide a non-prescriptive and flexible process.
2. Curriculum and teaching focus on the development and deepening of student understanding and the transfer of learning (the ability to effectively use content knowledge and skill).
3. Students ability to autonomously make sense of and transfer their learning is essential. This includes the ability to explain, interpret, apply, shift perspective, empathize, and self-assess.
4. Effective curriculum is planned from long-term, desired results through an intentional design process (desired results, evidence, and learning plans). This helps avoid the common problem of treating the textbook as the curriculum rather than a resource and activity oriented teaching in which no clear priorities and purposes are apparent.
5. Teachers are more than purveyors of content knowledge, skill, and activities. Teachers are facilitators of learning, personalizing the learning experience with a focus on learning occurring and checking for successful transfer by the learner.
6. Continuous review of units and curriculum through an action research model that leads to engaging and professional discussions integrated into the PLC process.
7. Intentional design of curriculum informs the needed adjustments and instruction so that student learning is maximized.

### UbD backwards design resource:

- [http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

## Instructional Resources and Selection Procedures

Following the aligned design of the curriculum and assessments using the UbD framework, teams will collaboratively and conscientiously engage in the selection of instructional resources. The process for proposing new resources shall be systematic, objective, and thorough as instructional resources are critical components of the total educational program. Resource proposals will occur during two different phases of the review process, the first includes thoughtful proposals for **anchor resources (Implementation Phase)** and the second will include thoughtful proposals for **supplementary resources (Mid-Cycle Review)**.

### Definitions

**Anchor Resource:** Resource matched to the designed curriculum and assessments used by students as their primary resource for a particular course. Resources may include, but are not limited to, textbooks, anthologies, trade books, open source materials, and digital media.

**Supplementary Resource:** Materials intended to complete, extend, or reinforce the curriculum.

### Selection Criteria

Selection criteria should include, but is not limited to:

- Alignment with the district curriculum
- Complete and impartial factual treatment of the subject matter
- Empirical evidence of effectiveness based on relevant high quality research, where available
- Appropriateness for the needs, abilities, and achievement level of the students

### Procedures

The following shall be used in identifying, evaluating, and adopting anchor resources and supplementary resources:

1. Resources shall be evaluated on a regular basis aligned with the Curriculum Review process.
2. The Director of Learning Services shall convene a selection committee and solicit preview copies or logins.
3. If necessary, the selection committee will narrow the possible choice to 2-4.
4. All teachers teaching within the content area/grade level will be given full opportunity to examine the resources being considered for adoption.
5. The selection committee will complete its evaluation and make a recommendation to the Director of Learning Services, the Building Principal, and the District Curriculum Advisory Committee. (Template Provided
6. Instructional resources, upon approval, (anchor and supplemental) will be purchased through the Director of Learning Services office. Resources for special education will be included with all new adoptions.
7. Some supplemental resources may not involve extensive review. The DLS and/or building Principals will make that decision.

## Monitoring the Curriculum

Curriculum monitoring in District 88 ensures fidelity of implementation, consistency in the adoption, and collaborative conversation between Principals, Teachers, and District Office personnel which is a central component of the continuous improvement process. District Curriculum is carefully sequenced, articulated, and designed for monitoring that ensures student learning builds from one grade level to the next. Curriculum Monitoring will be a problem solving process that supports collaboration and the continuous improvement process and ensures the coordination of district curriculum while honoring every teacher's expertise.

- 1. Monitoring will emphasize mutual accomplishment.** Mutual accomplishment is a type of implementation where the developers of innovation (curricular teams) accomplish their goal of adapting the curriculum while users of the innovation (teachers) accomplish their goals of influencing curriculum and maintaining autonomy in essential elements of classroom practice.
- 2. Monitoring establishes a culture that values continuous improvement.** Principals will facilitate a continuous process and encourage it as a part of the school's values. Emphasis will focus on improving student learning and an understanding that curriculum development is ongoing process, not a single event.
- 3. Monitoring allows for targeted and ongoing professional development.** Professional Development will be intentional, relevant, and aligned to school and district goals and initiatives.
- 4. Collaboration is vital in a school's culture.** Creating conditions of collaboration through a thoughtful process that establish the importance working cooperatively allows for collective celebration of school-wide success.
- 5. Monitoring includes analysis of student assessment results.** As part of the continuous improvement process and ongoing review of curriculum, teams should examine schoolwide and classroom-specific results from an analytical perspective. This process examines the following questions:
  - Was the assessment aligned with the curriculum?
  - Were the texts and other instructional materials congruent with the curriculum?
  - Was sufficient time devoted to the content included in the assessment?
  - Were the students motivated to master the curriculum and perform well on the assessments?
  - Were effective instructional strategies employed?
  - Was the curriculum itself rigorous and of high quality?

- Which groups of students performed above/below expectations? How will we address through our curriculum intervention and enrichment opportunities?

## PreK-12 Curriculum and Instruction Strands

### Curriculum Strands

- ELA
- Social Studies
- Math
- Science
- Technology (Media & STEM)
- Guidance/Counseling
- Health/Physical Education
- Family and Consumer Science
- World Language
- AgIT
- Business Education
- Fine Arts (Instrumental and Vocal Music and Art)

### Team Membership Norms

Team membership will be determined by the scope of the work. Representatives will have the following responsibilities:

1. Meeting attendance will be required.
2. Results will be reported back faculty and team/department meetings.
3. Assume leadership role in curriculum development with your colleagues.
4. All ideas, values, and opinions are valued.

## District 88 Curriculum Planning with Templates and Checklists

District 88 Tasks and Templates through each phase. Two required templates will be submitted into your team drive during the Implementation phase:

- **Year at a glance template:** Skeleton view of your planning over a school year. This document supports planning among classroom teachers and the specialists who instruct the students at the grade/content area level. Scope and sequence for each content area may be used to select topics including goals for instruction for the entire course on the template.
- **Unit Design Template:** This template supports very specific planning for each unit of instruction. It includes of the features within the curriculum map with additional layers of detail. Input from classroom teachers and specialists are again essential to creating a unit that meets the needs of all students.

Additional examples and resources can be made available by request of the DLS and building Principals. The documents and templates are designed for a process of continuous review and teams and teachers have the flexibility to make revisions as needed to all documents when appropriate. Building Principals and/or the DLS may request for review additional documents including assessments, rubrics, lesson plans, and learning activities/materials as needed for the monitoring process.



<b><u>Implementation Phase Years</u></b>	<b><u>Mid Cycle Review Phase Years</u></b>	<b><u>Program Review Phase Years</u></b>
<p style="text-align: center;"><b><u>1-3</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>Conduct a Needs Assessment using the Link below (To Be Completed Annually by your PLC Team)</b></li> <li>❑ <a href="https://docs.google.com/forms/d/e/1FAIpQLSc7Pw_EseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSc7Pw_EseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform</a> <ul style="list-style-type: none"> <li>❑ <b>Develop a department/grade level vision statement (Year 1)</b></li> <li>❑ <b>Link for Example Vision Statements:</b></li> <li>❑ <a href="https://docs.google.com/document/d/1rZt3sB7X3yV8SV80VTXyviflQytfFCIm-9EfjJGizmng/co py">https://docs.google.com/document/d/1rZt3sB7X3yV8SV80VTXyviflQytfFCIm-9EfjJGizmng/co py</a></li> </ul> </li> <li>❑ <b>Examination and Review of State and National Standards (Years 1 and 2 if needed)</b></li> </ul>	<p style="text-align: center;"><b><u>4-6</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>Conduct a Needs Assessment using the Link below (To be Completed Annually by your PLC Team)</b></li> <li>❑ <a href="https://docs.google.com/forms/d/e/1FAIpQLSc7Pw_EseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSc7Pw_EseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform</a> <ul style="list-style-type: none"> <li>❑ <b>Resource and Material Review (Years 4&amp;5)</b></li> <li>❑ <b>Evaluate existing supplemental resources based on the needs assessment</b></li> <li>❑ <b>Identify any supplemental resources and prepare and supplemental resource proposal (if necessary)</b></li> </ul> </li> <li>❑ <b>Monitoring of Implementation (Years 4-6)</b></li> </ul>	<p style="text-align: center;"><b><u>7-9</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>Conduct a Needs Assessment using the Link below (To Be Completed Annually by your PLC Team)</b></li> <li>❑ <a href="https://docs.google.com/forms/d/e/1FAIpQLSc7Pw_EseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform">https://docs.google.com/forms/d/e/1FAIpQLSc7Pw_EseNKfX6bE_sv5xByUrSeWxlrY8x9p3GBKSjPGcOxeA/viewform</a> <ul style="list-style-type: none"> <li>❑ <b>Course Evaluation (Years 7&amp;8)</b></li> <li>❑ <b>Develop a grade level/Department level means for stakeholder feedback. Feedback should include staff, students, m and parents</b></li> <li>❑ <b>Review student, parent, and staff data (student data reviews are ongoing)</b></li> <li>❑ <b>New Course Development/Revision</b></li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>❑ Identify Standards as Priority Standards and Supporting Standards</li> <li>❑ Identify and Embed Content Specific Literacy Standards (State and Career/College Readiness Benchmarks)</li> <li>❑ Establish and/or Revise Learning Targets</li> <li>❑ Design Assessments/Assessment Calendars that accurately reflect student learning per building grading and assessment requirements</li> <li>❑ The following links will provide you a District Template to record your standards, essential questions, and learning targets:</li> </ul>	<ul style="list-style-type: none"> <li>❑ See Handbook for Monitoring roles and PLC responsibilities</li> <li>❑ Supplemental Resource Request Link <ul style="list-style-type: none"> <li>❑ <a href="https://docs.google.com/forms/d/e/1FAIpQLSdh9klEKOLl1jFwiVMcCenFN5anHHU_KwtfV2kKQ2KyVyCWTQ/viewform">https://docs.google.com/forms/d/e/1FAIpQLSdh9klEKOLl1jFwiVMcCenFN5anHHU_KwtfV2kKQ2KyVyCWTQ/viewform</a></li> <li>❑ Continued consideration for the integration of technology as a learning enrichment tool in the classroom</li> </ul> </li> <li>❑ Ongoing Professional Development Opportunity (Year 4 Priority) <ul style="list-style-type: none"> <li>❑ PD opportunities are at the discretion of the building principals.</li> </ul> </li> </ul>	<p style="text-align: center;">based on the needs assessment</p> <ul style="list-style-type: none"> <li>❑ Resource and Material Revision (Year 9) <ul style="list-style-type: none"> <li>❑ Begin collaborations on anchor resource needs for new/revised courses</li> <li>❑ Re-Examine State/National/Career &amp; College Readiness Standards and research current trends</li> <li>❑ Establish areas of upcoming emphasis informed by student data, the annual needs assessment, and revisions of standards.</li> </ul> </li> <li>❑ Ongoing Professional Development Opportunity (Year 7 Priority) <ul style="list-style-type: none"> <li>❑ PD opportunities are at the discretion of the building principals.</li> </ul> </li> </ul>
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**Year At A Glance  
Template**

[https://docs.google.com/document/d/1rM-tWuE0-OJJOM5dTf8DtJ6q\\_jpj5OzoBRRMvWah58o/copy](https://docs.google.com/document/d/1rM-tWuE0-OJJOM5dTf8DtJ6q_jpj5OzoBRRMvWah58o/copy)

**Unit Design Template**

<https://docs.google.com/document/d/15zURTZML-LFHsTzFGocXF-a6IVVfWUMHPTZnR9U8X-SY/copy>

**Anchor Resource  
Request Template**

[https://docs.google.com/forms/d/e/1FAIpQLSdh9kIEKOL1jFwiVMcCenFN5anHHU\\_KwtfV2kKQ2KyVyCWTQ/viewform](https://docs.google.com/forms/d/e/1FAIpQLSdh9kIEKOL1jFwiVMcCenFN5anHHU_KwtfV2kKQ2KyVyCWTQ/viewform)

<input type="checkbox"/> DCAC Feedback (Years 1&2) <input type="checkbox"/> PD priority (Year 1)		
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## References

Several Districts of study contributed to the design of this document. Districts best practices reviewed and included in the design were:

- Lake Mills Public Schools (WI)
- Hudson Schools (WI)
- New Ulm Public Schools (MN)
- Waconia Public Schools (MN)
- Columbia Public Schools (MO)

McTighe, J. & Wiggins, G. (2012). Understanding by design framework. (ASCD). Alexandria, VA.

